

RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Regular Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Regular Meeting of the Board of Trustees of the River Delta Unified School District to be held:

November 12, 2019

Clarksburg Middle School ♦ 52870 Netherlands, Clarksburg, CA

A copy of the full agenda (with backup documents but without confidential closed session items) is available for public review at the District Office, 445 Montezuma St., Rio Vista, California, at least 72 hours prior to the announced meeting of the Board of Trustees or online at <http://riverdelta.org> under the heading: Board of Trustees

REGULAR MEETING AGENDA

1. Call the Open Session to Order (@ 5:30 p.m.)
2. Roll Call
3. Review Closed Session Agenda (see attached agenda)
 - 3.1 Announce Closed Session Agenda
 - 3.2 Public Comment on Closed Session Agenda Items Only
4. Approve Closed Session Agenda and Adjourn to the **Closed Session** (@5:35 p.m.)
Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Time: _____
5. Reconvene to Open Session (@ approx. 6:30 p.m.) Time: _____
 - 5.1 Retake Roll Call
Member Fernandez ____; Member Olson ____; Member Riley ____;
Member Stone ____; Member Elliott ____; Member Casillas ____; Member Mahoney ____
 - 5.2 Pledge of Allegiance
6. Report of Action taken, if any, during the Closed Session (Government Code Section 54957.1) – Board President Fernandez
7. Review and Approve the **Open Session** Agenda
Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
8. Public Comment: **Anyone may address the Board at this time regarding any subject that is within the Board's subject-matter jurisdiction which is not on this night's agenda** [Government Code Section 54954.3 and Education Code Sections 35145.5 and 72121.5]. **However, please hold your comments on a specific item listed until it is brought up for discussion.** To address the Board, raise your hand and when you have been called on, please step up to the podium and state your name. **However, understand the Board may not take action on any item which is not listed on this agenda** (except as authorized by Government Code Section 54954.2). (BB9323) **Individual speakers shall be allowed two minutes to address the Board on any non-agendized item. The Board shall limit the total time for public presentation and input on all items to a maximum of 20 minutes.** With Board consent, the Board President may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard and the overall length of the agenda. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323) Anyone may appear at the Board meeting to testify in support of, or in opposition to, any item on this agenda being presented to the Board for consideration. {If you wish to have an item placed on the agenda for discussion and/or action by the Board, you must notify the Board Secretary/Superintendent in writing no later than ten working days prior to a regularly scheduled Board meeting requesting permission. After the Superintendent's Cabinet has met, you will be notified of their decision.}
9. **Reports, Presentations, Information**
 - 9.1 Board Member(s) and Superintendent Report(s) and/or Presentation(s) –
 - 9.1.1 Board Members' report(s)
 - 9.1.2 Committee report(s)
 - 9.1.3 Superintendent Wright's report(s)

- 9.1.3.1 CSEA Employee of the Year Recognition: Lindsay Hiromoto
- 9.1.3.2 Information regarding "At-Large" vs. "Trustee-Area" Electoral Methods
- 9.1.3.3 Enrollment Growth and Student Housing

- 9.2 Business Services' Reports and/or Presentations on: Routine Restricted Maintenance; Deferred Maintenance; Maintenance and Operations; Transportation Department; Food Services Department; District Technology; and District Budget – Elizabeth Keema-Aston, Chief Business Officer; Ken Gaston, Directors of MOT
 - 9.2.1 ADA/Enrollment Report – Elizabeth Keema-Aston
 - 9.2.2 Monthly Financial Report – Elizabeth Keema-Aston
 - 9.2.3 Maintenance, Operations & Transportation Update, Ken Gaston, Director of MOT
 - 9.2.4 Districtwide Facilities Assessment Review – Ralph Caputo
- 9.3 Education Services' Reports and/or Presentation(s) - Nicole Latimer, Director of Educational Services and Special Education
 - 9.3.1 Educational Services Update – Nicole Latimer
 - 9.3.2 California Assessment of Student Performance and Progress (CAASPP) Data Information and Presentation on the results of the Spring 2019 CAASPP for students in grades 3-8 and 11 – Nicole Latimer
- 9.4 River Delta Unified Teacher's Association (RDUTA) Update
- 9.5 California State Employees Association (CSEA) Chapter #319 Update
- 9.6 Clarksburg Middle School's FFA Presentation – Charles Van Riper
- 9.7 Delta High School's Vineyard Project Presentation – Charles Van Riper

10. **Consent Calendar**

- 10.1 Approve Board Minutes
 - Regular Meeting of the Board, October 8, 2019
- 10.2 Receive and Approve Monthly Personnel Reports
 - As of November 12, 2019
- 10.3 District's Monthly Expenditure Report
 - October 2019
- 10.4 Request to approve out of state travel for Alyson Stiles, Riverview Leadership Teacher to attend the California Association of Director's of Activities (CADA) annual state convention in Reno, Nevada from March 4-7, 2020 – Marcy Rossi
- 10.5 Request to approve a leave of absence made by Barbara DeFlores – Bonnie Kauzlarich
- 10.6 Request to approve an Independent Contract for Services Agreement with Lee Williams to provide CPR and First Aid Training for District employees and coaches, not to exceed \$5,400 – Bonnie Kauzlarich
- 10.7 Donations
 - Rio Vista High School – Rio Vista High School Fitness and Wellness Center**
Harvey L. and Maud C. Sorensen Foundation - \$140,000
 - Rio Vista High School**
Rio Vista Rotary Club – New Vehicle for extracurricular activities
 - Bates Elementary School**
Courtland Fire Department - \$500
 - Isleton Elementary School – 6th grade Sly Park Science Camp**
Morris Motors - \$50
Mei Wah (DL Betts & Iva Marie Walton) - \$235
 - Riverview Middle School – Leadership Activity**
Riverview PTC - \$343
Isleton Lions Club - \$420
Sorooptimist International of Rio Vista - \$200
Rio Vista Lions Club - \$610
Riverview PTC - \$84

Action Items -- Individual speakers shall be allowed two minutes to address the Board on any agenda item. The Board shall limit the *total time* for public presentation and input on *all items* to a maximum of 20 minutes. With Board consent, the Board President may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard and the overall length of the agenda. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323) Anyone may appear at the Board meeting to testify in support of, or in opposition to, any item on this agenda being presented to the Board for consideration.

- 11. Request to approve the Charter Petition for Delta Elementary Charter School (DECS) Renewal July 1, 2020 through June 30, 2025 – Katherine Wright

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 12. Request to set and approve the scheduling of the Annual Organizational Meeting of the Board of Trustees of the River Delta Unified School District for Tuesday, December 17, 2019 with the Open Session beginning at 6:30pm at the Rio Vista High School Theater – Katherine Wright

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 13. Request to approve the Facility Condition Assessment Report as a working document for future Bond feasibility – Katherine Wright

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 14. Public Hearing to Sunshine the River Delta Unified School District’s Negotiation proposals to the River Delta Unified Teachers’ Association (RDUTA) for 2019-20 – Katherine Wright

Public Hearing Opened: _____pm Public Comment: Public Hearing Closed: _____pm

Request the approval to begin negotiations, opening the full three-year contract with the River Delta Unified Teacher’s Association – Katherine Wright

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 15. Request to hold a Public Hearing to Sunshine the River Delta Unified Teachers’ Association initial negotiation proposals to the River Delta Unified School District – Katherine Wright

Public Hearing Opened: _____pm Public Comment: Public Hearing Closed: _____pm

Request that the River Delta Unified School District’s Board of Trustees acknowledge RDUTA’s initial negotiation proposals to the District – Katherine Wright

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 16. Public Hearing to Sunshine *the River Delta Unified School District’s* Negotiation proposals to the California School Employees’ Association (CSEA) Chapter #319 for 2019-20 – Katherine Wright

Public Hearing Opened: _____pm Public Comment: Public Hearing Closed: _____pm

Request to approve the River Delta Unified School District’s negotiation proposals to the California School Employees Association, Chapter #319 (CSEA) for 2019-2020 – Katherine Wright

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 17. Request to hold a Public Hearing and “Sunshine” the California School Employees Association, Chapter 319 (CSEA) initial negotiation proposals to the River Delta Unified School District – Katherine Wright

Public Hearing Opened: _____pm Public Comment: Public Hearing Closed: _____pm

Request that the River Delta Unified School District’s Board of Trustees acknowledge CSEA’s initial negotiation proposals to the District – Katherine Wright

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 18. Request to approve the California State Preschool (CSPP) Agreement – Stacy Wallace

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 19. Re-Adjourn to continue Closed Session, if needed
- 20. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) - Board President Fernandez
- 21. Adjournment

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Abstentions: _____ Time: _____

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Americans with Disabilities Act Compliance: Any and all requests for "...any disability-related modification or accommodation, including auxiliary aids or services..." needed to access our agendas or to participate in the public meetings, must be received in writing by the Superintendent's Office at 445 Montezuma Street, Rio Vista, CA 94571 at least annually before July 1 of each year -- or at least 5 calendar days prior to the individual meeting in question. All inquiries may be directed to the Superintendent's Office c/o Jennifer Gaston at (707) 374-1711.

AFFIDAVIT OF NOTICING AND POSTING:

I, Jennifer Gaston, Executive Assistant to the Board of Trustees, declare that a copy of this Regular Meeting Agenda/Notice was posted in the bulletin board in front of the District Office and that the Board of Trustees Members, District administrative offices and schools, the community libraries and the River News Herald were provided notice or caused to be provided notice via fax, e-mail and/or hand delivery on Friday, November 8, 2019, by or before 5:30 p.m.

By: Jennifer Gaston Jennifer Gaston, Executive Assistant, to the Superintendent.

ATTACHMENT

RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Regular Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Regular Meeting of the Board of Trustees of the River Delta Unified School District to be held:

November 12, 2019

Clarksburg Middle School ♦ 52870 Netherlands, Clarksburg, CA

CLOSED SESSION

As provided by Government Code Section 54957, the Board is requested to meet in closed session for consideration of **personnel appointment, employment, discipline, complaint, evaluation or dismissal** [Government Code Section 54957], **possible or pending litigation** [Government Code 54956.9(a)(b)(c)], **student discipline** [Education Code Sections 49070 (c) and 76232 (c)], **employee/employer negotiations** [Government Code Section 3549.1 and 54957.6], **or real property transactions** [Government Code Section 54956.8].

A Closed Session will be held beginning at 5:35 p.m. on November 12, 2019, at the Clarksburg Middle School, Clarksburg, California (which is prior to the full Open Session). Any formal action taken by the Board will be reported in the Open Session of this regular meeting of the Board of Trustees [Government Code Section 54957.1]. As needed, this Closed Session may be reconvened following the full Open Session. Any formal action taken by the Board will be reported in Open Session prior to adjournment.

4. CLOSED SESSION

4.1 **Student Discipline** [Education Code Sections 49070 (c) and 76232 (c)]. - None

4.2 **Possible or Pending Litigation** [Government Code 54956.9(a)(b)(c)]

Following Conference with Legal Counsel Following Conference with Legal Counsel
(Parker & Covert, LLC; Girard, Edwards, Stevens & Tucker LLP; Burke, Williams & Sorensen, LLP) – Pending or Anticipated Litigation/Potential Case(s) Update(s)

4.2.1 Name(s) unspecified as disclosure would jeopardize the service of process and/or existing/possible settlement negotiations

4.3 **Personnel Evaluation, Searches, Appointment, Employment, Complaint, Discipline, Dismissal, Non-reelects and Releases** [Government Code Section 54957]

Following Conference with Legal Counsel (Girard, Edwards, Stevens & Tucker LLP)

Public Employee(s) Evaluation:

4.3.1 Certificated

4.3.2 Classified

4.3.3 Public Employee(s) Searches, Appointment, Employment conditions

4.3.4 Complaint, Discipline, Dismissal, Non-reelects, & Releases

4.3.5 Employee/Employer Negotiations [Government Code Section 3549.1 and 54957.6] Following negotiation meetings any/all units.

4.3.5.1 RDUTA

4.3.5.2 CSEA

5. Adjourn to Open Session (@6:30 p.m.) Any formal action taken by the Board in the above items will be reported in Open Session of this regular meeting of the Board of Trustees [Government Code Section 54957.1]. The meeting may be reconvened as needed (i.e. following the end of Open Session).

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Time: _____

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**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 9.1.3.3

Type of item: (Action, Consent Action or Information Only): Information

SUBJECT:

CSEA Employee of the Year Recognition: Lindsay Hiromoto

BACKGROUND:

Each year a classified employee of the River Delta Unified School District is recognized for their contributions to the District, schools, students and communities.

STATUS:

For the 2019-2020 school year Lindsay Hiromoto has been chosen to receive the honor of River Delta Unified School District's CSEA Employee of the Year.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board recognizes and honors Lindsay Hiromoto as RDUSD's CSEA Employee of the Year for 2019-2020.

Time allocated: 5 minutes

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: X_____

From: Katherine Wright, Superintendent

Item Number: 9.1.3.2

Type of item: (Action, Consent Action or Information Only): Information_____

SUBJECT:

Information and discussion regarding "At-Large" vs. "Trustee-Area" Electoral Method

BACKGROUND:

During the October 8, 2019 meeting, members of the Board expressed interest in receiving information on changing the electoral method from an "At-Large" method to a "Trustee-Area" method of electing its members.

STATUS:

Provide information to the Board regarding changing the way the District's Board of Trustees are elected. Discuss the pros and cons of changing the election method and receive direction from the Board in regards to the change in the election method used to elect the Board of Trustees of the RDUSD.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board receives the information and give direction to proceed or not proceed on changing the method on which RDUSD Board members are elected.

Time allocated: 5 minutes

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 9.1.3.3

Type of item: (Action, Consent Action or Information Only): Information

SUBJECT:

Information and discussion regarding enrollment growth and student housing

BACKGROUND:

New housing development in the Rio Vista Area has had a major impact on the student enrollment at Riverview Middle School and minor impact at Rio Vista High School.

STATUS:

Developer fee funds have been set aside to address the impact of the growing student population. We anticipate continue growth at Riverview Middle School as well as an increase in student enrollment at D.H. White Elementary and Rio Vista High School.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board receives the information and gives direction to address the growing student population and the possible grade level reconfiguration of schools.

Time allocated: 5 minutes

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: X

From: Elizabeth Keema-Aston

Item Number: 9.2.1

Type of item: (Action, Consent Action or Information Only): Information Only

SUBJECT:

Monthly Financial Report

BACKGROUND:

Each month the Chief Business Officer prepares a monthly financial summary report, showing both budgeted and actual revenues and expenditures for each district fund for the prior month. The report includes: the percentage of the districts ending fund from the prior month, the percentage of the districts ending fund balance (reserves) at the end of the reported month.

This report does not include any encumbered expenditures

STATUS:

PRESENTER:

Elizabeth Keema-Aston, Chief Business Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: NOT APPLICABLE

RECOMMENDATION:

That the Board receives the Monthly Financial report as submitted

Time allocated: 3 minutes

River Delta Unified School District
 2019-20 Working Budget vs. Actuals Report
 October 31, 2019

Working Budget						Actuals thru: 10/31/2019					
	Beginning Balance (A)	Net Income/ Contributions in (B)	Expense/ Contributions out (C)	Ending Balance (D)	YTD Income (E)	YTD Paid to Delta Charter (F)	YTD Net Revenue (G)	Percentage Received (H)	YTD Expense (I)	Percentage Spent (J)	
							(G/B=H)			(I/C=J)	
General Fund: (01)											
Unrestricted	5,684,341	16,427,439	17,287,072	4,824,708	2,870,113	537,742	2,332,371	14.20%	5,417,441	31.34%	
Restricted	955,689	7,504,051	7,655,523	804,217	1,118,071		1,118,071	14.90%	1,726,388	22.55%	
Combined	6,640,030	23,931,490	24,942,595	5,628,925	3,988,184	537,742	3,450,442	14.42%	7,143,829	28.64%	
<i>Dry Period Financing</i>					-		-				
Other Funds											
Adult Ed. (11)	58,321	98,292	98,292	58,321	11,294		11,294	11.49%	27,900	28.38%	
Child Development (12)	5,996	299,381	299,381	5,996	90,217		90,217	30.13%	74,635	24.93%	
Cafeteria (13)	60,295	1,053,168	1,090,913	22,550	57,784		57,784	5.49%	199,305	18.27%	
Sp. Res-Other than Cap. Outlay (17)	70,659	700	-	71,359	17		17	2.43%	-	0.00%	
Bond Fund (21)	274,451	38,600	262,311	50,740	8,623		8,623	22.34%	243,817	92.95%	
Bond Fund- SFID #1 South (22)	-	-	-	-	-		-	0.00%	-	0.00%	
Bond Fund - SFID #2 North (23)	-	-	-	-	-		-	0.00%	-	0.00%	
Developer Fees (25)	1,324,219	655,190	253,190	1,726,219	92,754		92,754	14.16%	216,880	85.66%	
County School Facilities (35)	3,305	18	-	3,323	1		1	5.56%	-	0.00%	
Capital Projects (49)	3,309	6,190	6,100	3,399	-		-	0.00%	2,640	43.28%	

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12th, 2019

Attachments: X

From: Elizabeth Keema-Aston, Chief Business Officer Item Number: 9.2.1

Type of item: (Action, Consent Action or Information Only): Information Only

SUBJECT: Monthly Enrollment and ADA Report (**OCTOBER MONTH 3**)

BACKGROUND: Each month district staff compiles attendance and enrollment data for all school sites. The attached summary shows comparative enrollment an ADA for 2018-2019 and 2019-2020. The summary also shows the increase/decrease enrollment for current and prior months. The attached charts compare the ADA with Enrollment for the current year and five (5) prior years.

STATUS: District-wide enrollment **increased by 18 students** compared to the same month last year, *increasing* from 1,946 to 1,964. (Does not include Adult Ed)

District-wide enrollment **decreased by 0 students** compared to **last month** (*September*), it stayed the same at 1,964. (Does not include Adult Ed)

District-wide attendance **decreased 4 ADA** compared to **last month** (*September*), decreasing from 1,880 to 1,876. (Does not include Adult Ed)

PRESENTER:
Elizabeth Keema-Aston, Chief Business Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

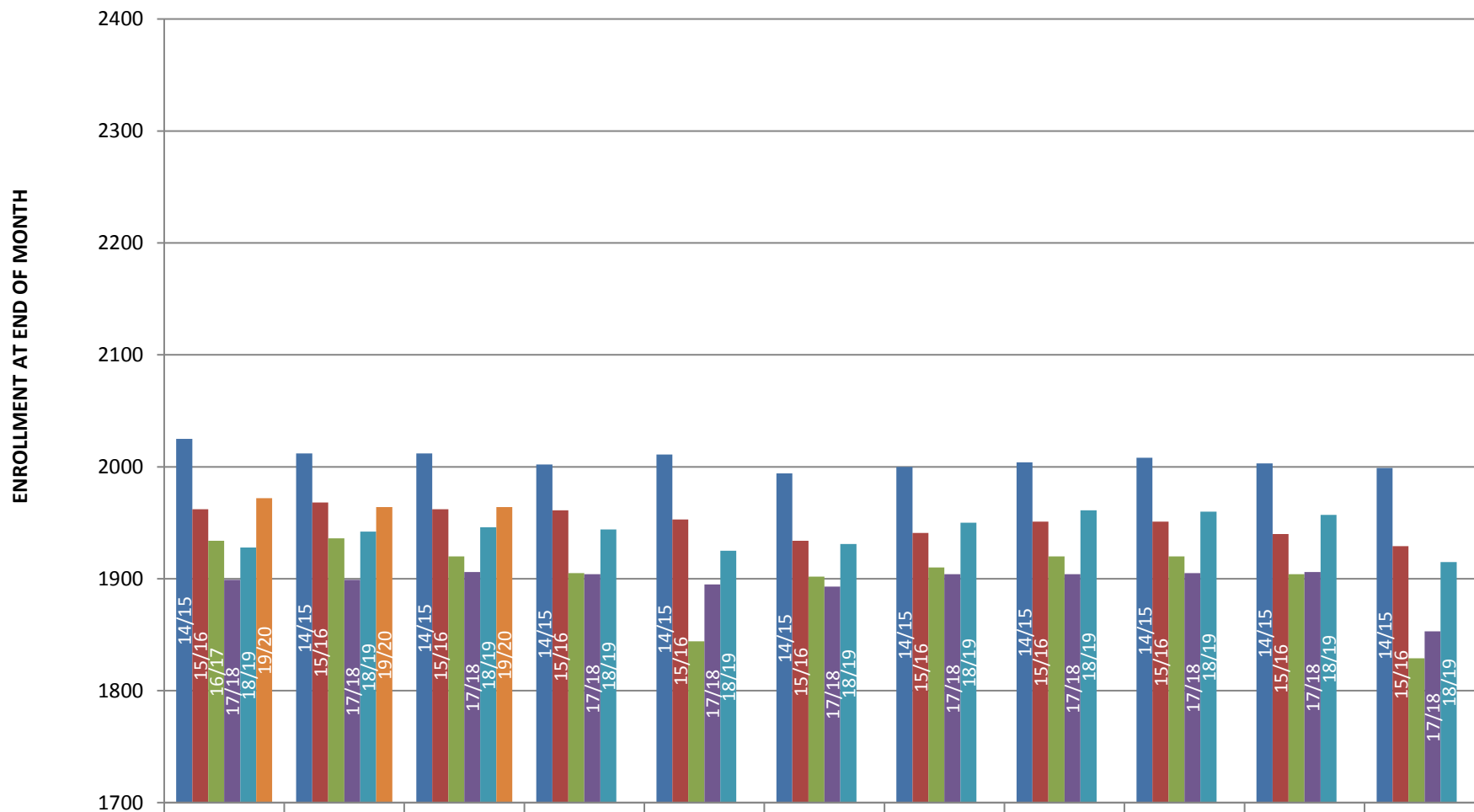
RECOMMENDATION:

That the Board receives the information presented.

Time allocated: 3 minutes

SITE		AUG	AUG	% of ADA		SEPT	SEPT	Incr/Decr	% of ADA	OCT	OCT	Incr/Decr	% of ADA
		18-19	19-20			18-19	19-20	From Pr Month		18-19	19-20	From Pr Month	
BATES	ENR	118	118			121	123	5		122	123	0	
	ADA	116	116	98.3%		117	121		98.4%	117	120		97.6%
CLARKSBURG (7th & 8th Gr)	ENR	193	176			195	177	1		191	177	0	
	ADA	188	170	96.6%		188	172		97.2%	188	172		97.2%
ISLETON	ENR	162	155			158	158	3		158	156	-2	
	ADA	155	150	96.8%		153	150		94.9%	152	151		96.8%
RIVERVIEW	ENR	234	256			233	253	-3		236	253	0	
	ADA	222	246	96.1%		222	244		96.4%	226	242		95.7%
WALNUT GROVE	ENR	165	176			168	172	-4		168	174	2	
	ADA	158	167	94.9%		160	167		97.1%	163	166		95.4%
D.H. WHITE	ENR	333	351			346	346	-5		350	345	-1	
	ADA	319	330	94.0%		327	330		95.4%	332	328		95.1%
ELEMENTARY SUB TOTAL	ENR	1,205	1,232			1,221	1,229	-3		1,225	1,228	-1	
	ADA	1,158	1,179			1,167	1,184			1,178	1,179		
CLARKSBURG (9th Grade)	ENR	83	96			83	95	-1		84	94	-1	
	ADA	81	94	97.9%		80	92		96.8%	79	92		97.9%
DELTA HIGH	ENR	191	209			191	207	-2		192	207	0	
	ADA	183	205	98.1%		184	200		96.6%	183	198		95.7%
RIO VISTA HIGH	ENR	414	409			412	402	-7		407	405	3	
	ADA	398	392	95.8%		395	381		94.8%	393	383		94.6%
HIGH SCHOOL SUB TOTAL	ENR	688	714			686	704	-10		683	706	2	
	ADA	662	691			659	673			655	673		
Mokelumne High (Continuation)	ENR	14	17			14	18	1		14	15	-3	
	ADA	11	12			12	13			11	11		
River Delta High/Elem (Alternative)	ENR	18	7			18	9	2		21	11	2	
	ADA	16	8			16	8			16	10		
Community Day	ENR	3	2			3	4	2		3	4	0	
	ADA	3	2			3	2			3	3		
TOTAL K-12 LCFF Funded	ENR	1,928	1,972			1,942	1,964	-8		1,946	1,964	0	
	ADA	1,850	1,892			1,857	1,880			1,863	1,876		
Wind River- Adult Ed	ENR	0	0			30	6	6		27	9	3	
TOTAL DISTRICT	ENR	1,928	1,972			1,972	1,970	-2		1,973	1,973	3	

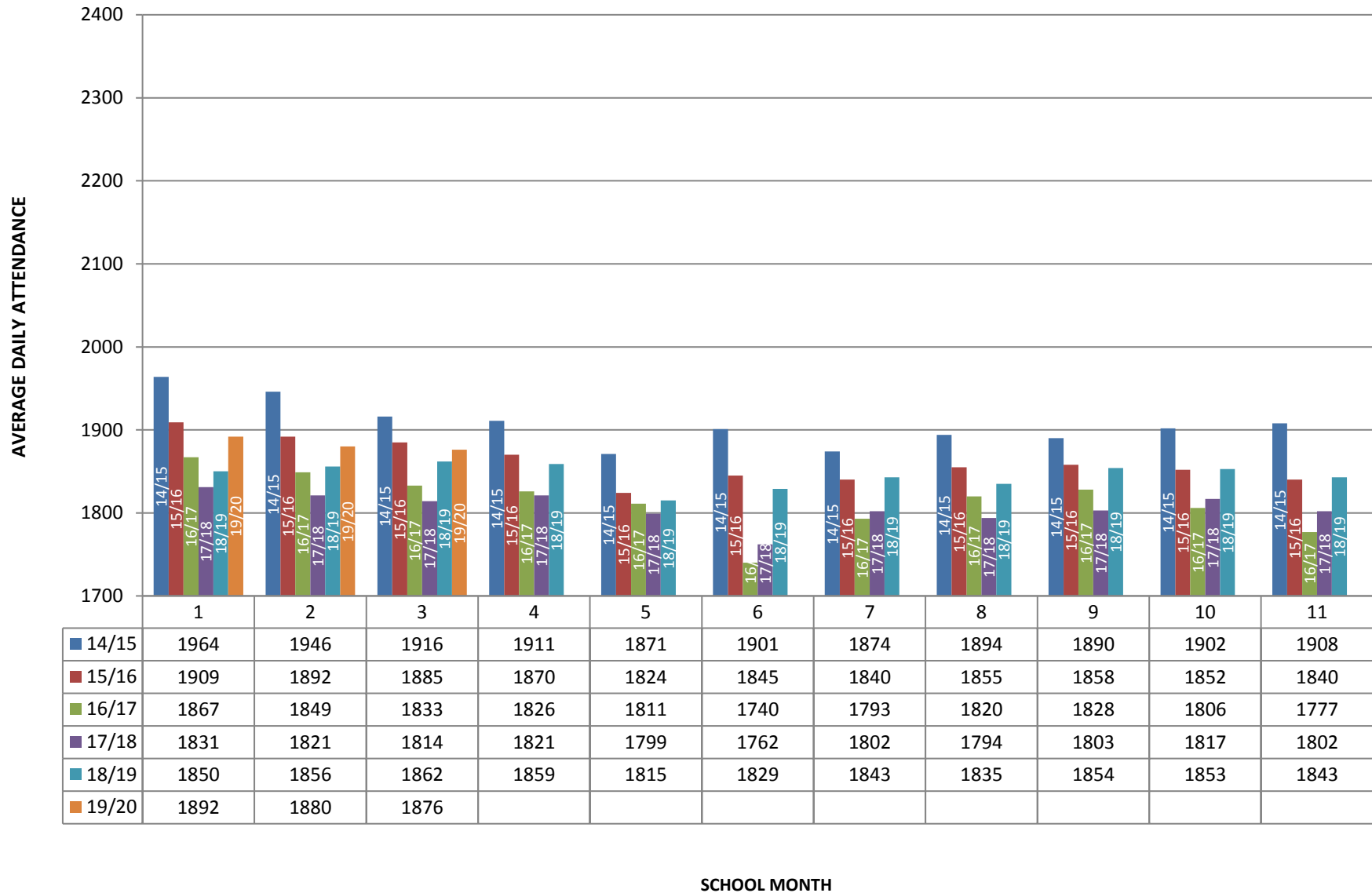
ENROLLMENT



	1	2	3	4	5	6	7	8	9	10	11
14/15	2025	2012	2012	2002	2011	1994	2000	2004	2008	2003	1999
15/16	1962	1968	1962	1961	1953	1934	1941	1951	1951	1940	1929
16/17	1934	1936	1920	1905	1844	1902	1910	1920	1920	1904	1829
17/18	1899	1899	1906	1904	1895	1893	1904	1904	1905	1906	1853
18/19	1928	1942	1946	1944	1925	1931	1950	1961	1960	1957	1915
19/20	1972	1964	1964								

SCHOOL MONTH

ACTUAL ATTENDANCE



**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: X

From: Ken Gaston, Director of MOT

Item Number: 9.2.3

Type of item: (Action, Consent Action or Information Only): Information Only

SUBJECT:

Monthly MOT Information Report

BACKGROUND:

To provide a monthly update on the activities of the Maintenance, Operations & Transportation Departments. The only projects included in this report are those over \$100.

STATUS:

See attached monthly report for the period of October 2019

PRESENTER:

Ken Gaston

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board receives this information

Time allocated: 5 minutes

Maintenance, Operations & Transportation
Monthly Report for Board Meeting
November 12, 2019

Routine maintenance, repairs and custodial duties at all school sites and district office were completed. Other non-routine projects have been captured below.

Maintenance & Operations:

- **Bates Elementary**
 - Monthly HVAC maintenance. - \$191.27

- **Clarksburg Middle School**
 - Monthly HVAC maintenance. - \$146.62

- **Delta High School**
 - Removed and replaced screws on loose panels. - \$114.86
 - Painted directional arrows on bus lane. - \$125
 - Bought and installed new washer and dryer. - \$778
 - Monthly HVAC maintenance. - \$229.41

- **D. H. White Elementary**
 - Open wall cut out plumbing and replaced it with new material. - \$200

- **Rio Vista High School**
 - Installed new AC Unit in the woodshop department. - \$8,525
 - Repaired ceiling tiles and lower projector screen. - \$110.79
 - Replaced bleacher boards on visitor side of the football field. - \$2,410

- **Riverview Middle School**
 - Replaced faucet and hoses on leaking sink. - \$102.50

- **Walnut Grove Elementary School**
 - Marked fields for flag football. - \$100

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: 11-12-19

Attachments: _____

From: Charles Van Riper

Item Number: 9.6

Type of item: (Action, Consent Action or Information Only): Information only

SUBJECT:

The Clarksburg Middle School would like FFA members to present the Official FFA Opening and Closing Ceremonies.

BACKGROUND:

Teams will compete at the Yolo Section competition on November 4th and one of the teams will be selected to present to the board on November 12th.

STATUS:

PRESENTER:

Charles Van Riper, Teacher Clarksburg Middle School

OTHER PEOPLE WHO MIGHT BE PRESENT:

Laura Uslan, Principal

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

That the Board enjoys a brief presentation by Clarksburg Middle School FFA students.

Time allocated: 5 minutes

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: 11-12-19

Attachments: _____

From: Charles Van Riper

Item Number: 9.7

Type of item: (Action, Consent Action or Information Only): Information only

SUBJECT:

The Delta Education Vineyard would like to present a short presentation to the board about the past and current progress of the vineyard and outline some of the future goals of the vineyard. The presentation will outline: the educational/academic impact of the vineyard, progress of the vineyard, student participation, community support, spring event in 2020, and others.

BACKGROUND:

The Delta Education Vineyard planted 2 acres of grapes in March, 2018. The first harvest is planned for the summer of 2020. The vineyard is located in Clarksburg.

STATUS:

PRESENTER:

Charles Van Riper, Teacher at Delta High School

OTHER PEOPLE WHO MIGHT BE PRESENT:

Laura Uslan, Principal

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

That the Board receives information about the Delta Education Vineyard.

Time allocated: 5 minutes

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 10.1

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request to approve the minutes from the regular meeting of the Board of Trustees on October 8, 2019.

BACKGROUND:

Attached are the minutes from the Board of Trustee's meetings held on October 8, 2019

STATUS:

The Board is to review for approval

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Jennifer Gaston, Recorder

COST AND FUNDING SOURCES:

None

RECOMMENDATION:

That the Board approves the minutes as submitted

Time allocated: 3 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT

MINUTES

REGULAR MEETING

October 8, 2019

1. **Call Open Session to Order** – Board President Fernandez called the Open Session of the meeting of the Board of Trustees to order at 5:30 p.m. on October 8, 2019 at Bates Elementary School, Courtland, California.

2. **Roll Call of Members:**

Alicia Fernandez, President
Don Olson, Vice President
Marilyn Riley, Clerk (Absent)
Jennifer Stone, Member
Chris Elliott, Member (Absent)
Rafaela Casillas, Member
Dan Mahoney, Member

Also present: Katherine Wright, Superintendent

3. **Review, Approve the Closed Session Agenda and Adjourn to Closed Session**

- 3.1 Board President Fernandez announced items on the Closed Session Agenda
- 3.2 Public Comment on Closed Session Agenda Items. – *None to report*

4. **Board President Fernandez asked for a motion to approve the Closed Session agenda and adjourn the meeting to Closed Session @ 5:33 pm**

Member Mahoney moved to approve, Member Stone seconded. Motion carried 5 (Ayes: Fernandez, Olson, Stone, Casillas, Mahoney): 0 (Nays): 2 (Absent Riley, Elliott)

5. **Open Session was reconvened at 6:45 pm**

- 5.1 Roll was retaken. Members Riley and Elliott were absent. All other members were present. Also present: Katherine Wright, Superintendent; Elizabeth Keema-Aston, Chief Business Officer and Jennifer Gaston, Recorder.
- 5.2 Pledge of Allegiance was led by Maria Elena Becerra, Principal of Bates Elementary School

6. **Report of Action taken, if any, during the Closed Session** (Government Code Section 54957.1)
Board President Fernandez reported that the Board received information; no action taken during Closed Session.

7. **Review and Approve the Open Session Agenda**

Member Fernandez asked for a motion to approve the Open Session Agenda

Member Olson moved to approve, Member Stone seconded. Motion carried 5 (Ayes: Fernandez, Olson, Stone, Casillas, Mahoney): 0 (Nays): 2 (Absent Riley, Elliott)

8. **Public Comment:** Amanda Maiava, a mother of a tenth-grade student at Delta High School voiced her concerns on the policy regarding the return of cell phones once they have been taken away from students during the school day. Although she is in support of not allowing phone usage during the school day, she is not in favor of the policy that allows a principal to require a parent to pick up the phone from the school office once it has been taken way, even if it was the student's first offense.

Bill Hodges, President of the RDUTA, announced that he attended a Political Activist Academy in Southern California over the past weekend. The decision was on the upcoming schools and Community First Initiative, that he hopes will make it on the November 2020 ballot. He would like the support of the RDUSD's Board of Trustees on the Schools and Community First Initiative.

9. **Reports, Presentations, Information**

- 9.1 Board Member(s) and Superintendent Report(s) and/or Presentation(s) –

- 9.1.1 Board Members' Report(s): Member Olson reported that he attended and participated in the Homecoming activities at Rio Vista High School. During the game Member Olson observed staff members requesting individuals to move their motorhome from the premises. The motorhome was illegally parked on the grass field above the stadium. Member Olson was happy to report that the Rio Vista Football Team won their Homecoming game.

Member Stone reported that she attended the Homecoming game at Rio Vista High School. The students were very creative and worked very hard on the floats. Member Stone also attended the Science Night held at Walnut Grove Elementary School. The event had an amazing turnout with approximately 50 families in attendance. She was pleased with the parent involvement for this event.

Member Fernandez reported that she attended the Public Hearing regarding the District's Proposed Redistricting Plan on Saturday, September 28th at 10:00am. The Sacramento County Committee on School District Organization held the hearing at the River Delta Unified School District's Office. The County Committee Office Board members asked many questions before voting on the redistricting action item. While at the hearing, Member Fernandez asked the County Committee Members what the process would be to change the way our Board members are elected; changing from an "At Large" election system to a "Trustee Area" election system. Member Fernandez announced that she would like additional information on this process. Member Mahoney was in agreement with the prospect of changing the electoral system used by the District.

Member Fernandez reported that she and Member Riley made site visits to Isleton Elementary School and Walnut Grove Elementary School. Isleton had a project that they were working on, which was fun to watch. The children and teachers at both school sites were engaged. It was a positive experience for both Members Riley and Fernandez.

- 9.1.2 Committee Report(s): None to report

- 9.1.3 Superintendent Wright's Report(s): Ms. Wright reported that she also attended the Public Hearing meeting regarding the Proposed Redistricting Plan. The motion passed in favor of redistricting River Delta Unified School District to the "Even 7" map by a 5:0:2 vote.

Mrs. Wright was invited to the Isleton Elementary School's 6th grade classroom to work with the student encouraging them to have lofty and unlimited dreams in life. Mrs. Wright gave each student a journal to write down their dreams and things they want to accomplish in life. This was the seventh year Mrs. Wright worked with the students and they were very excited to decorate and write in their journals.

Mrs. Wright was extremely proud of the participation and success of the NAMI Walk and Mental Health Awareness Fair at Rio Vista High School. A guest speaker came to motivate the students on supporting each other and to help them feel connected. Many community organizations supported the event and the Rio Vista High School staff members were very involved working in the different fair booths. Mrs. Wright stated it was nice to be in a space where it felt like each person was connected to something.

Delta High School and Clarksburg Middle School hosted a week-long program called the "Starts with Hello" Sandy Hook Promise. Each day they provided positive and encouraging videos. Mrs. Wright noted that the Sandy Hook Promise videos are very powerful. The CMS leadership class made a video to encourage students to stay connected and to reach out to others who may be feeling alone. First responders were involved with this event.

Mrs. Wright reported that she had the privilege to walk the Delta Elementary Charter School campus with Superintendent Lewis and Principal Blair. They observed instruction in the classrooms. It was a pleasure being around such positivity.

Mrs. Wright and Mrs. Keema-Aston had the opportunity to attend a Charter School Authorizers Conference. The focus of the conference was on the renewal and oversight process. She would like to establish a process for continuous improvement between both organizations which focuses on the children.

Mrs. Wright met with Amanda Beck, a Clarksburg community member regarding the Community Service Project with the Yolo Parks and Recreation Department and the Friends of Clarksburg. The community group was pleased to inform Mrs. Wright that they would be attending the Yolo County Board of Supervisors meeting, and that they were recommended to receive a grant for \$106,000 to draft the master plans for the community park on the campuses Delta High School and Clarksburg Middle School. The plans would also include the renovation of the athletic fields and the possibility of an aquatic center. The community group plans on attending the November Board meeting with an update and inform the Board if they were approved to receive the grant funds.

Mrs. Wright and Mr. Hodges, the River Delta Unified Teachers Association's President had their monthly meeting to discuss celebrations throughout the district as well as areas that need improvement. Mrs. Wright thanked him for his time and collaboration.

9.2 Business Services' Reports and/or Presentations on: Routine Restricted Maintenance; Deferred Maintenance; Maintenance and Operations; Transportation Department; Food Services Department; District Technology; and District Budget – Elizabeth Keema-Aston, Chief Business Officer; Ken Gaston, Directors of MOT

9.2.1 ADA/Enrollment Report – Elizabeth Keema-Aston reported that the enrollment for September had a decrease of six students. However, the total ADA had a decrease of 12. The enrollment districtwide was 1966 and the ADA was 1880, yielding 95.6% of ADA.

9.2.2 Monthly Financial Report – Elizabeth Keema-Aston reported as submitted

9.2.3 Maintenance, Operations & Transportation Update, Ken Gaston, Director of MOT reported that over the past month his staff has been working on regular routine maintenance projects. Mr. Gaston also reported that he toured an electric bus company and spoke to them regarding the VW Mitigation Grant Funds and other school bus grant opportunities. Several districts have electric buses in their fleet of vehicles. Twin Rivers USD has 13 electric buses in use. Elk Grove USD has one going into service as well as Pittsburg USD. The buses would work well for our District in the day-to-day, to-and-from bus routes. However, they will not be able to accommodate most field trips. The transportation department has a vacancy for a bus driver.

9.3 Education Services' Reports and/or Presentation(s) - Nicole Latimer, Director of Educational Services and Special Education

9.3.1 Educational Services Update – Nicole Latimer provided the Board with an update of Educational Services – The Educational Services department sorted through the final shipment of Twig Science materials, sent out Aeries parent letters, reviewed all courses in Aeries and CALPADS, made homeless/foster youth home visits, researched the potential increase in Pathway options for Delta High School, continued the work on the Education Pathway for Rio Vista High School and certified the District's data for TOMS/CALPADS. The District's TOSA, Steve Wright rebuilt the databases that hold the usernames and passwords districtwide for the educational programs. Mr. Wright provided several technology workshops for the teachers and with the collaboration of the teachers created a Transitional Kindergarten report card. Ms. Latimer shared photos of activities from each of the school sites.

9.3.2 Presentation showing the results of the progress measurement of the Local Indicators on the California Dashboard – Nicole Latimer explained that California’s Accountability System is based on multiple measures that assess how local education agencies (LEA) and schools are meeting the needs of their students. The performance on measures are reported on the California School Dashboard. Ms. Latimer mentioned that the Dashboard is comprised of the data collected by the LEAs that are not included at the state level by self-reporting directly into the Dashboard as well as the seven Local Indicators. Two of the seven are for the County Office of Education.

9.3.3 Early Education Programs – Carrie Norris, Principal of Walnut Grove Elementary School and Stacy Wallace, Principal of Isleton Elementary School – Principal Norris gave an update on the Sacramento First 5 Program including photos of the daily activities, family engagement events and resources available to the families. She explained the partnerships and collaboration with the YMCA and Healthy Start Programs.

Principal Wallace provided the Board with information on the California State Preschool in Isleton. She was happy to announce that the preschool is full, with a growing waitlist. A dental screening event was held. Each student waited eagerly to be seated in the chair and be seen by the dentist.

Mrs. Norris invited the Board members to visit both programs. Member Fernandez thanked the principals for providing the resources to the communities of the district and making outside referrals as needed.

9.4 River Delta Unified Teacher’s Association (RDUTA) Update – Bill Hodges thanked Mrs. Wright and Mr. Gaston for responding to a student’s email regarding the air conditioning in his classroom. Several members of the RDUTA attended the CTA Leadership Conference in Reno where the LCAP was discussed. Mr. Hodges is aware that five LCAP groups have been assembled and he stated that RDUTA has been surveying the bargaining unit members at their individual sites and he has a concern that all but one LCAP meeting has been scheduled to be held in Rio Vista. He feels the opportunity should be available for all stakeholders. Mr. Hodges would like for RDUTA to participate in the school site council meetings. Member Fernandez informed Mr. Hodges that even though a site council had members, all of the meetings are open to the public.

Mrs. Wright clarified that the LCAP Goal Collaborative Work Group meetings that have been scheduled are not in lieu of the stakeholder meetings. These meetings are in addition to the stakeholder meetings and will be used as a preparation tool. She further clarified that the process used to determine how the LCAP Goal Collaborative Work Group meetings were scheduled. Any individual could sign up to be in a Goal Group and after those individuals had signed up for the groups, doodle polls were taken to find a time and place that fit the needs of each group.

9.5 California State Employees Association (CSEA) Chapter #319 Update – None to report

9.6 Public Hearing: Delta Elementary Charter School’s Charter Petition 2020-2025 – Katherine Wright

Open Public Hearing 7:51pm

Public Comment: Superintendent Wright announced that on September 26, 2019 the Delta Elementary Charter School (DECS) submitted a petition to extend the agreement for another five years ending on June 30, 2025. She noted that the petition is open tonight as a Public Hearing and will be presented to the Board at the November 12, 2019 meeting for approval. Mrs. Wright introduced Steve Lewis, Superintendent of DECS. Mr. Lewis spoke of the Charter School’s community promise. This promise is to serve the community and to have strong partners in the Delta. Mr. Lewis stated that the Charter School is an Arts and Music school and is focused on project-based learning. He thanked Mrs. Wright for her involvement and the discussion on what collaboration looks like between both the Charter School and the District. Mr. Lewis sees a collaboration around the Arts and Music Programs and other possibilities. Mr. Lewis provided the Board with accomplishments DECS has had over the past five years. He would like data to be driving force on their decision making. He is proud of the growth of student enrollment over the past five years. He stated that to be a project-based school they must have strategies to engage students as well as the staff. A large focused has

been on wellness, efforts to address mental health with the students is a top priority. Mr. Lewis encouraged all members of the Board to schedule a personal tour of the DECS campus. Peter Stone, Chief business Officer of River Charter Schools was thankful for the opportunity to address the Board and appreciative the time to work with Mrs. Keema-Aston and Mr. Gaston and is looking forward to working collaboratively in the future.

Jayson Miller, attorney from Young, Minney & Corr, LLP reported that he believes the DECS charter petition meets all statutory requirements, which presents strong program. Mr. Miller informed the Board that he will be available to answer any question throughout the process.

Dr. Lisa Lindsey, a parent of two children who attend DECS and a Special Education Advocate, spoke of her experience with the Special Education Program at DECS. She feels they have built a strong Special Education program that benefits all students of the school as well as her son, a child with special needs and who is thriving on their campus.

Gloria White, a proud parent of students from DECS and Clarksburg Middle School, shared that she is very impressed with the way DECS is involved in the community, engages parent participation and serves as a resource for her children. She is involved in the School Site Council along with staff members and has been given the opportunity to review data to help target groups that may be struggling and to make sure all students receive the services they need.

Sarah Ruiz, a 2nd grade teacher at DECS, shared that she is proud to be a product of the River Delta USD. She attended Bates Elementary, as well as Delta High School. After graduation, she started working in the District at Bates Elementary School as a Kindergarten teacher. Giving back to her community is a big part of her life and she strives to be a positive role model for children.

Phil Ogilvie, Board Vice President of River Charter Schools and a product of Bates Elementary School as well as Delta High School, thanked the Board for their services, dedication and the support they have given DECS. Mr. Ogilvie is a fourth-generation farmer in the winery business. He is aware of the changes and challenges the District has had over the past years and thanked the Board for continuing the care for the children. As a resident of Clarksburg, he is thankful for the support in the mutual goal in raising the children.

Member Fernandez asked Mr. Lewis to provide a comparison of test scores between DECS and the District's comparable schools.

Member Fernandez asked Mr. Lewis to be put on the schedule for 4:30pm on November 12th to tour the DECS campus.

Member Fernandez asked if the Charter Petition indicates, in terms of priority for enrollment, that the local children receive first priority, Mr. Lewis confirmed.

Close Public Hearing 8:14pm

Action on the Charter Petition for Delta Elementary Charter School will take place at the Regularly Scheduled Meeting of the River Delta Unified School District Board of Trustees held on November 12, 2019.

10. Consent Calendar

10.1 Approve Board Minutes

Regular Meeting of the Board, September 10, 2019

10.2 Receive and Approve Monthly Personnel Reports

As of October 8, 2019

10.3 District's Monthly Expenditure Report

September 2019

10.4 Request to approve the overnight fieldtrip for Riverview Middle School 6th grade students to attend the Point Bonita Science Camp in Sausalito, CA from April 1-3, 2020 – Marcy Rossi

10.5 Request to approve the Independent Contract for Services Agreement with Center of Movement to provide yoga and mindfulness classes for Isleton Elementary School at a cost not to exceed \$4,000 – Stacy Wallace

10.6 Request to pre-approve the 2019-2020 ASB, Booster Club, PTC and PTA Fundraising

- 10.7 events – Elizabeth Keema-Aston
Donations

Rio Vista High School, Riverview Middle School and D.H. White Elementary School

Rio Vista Lions Club - \$2,252 for CatapultEMS subscription

Riverview Middle School

Rio Vista Lions Club - \$1,139.50 for Student Planners

Beth Brockhouse - \$179.48

Isleton Elementary School - 6th grade Sly Park Science Camp

Bruce and Ofelia Gornto - \$235

Wence, Inc (Lucy's Café) - \$235

F & M Bank - \$470

Bob's Bait Shop - \$235

Member Stone moved to approve, Member Olson seconded. Motion carried 5 (Ayes: Fernandez, Olson, Stone, Casillas, Mahoney): 0 (Nays): 2 (Absent Riley, Elliott)

Member Fernandez acknowledged those who donated and thanked them for their continuing support.

Action Items -- Individual speakers shall be allowed three minutes to address the Board on any agenda item. The Board shall limit the *total time* for public presentation and input on *all items* to a maximum of 20 minutes. With Board consent, the Board President may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard and the overall length of the agenda. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323) Anyone may appear at the Board meeting to testify in support of, or in opposition to, any item on this agenda being presented to the Board for consideration.

11. Request to approve the second and final reading of the updated or new Board Policies, Administrative Regulations and Exhibits due to new legislation, mandated language and/or citation revisions as of July 2019 – Katherine Wright

Member Mahoney moved to approve, Member Casillas seconded. Motion carried 5 (Ayes: Fernandez, Olson, Stone, Casillas, Mahoney): 0 (Nays): 2 (Absent Riley, Elliott)

12. Request to approve and adopt the Tentative Agreement between River Delta Unified Teacher's Association and the River Delta Unified School District for 2018-2019 – Katherine Wright

Member Mahoney moved to approve, Member Olson seconded. Motion carried 5 (Ayes: Fernandez, Olson, Stone, Casillas, Mahoney): 0 (Nays): 2 (Absent Riley, Elliott)

13. Request the approval to apply for the 2019 National School Lunch Program Equipment Assistance Grant (EAG) – Elizabeth Keema-Aston

Member Olson moved to approve, Member Casillas seconded. Motion carried 5 (Ayes: Fernandez, Olson, Stone, Casillas, Mahoney): 0 (Nays): 2 (Absent Riley, Elliott)

14. Request the approval to apply for the School Bus Funding Grant from the California VW Mitigation Settlement Trust to replace a school bus(es) and approve Resolution 773 authorizing Elizabeth Keema-Aston to accept the grant and execute necessary documents to implement this resolution– Ken Gaston

Member Olson moved to approve, Member Fernandez seconded. Motion carried by roll call vote: 5 (Ayes: Fernandez, Olson, Stone, Casillas, Mahoney): 0 (Nays): 2 (Absent Riley, Elliott)

15. Re-Adjourn to continue Closed Session, if needed – Board President reported that re-adjourning to Closed Session was not necessary.

16. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) - Board President Fernandez reported Closed Session was not necessary – no actions to report.

17. Adjournment: There being no further business before the Board, Board President Fernandez asked for a motion to adjourn.

Member Casillas moved to approve, Member Stone seconded. Motion carried 5 (Ayes: Fernandez, Olson, Stone, Casillas, Mahoney): 0 (Nays): 2 (Absent Riley, Elliott)

The meeting was adjourned at 8:29 p.m.

Submitted:

Approved:

Katherine Wright, Superintendent and
Secretary to the Board of Trustees

Marilyn Riley, Clerk, Board of Trustees

By: Jennifer Gaston, Recorder

End

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

SPECIAL BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: X

From: Bonnie Kauzlarich, Director of Personnel

Item Number: 10.2

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT: MONTHLY PERSONNEL TRANSACTION REPORT

BACKGROUND:

STATUS:

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the Monthly Personnel Transaction Report as submitted

Time allocated: 2 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT
PERSONNEL TRANSACTION AND REPORT
DATE: Nov. 12, 2019

NAME	SCHOOL OR DEPARTMENT	NEW OR CURRENT POSITION	TRANSACTION, EFFECTIVE AT
			*CLOSE OF THE DAY
			**BEGINNING OF THE DAY
ADMINISTRATIVE			
CERTIFICATED			
CLASSIFIED MANAGEMENT			
CLASSIFIED			
Joseph Diaz	Riverview Middle School	Custodian I 1.0 FTE	Hired effective **10/9/19 (Vice Robert Gifford)
William Guggemos	Rio Vista High	Custodian I 1.0 FTE	Hired effective **10/21/19 (Vice Joseph Diaz)
Terri Nordyke	D.H. White School	Inst. Asst. III 6.5 hrs/day	Resigned effective *11/1/19
Hilary Wyr	D.H. White School	Inst. Asst. III 6.5 hrs/day	Resigned effective *10/28/19
Katherine Bambeck	RVHS Cafeteria	Food Service Wrkr III 5 hrs/day	Resigned effective *10/15/19
Amber Gregory-Gleaves	D.H. White School	Inst. Asst. IV 6.5 hrs/day	Resigned effective *11/7/19
Marianne Matlock	D.H. White School	Inst. Asst. III 6.5 hrs/day	Hired effective **11/12/19 (Vice Terri Nordyke)

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: X

From: Elizabeth Keema-Aston, Chief Business Officer

Item Number: 10.3

Type of item: (Action, Consent Action or Information Only): Consent

SUBJECT: Approve Monthly Expenditure Summary

BACKGROUND: The Staff prepares a report of expenditures for the preceding month.

STATUS:

PRESENTER: Elizabeth Keema-Aston, Chief Business Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:
 Not Applicable

RECOMMENDATION:

That the Board approves the monthly expenditure summary report as submitted.

Time allocated: 2 minutes

Cutoff amount: \$1.00

Select vendors with 1099 flags: of any setting.

Select payments with 1099 flags: of any setting.

Input file: Unknown Updated:

Report prepared: Fri, Nov 01, 2019, 9:12 AM

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
000009 ABEL CHEVROLET-PONTIAC-BUICK 280 NO FRONT STREET P.O. BOX 696 RIO VISTA, CA 94571-0696 (707) 374-6317	30,664.38	1434 TRANS SMOG TESTS 1434 TRANS SUPPLIES 10968 RVHS TRAVERSE	10/17/2019 10/17/2019 10/17/2019	20317768 PO-200160 20317768 PO-200160 20317784 PV-200213	61.70 471.36 30,131.32	N N N
000193 ACE HARDWARE 506 STATE HIGHWAY 12 RIO VISTA, CA 94571 (0) - 0	1,868.54	#822 RVHS SUPPLIES #1645 DHW SUPPLIES #279278 MAINT/RVHS SUPPLIES #676 MAINT SUPPLIES 1608 RVHS AG SUPPLIES 1608 RVHS AG SUPPLIES	10/10/2019 10/10/2019 10/10/2019 10/10/2019 10/22/2019 10/22/2019	20316358 PO-200124 20316358 PO-200238 20316358 PO-200565 20316358 PO-200565 20318493 PO-200459 20318493 PO-200459	94.47 68.97 214.78 1,385.20 52.56 52.56	N N N N N N
013287 ACSA FOUNDATION FOR ED ADMIN 1575 BAYSHORE HIGHWAY BURLINGAME, CA 94010 (800) 608-2272	658.50	OCT 2019 DUES OCT 2019 ACSA DUES	10/17/2019 10/31/2019	20317786 PV-200214 20320502 PV-200253	329.25 329.25	N N
012976 AGAN, CODI 1051 ROLLING GREEN DRIVE RIO VISTA, CA 94571 () -	269.82	WIND RIVER CONF REIMB	10/31/2019	20320512 TC-200085	269.82	N
014880 AIR ONE MECHANICAL 23468 RANCHO RAMON CT TRACY, CA 95304 (209) 914-3354	9,222.20	19-1373 MAINT REPAIRS 19-1047 CTEIG RVHS WOODSHOP 19-1047 CTEIG RVHS WOODSHOP 19-1049/19-1048 MAINT HVAC RPR	10/01/2019 10/17/2019 10/17/2019 10/24/2019	20314290 PO-200166 20317765 PO-200576 20317765 PO-200576 20319040 PO-200166	190.00 4,999.00 3,501.00 532.20	N N N N
014987 AJ'S TOWING 3351 FRUITRIDGE ROAD SACRAMENTO, CA 95820 (916) 317-4060	1,080.00	374542 TRANS TOWING	10/31/2019	20320501 PV-200254	1,080.00	N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
002739 ALL WEST COACHLINES INC 7701 WILBUR WAY SACRAMENTO, CA 95828	1,324.80	73736 DHS AG BUS 73736 DHS AG BUS	10/31/2019 10/31/2019	20320470 PO-200526 20320470 PO-200526	662.40 662.40	N N
(916) 423-4000						N
012964 ASSOCIATED VALUATION SERVICES 1501 COFFEE ROAD SUITE N MODESTO, CA 95355	1,197.49	6277 DW WITS INVENTORY	10/10/2019	20316340 PO-200114	1,197.49	N
(209) 543-8245						N
013413 B STREET THEATRE 2711 B STREET SACRAMENTO, CA 95816	1,000.00	659 BATES 11/1 PERFORMANCE 659 BATES PERFORMANCE 3/13/20	10/29/2019 10/31/2019	20319939 PV-200239 20320503 PV-200255	500.00 500.00	N N
(916) 442-5635		N THEATRE FOR CH				
014367 BANK OF AMERICA PO BOX 15796 WILMINGTON, DE 19886-5710	22,394.25	RVHS CONF HOTEL SANTA CLARA CBO/SUPT HOTEL CARSNET SP ED CEDR HOTEL ED SV LATIMER HOTEL ED SV AEIRIES HOTEL MIG ED CAMACHO HOTEL F5 ZUMBINI TRAINING MAINT TAPE MAINT TAPE MAINT TAPE SP ED IPAD CASE SP ED IPAD CASE SP ED IPAD CASE SP ED 4 LAPTOPS SP ED 4 LAPTOPS SP ED 4 LAPTOPS F5 SUPPLIES RMS CARDBOARD CUTTERS RMS CARDBOARD CUTTERS RMS CARDBOARD CUTTERS RMS EARPHONES RMS EARPHONES	10/22/2019 10/22/2019	20318480 PO-200028 20318480 PO-200030 20318480 PO-200137 20318480 PO-200346 20318480 PO-200352 20318480 PO-200500 20318480 PO-200505 20318480 PO-200511 20318480 PO-200511 20318480 PO-200511 20318480 PO-200523 20318480 PO-200523 20318480 PO-200523 20318480 PO-200524 20318480 PO-200524 20318480 PO-200524 20318480 PO-200534 20318480 PO-200536 20318480 PO-200536 20318480 PO-200536 20318480 PO-200537 20318480 PO-200537	424.34 905.41 1,811.79 590.64 808.74 129.99 560.00 2.11 2.11 25.99 34.99 2.84 2.84 112.12 1,380.00 112.12 740.09 9.14 112.50 9.14 10.55 129.90	N N
(0) - 0						N

RMS EARPHONES	10/22/2019	20318480	PO-200537	10.55-	N
SP ED CAR SEAT PROTECTORS	10/22/2019	20318480	PO-200541	5.36-	N
SP ED CAR SEAT PROTECTORS	10/22/2019	20318480	PO-200541	5.36	N
SP ED CAR SEAT PROTECTORS	10/22/2019	20318480	PO-200541	65.98	N
MAINT CANVAS ROLL	10/22/2019	20318480	PO-200546	53.96	N
RVHS PROJECTOR	10/22/2019	20318480	PO-200550	427.06	N
ED SV NURSE SUPPLIES	10/22/2019	20318480	PO-200560	211.44	N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014367 BANK OF AMERICA (Continued...)		WIND RIVER SUPPLIES	10/22/2019	20318488 PO-200564	604.87	N
		DHW ART SUPPLIES	10/22/2019	20318480 PO-200573	74.75	N
		DHW ART SUPPLIES	10/22/2019	20318480 PO-200573	920.06	N
		DHW ART SUPPLIES	10/22/2019	20318480 PO-200573	74.75-	N
		CTEIG SUPPLIES	10/22/2019	20318480 PO-200574	11.39	N
		CTEIG SUPPLIES	10/22/2019	20318480 PO-200574	140.17	N
		CTEIG SUPPLIES	10/22/2019	20318480 PO-200574	11.39-	N
		TRANS SUPPLIES	10/22/2019	20318480 PO-200583	8.43	N
		RVHS AG TEACHERS AIRFARE	10/22/2019	20318480 PO-200584	509.00	N
		RVHS AG TEACHERS AIRFARE	10/22/2019	20318480 PO-200584	509.00	N
		RVHS AG STUDENT AIRFARE	10/22/2019	20318480 PO-200585	3,439.00	N
		MAINT SUPPLIES	10/22/2019	20318480 PO-200588	26.60	N
		RVHS CABLE	10/22/2019	20318480 PO-200589	.73-	N
		RVHS CABLE	10/22/2019	20318480 PO-200589	.73	N
		RVHS CABLE	10/22/2019	20318480 PO-200589	8.99	N
		SP ED DHW SUPPLIES	10/22/2019	20318480 PO-200595	6.73-	N
		SP ED DHW SUPPLIES	10/22/2019	20318480 PO-200595	82.78	N
		SP ED DHW SUPPLIES	10/22/2019	20318480 PO-200595	6.73	N
		RMS PRINTER	10/22/2019	20318480 PO-200596	198.99	N
		RMS PRINTER	10/22/2019	20318480 PO-200596	16.17-	N
		RMS PRINTER	10/22/2019	20318480 PO-200596	16.17	N
		RVHS SUPPLIES	10/22/2019	20318480 PO-200599	52.60	N
		MAINT MOWER PARTS	10/22/2019	20318480 PO-200603	4.85	N
		MAINT MOWER PARTS	10/22/2019	20318480 PO-200603	4.85-	N
		MAINT MOWER PARTS	10/22/2019	20318480 PO-200603	59.70	N
		ED SV SUPPLIES	10/22/2019	20318480 PO-200604	56.68	N
		ED SV SUPPLIES	10/22/2019	20318480 PO-200604	4.61	N
		ED SV SUPPLIES	10/22/2019	20318480 PO-200604	4.61-	N
		RMS BASKETBALL NETS	10/22/2019	20318480 PO-200606	64.80	N
		WIND RIVER AIRFARE PARENT PROJ	10/22/2019	20318488 PO-200607	757.92	N
		WIND RIV REGIST PARENT PROJECT	10/22/2019	20318488 PO-200610	1,790.00	N
		RVHS PRINTER	10/22/2019	20318480 PO-200615	382.77	N
		RVHS SUPPLIES	10/22/2019	20318480 PO-200620	2.99-	N
		RVHS SUPPLIES	10/22/2019	20318480 PO-200620	36.80	N
		RVHS SUPPLIES	10/22/2019	20318480 PO-200620	2.99	N
		SUPT OFFICE FURNITURE	10/22/2019	20318480 PO-200621	246.76	N
		SUPT OFFICE FURNITURE	10/22/2019	20318480 PO-200621	866.17	N
		TRANS LAPTOP	10/22/2019	20318480 PO-200622	772.62	N
		ASP CLARKSBURG RUN	10/22/2019	20318480 PO-200626	525.00	N
		F5 SUPPLIES	10/22/2019	20318489 PO-200629	691.37	N
		MAINT SUPPLIES	10/22/2019	20318480 PO-200633	63.79	N
		MAINT OIL	10/22/2019	20318480 PO-200638	78.92	N
		MAINT SPRINKLER SUPPLIES	10/22/2019	20318480 PO-200640	573.02	N
		ISLE CD PLAYERS	10/22/2019	20318481 PO-200645	113.90	N

FINANCE/LATE FEE

10/22/2019 20318495 PV-200222

400.72 N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
012586 BAY ALARM 60 BERRY DRIVE PACHECO, CA 94553 (209) 465-1986	8,810.80	ISLE CAMERA DHW CAMERA RMS CAMERA ISLE ALARM BATES ALARM RVHS FIRE MONITORING RVHS ALARM RVHS ALARM RVHS ALARM RMS ALARM DW ALARM DO ALARM BATES ALARM	10/01/2019 10/01/2019 10/01/2019 10/24/2019 10/24/2019 10/24/2019 10/24/2019 10/24/2019 10/24/2019 10/24/2019 10/24/2019 10/24/2019 10/24/2019	20314291 PO-200069 20314291 PO-200248 20314291 PO-200264 20319041 PO-200069 20319061 PV-200232 20319061 PV-200232 20319061 PV-200232 20319061 PV-200232 20319061 PV-200232 20319061 PV-200232 20319061 PV-200232 20319061 PV-200232 20319061 PV-200232	98.41 570.00 499.38 103.33 360.09 2,152.18 115.00 336.19 243.15 393.81 3,041.35 661.75 236.16	N N N N N N N N N N N N N
012147 BECERRA, LUCIA P.O. BOX 64 RYDE, CA 95680 (0) - 0	134.21	ASP MILEAGE ASP MILEAGE ASP MILEAGE	10/10/2019 10/10/2019 10/10/2019	20316395 TC-200067 20316395 TC-200067 20316395 TC-200067	44.74 44.74 44.73	N N N
013642 BLACK POINT ENVIRONMENTAL INC 930 SHILOH RD BLDG 40F WINDSOR, CA 95492 (707) 837-7407	688.75	1971 PROJ 247 146 MAGNOLIA	10/22/2019	20318496 PV-200223	688.75	N
014614 BUCKMASTER 623 W. STADIUM LANE SACRAMENTO, CA 95834 (916) 923-0500	1,148.25	377215/375451 CMS PRINTER SERV 380884 DHS SERV CONTRACTS 381008 CMS PRINTER SERV 380351 DHS PRINTER CHRGS DHS PRINTER SERVICE 381968/381499/381500 DHS SERV	10/03/2019 10/03/2019 10/17/2019 10/17/2019 10/24/2019 10/31/2019	20314873 PO-200317 20314873 PO-200340 20317769 PO-200317 20317769 PO-200322 20319042 PO-200322 20320482 PO-200322	18.21 272.22 128.01 15.00 275.18 439.63	N N N N N N
001094 BUREAU OF EDUCATION & RESEARCH ACCOUNTS RECEIVABLE P.O. BOX 96068 BELLEVUE, WA 98009-9668 (800) 735-3503	1,594.00	4907044 DHW CONFERENCE 4904479 RVHS ROMAN CONFERENCE 4911658 DHS CONF	10/03/2019 10/10/2019 10/31/2019	20314866 PO-200600 20316322 PO-200551 20320471 PO-200631	1,036.00 279.00 279.00	N N N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014980 BUREAU OF LECTURES 2500 W 6TH ST, SUITE I LAWRENCE, KS 66049 (800) 255-0084 N	625.00	COURCABATE BATES ASSEMBLY	10/03/2019	20314867 PO-200639	625.00	N
014663 BURKE WILLIAMS & SORENSEN LLP 444 SOUTH FLOWER ST #2400 LOS ANGELES, CA 90071-2953 (213) 236-0600 Y	2,067.00	245552 ATTY FEES	10/10/2019	20316374 PV-200192	2,067.00	Y
012497 BUSWEST 21107 CHICO STREET CARSON, CA 90745 (209) 531-3928 N	119.47	102011 TRANS PARTS	10/10/2019	20316341 PO-200161	119.47	N
003681 CALIFORNIA AMERICAN WATER P.O. BOX 7150 PASADENA, CA 91109-7150 (888) 237-1333 N	986.58	ISLE WATER ISLE WATER ISLE WATER	10/10/2019 10/10/2019 10/10/2019	20316375 PV-200193 20316375 PV-200193 20316375 PV-200193	245.59 293.60 447.39	N N N
002324 CALIFORNIA CHAMBER OF COMMERCE BUSINESS SERVICES DIVISION PO BOX 398336 SAN FRANCISCO, CA 94139-8336 (0) - 0 N	712.92	236950 LABOR LAW POSTERS	10/29/2019	20319940 PV-200240	712.92	N
012079 CALIFORNIA CLEAR BOTTLED P.O. BOX 981 14410 W.G. THORNTON RD WALNUT GROVE, CA 95690 (916) 776-1544 Y	259.50	ZRI007 RMS WATER ZWA009 ASP WG WATER ZBA006 BATES WATER ZMO002 MOKE WATER	10/17/2019 10/24/2019 10/31/2019 10/31/2019	20317770 PO-200262 20319043 PO-200572 20320483 PO-200273 20320483 PO-200280	35.50 70.00 52.00 102.00	7 7 7 7

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
013205 CALIFORNIA FFA PO BOX 460 GALT, CA 95632 (209) 744-1600	1,330.00	RVHS AG LEADERSHIP PACKETS	10/31/2019	20320484 PO-200672	1,330.00	N
002344 CALIFORNIA LABORATORY SERVICES 3249 FITZGERALD ROAD RANCHO CORDOVA, CA 95742 (800) 638-7301	77.00	MAINT WATER TESTING	10/24/2019	20319044 PO-200181	77.00	N
012268 CALIFORNIA WASTE RECOVERY SYSTEMS 175 ENTERPRISE CT STE #A GALT, CA 95632-9047 (209) 369-6887	1,175.41	ISLE WASTE SERV	10/10/2019	20316376 PV-200194	1,175.41	N
010576 CAMACHO, REFUJIO 200 PRIMASING AVE P.O. BOX 553 COURTLAND, CA 95615 (0) - 0	92.80	WG MILEAGE	10/03/2019	20314892 TC-200052	92.80	N
011595 CAPITAL AUTISM SERVICES 6400 FREEPORT BLVD SACRAMENTO, CA 95822 (916) 427-2273	7,453.40	2143517 SP ED NPS FEES 2143515 SP ED NPS FEES 2143516 SP ED NPS FEES	10/10/2019 10/10/2019 10/10/2019	20316342 PO-200530 20316342 PO-200530 20316342 PO-200530	2,183.56 2,776.69 2,493.15	N N N
014973 CAPITOL BARRICADE 6001 ELVAS AVE SACRAMENTO, CA 95819 (916) 451-5176	196.84	122708 MAINT BIKE LANE ARROW 122708 MAINT BIKE LANE ARROW 122708 MAINT BIKE LANE ARROW	10/01/2019 10/01/2019 10/01/2019	20314282 PO-200545 20314282 PO-200545 20314282 PO-200545	15.99 15.99 196.84	N N N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014983 CASEY, TIMOTHY 8851 SALMON FALLS DR. #E SACRAMENTO, CA 95826 (916) 628-7151 N	48.26	SP ED MILEAGE	10/10/2019	20316396 TC-200055	48.26	N
014492 CATA PO BOX 186 GALT, CA 95632 (209) 744-1614 N	140.00	DHS AG SPEARS MMBRSHIP DHS AG SPEARS MMBRSHIP	10/01/2019 10/01/2019	20314283 PO-200617 20314283 PO-200617	70.00 70.00	N N
002616 CDT INC 250 N GOLDEN CIRCLE DRIVE SUITE 210 SANTA ANA, CA 92705 (562) 986-4200 N	299.00	47302 DOT DRUG TESTING	10/22/2019	20318499 PV-200226	299.00	N
013918 CENGAGE LEARNING 10650 TOEBBEN DRIVE INDEPENDENCE, KY 41051 (800) 354-9706 N	198.70	68518921 ED SV BOOKS 68601288 ED SV BOOKS	10/10/2019 10/10/2019	20316323 PO-200538 20316323 PO-200605	99.14 99.56	N N
003380 CENTRAL VALLEY WASTE SERVICE INC P.O. BOX 78251 PHOENIX, AZ 85062-8251 (0) - 0 N	2,671.93	MOKE WASTE SERV TRANS WASTE SERV BATES WASTE SERV WG WASTE SERV	10/10/2019 10/10/2019 10/10/2019 10/10/2019	20316377 PV-200195 20316377 PV-200195 20316377 PV-200195 20316377 PV-200195	79.52 132.58 1,202.97 1,256.86	N N N N
014968 CHAFFIN, GINA 9451 WINDRIFT LN ELK GROVE, CA 95758 (916) 425-2999 N	75.64	BATES SUPPLIES	10/31/2019	20320485 PO-200518	75.64	N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014130 CHARTER BROS PO BOX 505 PLEASANTON, CA 94566 (925) 497-2376	1,500.00	191104RJ ED SV RVHS SONOMA TRP	10/31/2019	20320472 PO-200681	1,500.00	N
011425 CHESS AIR INC 178 OXBOW MARINA DRIVE ISLETON, CA 95641 (916) 777-7847	2,800.00	190917 HVAC SERVICES	10/10/2019	20316343 PO-200566	2,800.00	N
013908 CIT TECHNOLOGY FINANCING SERVICES INC PO BOX 1638 LIVINGSTON, NJ 07039 (0) - 0	262.76	34093087 CMS LEASE	10/03/2019	20314874 PO-200440	262.76	N
000201 CITY OF ISLETON P.O. BOX 716 101 SECOND STREET ISLETON, CA 95641 (916) 777-7770	411.05	76017 ISLE SEWER	10/03/2019	20314875 PO-200121	411.05	N
000077 CITY OF RIO VISTA 1 MAIN STREET RIO VISTA, CA 94571 (0) - 0	15,346.65	DHW SEWER RVHS SEWER RMS SEWER DO SEWER RVHS WATER DHW WATER RMS WATER DO WATER	10/10/2019 10/10/2019 10/10/2019 10/10/2019 10/10/2019 10/10/2019 10/10/2019 10/10/2019	20316378 PV-200196 20316378 PV-200196 20316378 PV-200196 20316378 PV-200196 20316378 PV-200196 20316378 PV-200196 20316378 PV-200196 20316378 PV-200196	1,081.68 6,462.92 1,301.06 172.84 3,592.95 1,181.92 1,373.86 179.42	N N N N N N N N
014088 CLINE, SUZANNE 501 CALIFORNIA ST RIO VISTA, CA 94571	127.89	ISLE PRSCL SUPPLIES ISLE PRESCL SUPPLIES ISLE PRESCL SUPPLIES	10/10/2019 10/17/2019 10/29/2019	20316372 PO-200294 20317782 PO-200294 20319960 TC-200082	95.98 16.21 15.70	N N N

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
013196 COMMERCIAL APPLIANCE SERVICE INC 281 LATHROP WAY #100 SACRAMENTO, CA 95815-4200 (916) 567-0203 N	759.30	156232/157260 CAFE REPAIRS	10/24/2019	20319060 PO-200409	759.30	N
014575 COMPANION CORPORATION 1831 FORT UNION BLVD SALT LAKE CITY, UT 84121 (800) 943-6439 N	798.00	510297 RMS RENEWAL 114335 RMS SOFTWARE	10/03/2019 10/22/2019	20314884 PV-200184 20318482 PO-200612	299.00 499.00	N N
014215 CONTERRA ULTRA BROADBAND PO BOX 281357 ATLANTA, GA 30384-1357 (704) 936-1722 N	1,800.22	38154 DW NETWORK 38154 DW NETWORK	10/03/2019 10/03/2019	20314885 PV-200185 20314885 PV-200185	15,104.85- 16,905.07	N N
000162 COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGMENT DEPT 10590 ARMSTRONG AVENUE MATHER, CA 95655-4153 (916) 875-8484 N	3,868.00	WG SMALL WATER PERMIT BATES SMALL WATER PERMIT TRANS HAZ MATERIALS PERMIT	10/29/2019 10/29/2019 10/29/2019	20319941 PV-200242 20319941 PV-200242 20319941 PV-200242	1,203.00 1,203.00 1,462.00	N N N
001621 COURTLAND MARKET INC 11711 HWY 160 PO BOX 156 COURTLAND, CA 95615 (0) - 0 N	305.78	BATES SUPPLIES CDS SUPPLIES MOKE SUPPLIES	10/10/2019 10/10/2019 10/10/2019	20316344 PO-200272 20316344 PO-200619 20316344 PO-200619	148.31 78.73 78.74	N N N
013798 CROWE LLP 320 E JEFFERSON BOULEVARD PO BOX 7 SOUTH BEND, IN 46624-0007 (0) - 0 Y	21,500.00	745-2273363 6/19 AUDIT	10/10/2019	20316379 PV-200197	21,500.00	7

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014147 CSF/CJSF CENTRAL OFFICE 28241 CROWN VALLEY PARKWAY SUITE F #201 LAGUNA NIGUEL, CA 92677 (800) 437-3347 N	75.00	#851 DHS RENEWAL FEES	10/24/2019	20319033 PO-200548	75.00	N
013302 D & S PRESS 1105 "A" AIRPORT ROAD RIO VISTA, CA 94571 (707) 374-2442 N	129.75	#4119 RMS REFERRAL FORMS	10/24/2019	20319034 PO-200647	129.75	N
013876 DATAPATH PO BOX 396009 SAN FRANCISCO, CA 94139 (888) 693-2827 N	25,969.82	143921 DW IT SERVICES 143921 DW IT SERVICES 143921 DW IT SERVICES 143921 DW IT SERVICES 143921 DW IT SERVICES 143741 DO MICROSOFT 144064 DO UPS FOR DHW 143216 RVHS AG PRINTER 143216 RVHS AG PRINTER 142975 RVHS AG COMPUTER 142975 RVHS AG COMPUTER 144147 CAFE CHROMEBOOK	10/03/2019 10/03/2019 10/03/2019 10/03/2019 10/03/2019 10/10/2019 10/22/2019 10/29/2019 10/29/2019 10/29/2019 10/29/2019 10/31/2019	20314876 PO-200010 20314876 PO-200010 20314876 PO-200010 20314876 PO-200010 20314882 PO-200010 20316324 PO-200587 20318483 PO-200608 20319931 PO-200022 20319931 PO-200022 20319931 PO-200105 20319931 PO-200105 20320481 PO-200653	114.83 114.83 10,908.85 114.83 229.66 12,412.00 428.17 169.95 169.96 526.87 526.86 253.01	N N N N N N N N N N N N N
013722 DE LAGE LANDEN PUBLIC FINANCE 1111 OLD EAGLE SCHOOL ROAD WAYNE, PA 19087 (800) 736-0220 N	2,577.76	65164170 WG LEASE 65164214 F5 LEASE 64547558 MOKE LEASE 65288621 BUS OFF SAVIN LEASE 65264759 DO SAVIN LEASE 65264759 DO SAVIN LEASE 65352023 BATES LEASE 65570985 ED SV SAVIN LEASE 65570985 ED SV SAVIN LEASE	10/03/2019 10/03/2019 10/03/2019 10/17/2019 10/17/2019 10/17/2019 10/17/2019 10/31/2019 10/31/2019	20314877 PO-200002 20314877 PO-200236 20314877 PO-200274 20317771 PO-200078 20317771 PO-200079 20317771 PO-200079 20317771 PO-200274 20320486 PO-200077 20320486 PO-200077	342.38 80.81 746.72 176.51 169.36 500.00 373.36 138.62 50.00	N N N N N N N N N
012807 DELTA ELEMENTARY CHARTER SCHOOL 36230 N SCHOOL ST CLARKSBURG, CA 95612	165,459.00	OCTOBER TAX IN LIEU	10/03/2019	20314886 PV-200186	165,459.00	N

(916) 995-1335

N



Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
010242 DEMCO INC 4810 FOREST RUN ROAD PO BOX 7488 MADISON, WI 53707-7488 (800) 356-1200	449.98	6696064 RVHS SUPPLIES 6696064 RVHS SUPPLIES 6696064 RVHS SUPPLIES	10/24/2019 10/24/2019 10/24/2019	20319035 PO-200611 20319035 PO-200611 20319035 PO-200611	36.56 36.56 449.98	N N N
014466 DIESEL EMISSIONS SERVICE 4522 PARKER AVE #200 MCCLELLAN, CA 95652 (916) 473-7393	535.72	3-41883/3-41937 TRANS SUPPLIES	10/10/2019	20316345 PO-200146	535.72	N
014067 DISCOVERY OFFICE SYSTEMS 1269 CORPORATE CENTER PARKWAY SANTA ROSA, CA 95407 (707) 570-1000	364.17	55E1530951 WG MAINT AGRMNT 55E1533143 BATES MAINT AGRMNT 55E1534728 ISLE COPIER CONTRCT 55E1536663 WG MAINT AGRMNT	10/01/2019 10/17/2019 10/24/2019 10/31/2019	20314292 PO-200003 20317772 PO-200265 20319045 PO-200295 20320487 PO-200003	33.28 106.56 188.13 36.20	N N N N
000116 DS WATERS OF AMERICA INCS 5660 NEW NORTHSIDE DRIVE SUITE 500 ATLANTA, GA 30328 (0) - 0	165.06	5005834 DO WATER	10/17/2019	20317785 PV-200215	165.06	N
010469 E.F. KLUDT & SONS INC P.O. BOX 166 LODI, CA 95241-0166 (0) - 0	25,509.44	256039/256150 TRANS FUEL 255285/254724 TRANS FUEL 255524/255569 TRANS FUEL 256227/256565 TRANS FUEL 256395/256564 TRANS FUEL 256921/256982 TRANS FUEL	10/01/2019 10/10/2019 10/17/2019 10/22/2019 10/24/2019 10/31/2019	20314293 PO-200151 20316346 PO-200151 20317773 PO-200151 20318490 PO-200151 20319046 PO-200151 20320488 PO-200151	3,944.34 4,976.47 4,503.82 3,848.61 3,479.01 4,757.19	N N N N N N
014979 EDUCATIONAL TECHNOLOGY AND LIFE CORP 5405 ALTON PKWY STE. 5A-305 IRVINE, CA 92604 (949) 407-9051	598.00	5213A RMS CONFERENCE	10/01/2019	20314284 PO-200614	598.00	N

329 SACRAMENTO STREET
RIO VISTA, CA 94571

MAINT BRIDGE TOLLS

10/29/2019 20319954 TC-200083

51.00 N

(0) - 0 N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014234 GIRARD EDWARDS STEVENS & TUCKER LLP., ATTORNEYS AT LAW 8801 FOLSOM BLVD STE 285 SACRAMENTO, CA 95826	2,740.00	2210 ATTY FEES 2210 ATTY FEES 2210 ATTY FEES	10/10/2019 10/10/2019 10/10/2019	20316381 PV-200199 20316381 PV-200199 20316381 PV-200199	82.50 2,220.00 437.50	Y Y Y
(916) 706-1255						Y
003354 GOPHER SPORT 2525 LEMOND ST SW OWATONNA, MN 55060-0998	341.44	9660634 DHW SUPPLIES	10/31/2019	20320473 PO-200669	341.44	N
(800) 533-0446		N THE PROPHET CO				
003598 GRAINGER 3691 INDUSTRIAL BLVD WEST SACRAMENTO, CA 95691-3479	1,202.12	MAINT SUPPLIES MAINT SUPPLIES MAINT SUPPLIES	10/10/2019 10/24/2019 10/31/2019	20316348 PO-200170 20319049 PO-200170 20320489 PO-200170	147.49 218.79 835.84	N N N
(916) 372-7800		N W.W. GRAINGER				
014573 GREAT AMERICA FINANCIAL SVCS PO BOX 660831 DALLAS, TX 75266-0831	685.33	25710589 DHS LEASE 25765552 CMS LEASE	10/24/2019 10/31/2019	20319050 PO-200339 20320490 PO-200316	375.38 309.95	N N
(877) 311-4422		N				
000711 GROW WEST PARTS 14301 RAILROAD AVE WALNUT GROVE, CA 95690-	129.39	13112 MAINT SUPPLIES	10/10/2019	20316349 PO-200412	129.39	N
(916) 776-1744		N THE LYMAN GROU				
012617 GUGGEMOS, WILLIAM 78 BRUNING AVENUE RIO VISTA, CA 94571	50.34	ISLE MILEAGE	10/03/2019	20314893 TC-200053	50.34	N
() -		N				
014868 HALL, SARA	3,425.00	SP ED BEHAV ASSESSMNTS	10/01/2019	20314294 PO-200064	3,425.00	Y

PO BOX 9586
TRUCKEE, CA 96162

(916) 640-3533

Y

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014500 HAND IN HAND THERAPEUTICS 214 ELMWOOD AVE MODESTO, CA 95354	3,200.00	SP ED OCC THERAPY W/E 9/26 SP ED OCC THERAPY W/E 10/10	10/01/2019 10/17/2019	20314295 PO-200289 20317774 PO-200289	1,300.00 1,900.00	Y Y
(209) 604-8533		Y WAYNE STEVENSO				
014935 HOME CAMPUS 2900 BRISTOL ST. SUITE B206 COSTA MESA, CA 92626	895.00	3789 DHS ATHLETIC CLEARANCE	10/31/2019	20320504 PV-200256	895.00	N
(562) 206-2486		N				
003538 HOME DEPOT CREDIT SERVICES DEPT 32-2500439736 P.O. BOX 78047 PHOENIX, AZ 85062-8047	1,095.95	MAINT SUPPLIES RVHS AG SUPPLIES RVHS AG SUPPLIES DHS AG SUPPLIES DHS AG SUPPLIES	10/10/2019 10/10/2019 10/10/2019 10/10/2019 10/10/2019	20316350 PO-200171 20316350 PO-200251 20316350 PO-200251 20316350 PO-200333 20316350 PO-200333	691.95 107.11 107.11 94.89 94.89	N N N N N
(0) - 0		N				
012272 HOUGHTON MIFFLIN HARCOURT PUBLISHING COMPANY 222 BERKELEY STREET BOSTON, MA 02116	1,010.96	954598175 ED SV BOOKS	10/01/2019	20314285 PO-200578	1,010.96	N
(800) 225-5425		N				
011917 INDOFF 11816 LACKLAND AVENUE ST. LOUIS, MO 63146-4206	329.08	3289541/3289000/3277763 BATES 3299629 BATES SUPPLIES 3299629 BATES SUPPLIES 3299629 BATES SUPPLIES	10/01/2019 10/24/2019 10/24/2019 10/24/2019	20314296 PO-200266 20319052 PO-200266 20319052 PO-200266 20319052 PO-200266	269.62 .21 59.46 .21	N N N N
(707) 374-4037		N				
000107 INLAND BUSINESS SYSTEMS 1500 NO. MARKET SACRAMENTO, CA 95834-1912	855.53	426227 RVHS MAINT AGRMNT IN429199 RVHS LEASE AGMNT IN429199 RVHS MAINT AGRMNT	10/17/2019 10/24/2019 10/24/2019	20317776 PO-200327 20319053 PO-200326 20319053 PO-200327	400.32 270.31 184.90	N N N
(916) 928-0770		N				

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014824 J & D WHOLESALE 4614 SECOND. ST #1 DAVIS, CA 95618 (530) 747-2300 N	429.36	6295527 RVHS AG SUPPLIES 6295527 RVHS AG SUPPLIES 6295731 RVHS AG SUPPLIES 6295731 RVHS AG SUPPLIES 6295784 RVHS AG SUPPLIES 6295784 RVHS AG SUPPLIES	10/10/2019 10/10/2019 10/22/2019 10/22/2019 10/31/2019 10/31/2019	20316352 PO-200419 20316352 PO-200419 20318491 PO-200419 20318491 PO-200419 20320492 PO-200419 20320492 PO-200419	54.13 54.12 48.45 48.45 112.11 112.10	N N N N N N
014682 JONES, ZAIDA 10267 CROYDON WAY RANCHO CORDOVA, CA 95670 (0) - 0 N	108.69	SP ED MILEAGE	10/22/2019	20318505 TC-200071	108.69	N
014233 KEEMA-ASTON, ELIZABETH 8068 HUXLEY CT. SACRAMENTO, CA 95829 (916) 397-6704 N	66.78	CBO MILEAGE	10/01/2019	20314309 TC-200049	66.78	N
013764 KUTA SOFTWARE LLC 6308 HOLLAND MEADOW LANE GAITHERSBURG, MD 20882-1236 (877) 563-2285 Y	223.00	20660 RMS KUTA SOFTWARE	10/22/2019	20318484 PO-200623	223.00	7
011311 LA RUE COMMUNICATIONS 521 E. MINER AVE STOCKTON, CA 95202 (209) 463-1900 Y LA RUE, KNOX J	1,047.95	6654 TRANS UHF SERVICE 6585 TRANS SUPPLIES	10/03/2019 10/10/2019	20314878 PO-200154 20316325 PO-200559	330.00 717.95	7 7
000203 LAKESHORE LEARNING MATERIALS 2695 E DOMINGUEZ STREET CARSON, CA 90895 (800) 424-4772 N	1,380.72	1851390919 F5 SUPPLIES 2096271019 F5 SUPPLIES	10/10/2019 10/24/2019	20316353 PO-200356 20319036 PO-200356	860.37 520.35	N N
012149 LARIOS, MARIA	189.60	F5 MILEAGE/CONF REIMB	10/10/2019	20316397 TC-200056	39.38	N

PO BOX 362
COURTLAND, CA 95615

F5 MILEAGE/CONF REIMB

10/10/2019 20316397 TC-200056

150.22 N

(0) - 0 N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014949 LATIMER, NICOLE 9101 NEWHALL DR. #98 SACRAMENTO, CA 95826 (916) 284-5132 N	768.62	ED SV CONF/MILEAGE ED SV CONF/MILEAGE ED SV CONF/MILEAGE ED SV CONF/MILEAGE ED SV CONF/MILEAGE	10/29/2019 10/29/2019 10/29/2019 10/29/2019 10/29/2019	20319955 TC-200077 20319955 TC-200077 20319955 TC-200077 20319955 TC-200077 20319955 TC-200077	54.60 123.54 232.00 156.80 201.68	N N N N N
013799 LATINO FAMILY LITERACY PROJECT 1107 FAIR OAKS AVE #225 SOUTH PASADENA, CA 91030 (626) 799-7341 N	2,033.38	10638 MIG ED SUPPLIES	10/10/2019	20316326 PO-200590	2,033.38	N
014670 LEARNING WITHOUT TEARS 806 W DIAMOND AVE #230 GAITHERSBURG, MD 20878 (888) 983-8409 N	83.51	28677 SP ED SUPPLIES	10/01/2019	20314287 PO-200145	83.51	N
000548 LIRAS SUPERMARKET 609 HWY 12 RIO VISTA, CA 94571 (707) 374-5399 N	1,811.48	#135 ED SV SUPPLIES #175 DHW SUPPLIES #55 RVHS SUPPLIES #55 RVHS SUPPLIES #55 RVHS SUPPLIES #55 RVHS CULINARY SUPPLIES	10/10/2019 10/10/2019 10/17/2019 10/17/2019 10/17/2019 10/17/2019	20316354 PO-200049 20316354 PO-200208 20317777 PO-200127 20317777 PO-200127 20317777 PO-200127 20317777 PO-200478	397.93 114.46 250.00 501.98 250.00 297.11	N N N N N N
013206 LOWE'S 8369 POWER INN ROAD ELK GROVE, CA 95624-3464 (866) 232-7443 N	1,312.29	MAINT SUPPLIES RVHS SUPPLIES	10/17/2019 10/17/2019	20317778 PO-200172 20317778 PO-200461	1,047.25 265.04	N N
014144 MARTINEZ, SANDRA PO BOX 298 ISLETON, CA 95641 (0) - 0 N	309.72	F5 MILEAGE	10/10/2019	20316398 TC-200058	309.72	N
014811 MCCARTY, HANOCH	1,491.80	3047 SP ED PROF SERV	10/01/2019	20314297 PO-200066	1,491.80	Y

12970 SELF ESTEEM LANE
GALT, CA 95632

(209) 601-2940 Y

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014107 MCCARTY, MELADEE 12970 SELF-ESTEEM LANE GALT, CA 95632 (209) 601-2940	760.00	SP ED PROF SERV	10/10/2019	20316355 PO-200065	760.00	Y
011391 MCGRAW HILL SCHOOL DIVISION 2700 YGNACIO VALLEY ROAD SUITE 200 WALNUT CREEK, CA 94598 (925) 947-6000	5,821.23	110079170001 ED SV BOOKS 110079534001 SP ED BOOKS 110187900001 ED SV BOOKS 110185081001 ED SV BOOKS	10/10/2019 10/10/2019 10/10/2019 10/10/2019	20316337 PO-200507 20316337 PO-200509 20316337 PO-200577 20316337 PO-200579	305.91 694.68 4,393.11 427.53	N N N N
012837 MOBILE MODULAR 5700 LAS POSITAS ROAD LIVERMORE, CA 94551 (925) 606-9000	595.00	1989344 MODULAR LEASE	10/24/2019	20319069 PV-200238	595.00	N
011865 MONTGOMERY, MARSHA 12 HILL COURT RIO VISTA, CA 94571 (0) - 0	731.43	RVHS SUPPLIES	10/29/2019	20319934 PO-200470	731.43	N
014975 NEWSELA 475 10TH AVENUE 4TH FLOOR NEW YORK, NY 10018 (0) - 0	4,000.00	52144 RVHS NEWSELA PRO LICENSE 52144 RVHS NEWSELA PRO LICENSE	10/10/2019 10/10/2019	20316328 PO-200568 20316328 PO-200568	2,000.00 2,000.00	N N
013877 NORRIS, CARRIE 4833 STEPPE COURT ELK GROVE, CA 95757 (0) - 0	685.97	WG SUPPLIES F5 SUPPLIES WG/F5 MILEAGE WG/F5 MILEAGE WG SUPPLIES WG SUPPLIES	10/10/2019 10/22/2019 10/22/2019 10/22/2019 10/29/2019 10/29/2019	20316356 PO-200501 20318492 PO-200357 20318506 TC-200072 20318506 TC-200072 20319935 PO-200197 20319935 PO-200501	157.99 134.50 141.32 104.98 64.00 83.18	N N N N N N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
010637 NORTHERN TOOL & EQUIPMENT CO P.O. BOX 1499 BURNSVILLE, MN 55337-0499	328.04	43243519 TRANS SUPPLIES	10/03/2019	20314868 PO-200463	328.04	N
(0) - 0						N
014016 O'REILLY AUTO PARTS 233 S PATTERSON SPRINGFIELD, MO 65802	354.34	1468127 TRANS PARTS	10/10/2019	20316357 PO-200162	354.34	N
(0) - 0						N O'REILLY AUTOM
011429 OLIVER WORLDCLASS LABS INC 11040 BOLLINGER CANYON RD SUITE E-463 SAN RAMON, CA 94582	1,813.87	1140 WG SMART LICENSE 1177 WG SMARTBOARD REPAIR 1151 WG SMART BOARD REPAIR	10/03/2019 10/03/2019 10/10/2019	20314869 PO-200436 20314869 PO-200558 20316359 PO-200442	300.00 938.87 575.00	N N N
(707) 747-1537						N
003218 ORIENTAL TRADING CO INC 4206 SOUTH 108TH STREET OMAHA, NE 68137	1,142.67	697726862 WG SUPPLIES 698358397 ASP SUPPLIES 698497333 ASP SUPPLIES	10/03/2019 10/24/2019 10/31/2019	20314870 PO-200427 20319054 PO-200485 20320493 PO-200489	528.83 277.76 336.08	N N N
(800) 228-0475						N OTC DIRECT INC
011634 OTO'S CAR CARE & REPAIR 8110 FREEPORT BLVD SACRAMENTO, CA 95832	763.35	10521 TRANS PARTS	10/10/2019	20316384 PV-200200	763.35	7
() -						Y
014981 PALLOTTA, GINA PO BOX 270 ISLETON, CA 95641	89.78	DHW MILEAGE	10/10/2019	20316399 TC-200057	89.78	N
(0) - 0						N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014465 PARKER & COVERT LAW OFFICE 17862 EAST SEVENTEENTH ST#204 EAST BUILDING TUSTIN, CA 92780 (714) 573-0900	1,762.50	72224 ATTY FEES	10/29/2019	20319942 PV-200243	1,762.50	Y
		Y PARKER & COVE				
013692 PATIN, ANGELA 633 MADERE WAY RIO VISTA, CA 94571 (0) - 0	102.00	ISLE MILEAGE	10/01/2019	20314310 TC-200050	102.00	N
		N				
013895 PEARSON CLINICAL ASSESSMENT ORDERING PO BOX 599700 SAN ANTONIO, TX 78259 (800) 627-7271	1,332.72	5521991 SP ED SUPPLIES 5471916 SP ED SUBSCRIPTION 4793097 SP ED SUPPLIES 11701795 SP ED SUPPLIES 4793090 SP ED SUPPLIES	10/10/2019 10/10/2019 10/10/2019 10/10/2019 10/10/2019	20316327 PO-200072 20316327 PO-200073 20316383 PV-200201 20316383 PV-200201 20316383 PV-200201	130.00 60.00 502.64 83.53 556.55	N N N N N
		N				
013086 PEARSON EDUCATION INC 501 BOLYSTON STREET SUITE 900 BOSTON, MA 02116 (800) 848-9500	1,594.14	4025975530 ED SV BOOKS 5648446 SP ED FORMS 7361995 SP ED FORMS	10/01/2019 10/10/2019 10/24/2019	20314288 PO-200542 20316329 PO-200138 20319037 PO-200625	1,106.95 230.56 256.63	N N N
		N				
014310 PEREZ, GABINO 7904 HARTWICK WAY SACRAMENTO, CA 95828 (0) - 0	163.67	WG SUPPLIES WG CONF REIMB WG SUPPLIES WG CONF REIMB	10/10/2019 10/10/2019 10/29/2019 10/29/2019	20316360 PO-200201 20316400 TC-200059 20319936 PO-200201 20319956 TC-200078	46.16 15.43 80.16 21.92	N N N N
		N				
014129 PESI, INC PO BOX 1000 EAU CLAIRE, WI 54702-1000 (800) 844-8260	99.99	2159262 WG WEBCAST	10/31/2019	20320474 PO-200474	99.99	N
		N				

(800) 635-2666

N

6404430 ASP SUPPLIES
6404430 ASP SUPPLIES

10/31/2019 20320475 PO-200627
10/31/2019 20320475 PO-200627

25.37 N
25.37 N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
013244 PRECIADO, VICKI 737 LAUREL WAY RIO VISTA, CA 94571	126.53	WIND RIVER CONF REIMB	10/31/2019	20320513 TC-200084	126.53	N
(0) - 0						N
012857 PRISTINE REHAB CARE 706 N. DIAMOND BAR BLVD STE #B DIAMOND BAR, CA 91765	25,775.20	6337 SP ED SPCH THERAPY 6391/6390 SP ED SPEECH THERAPY	10/01/2019 10/10/2019	20314298 PO-200067 20316362 PO-200067	835.20 24,940.00	7 7
(317) 371-3866						Y
014974 PROMO BANDITS 3104 O STREET #203 SACRAMENTO, CA 95816	751.44	190904 DHS TSHIRTS	10/22/2019	20318485 PO-200569	751.44	N
(916) 821-4568						N
001048 QUILL CORPORATION 100 SCHELTER ROAD LINCOLNSHIRE, IL 60094-0600	602.85	BATES SUPPLIES	10/10/2019	20316332 PO-200270	602.85	N
(800) 789-8965						N
011565 RALEY'S P.O. BOX 15618 SACRAMENTO, CA 95852	836.71	5000034 DHS AG SUPPLIES 5000034 DHS AG SUPPLIES 5000034 DHS AG SUPPLIES 5000034 DHS AG SUPPLIES	10/01/2019 10/01/2019 10/31/2019 10/31/2019	20314299 PO-200363 20314299 PO-200363 20320494 PO-200363 20320494 PO-200363	335.48 335.47 82.88 82.88	N N N N
(0) - 0						N
010134 READ NATURALLY INC 1284 CORPORATE CENTER DR. #600 SAINT PAUL, MN 55121	920.00	239989 WG LICENSES 239989 WG LICENSES	10/10/2019 10/10/2019	20316333 PO-200525 20316333 PO-200525	460.00 460.00	N N
(800) 788-4085						N
012473 RENAISSANCE LEARNING INC PO BOX 8036	121.50	451374 BATES SUBSCRIPTION	10/10/2019	20316334 PO-200613	121.50	N

2911 PEACH STREET
WISCONSIN RAPIDS, WI 54495-8036

(800) 338-4204 N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014859 RIO VISTA BAKERY & CAFE 150 MAIN STREET RIO VISTA, CA 94571 (707) 374-3844	91.69	RVHS SUPPLIES	10/10/2019	20316363 PO-200324	91.69	N
014071 RIO VISTA BEACON PO BOX 726 BRENTWOOD, CA 94513 (925) 550-7811	30.00	257862 EMP AD	10/29/2019	20319943 PV-200244	30.00	N
000313 RIO VISTA CARE 125 SACRAMENTO STREET P.O. BOX 576 RIO VISTA, CA 94571 (0) - 0	5,000.00	DIST WIDE COUNSELING SERV DIST WIDE COUNSELING SERV	10/01/2019 10/01/2019	20314300 PO-200204 20314300 PO-200204	2,500.00 2,500.00	N N
010239 RIO VISTA SANITATION P.O. BOX 607 RIO VISTA, CA 94571-0607 (0) - 0	2,066.71	RVHS WASTE SERV DHW WASTE SERV DO WASTE SERV	10/10/2019 10/10/2019 10/10/2019	20316382 PV-200202 20316382 PV-200202 20316382 PV-200202	853.56 1,094.27 118.88	N N N
010846 RIOS, ESMERALDA 5075 RYER ROAD EAST WALNUT GROVE, CA 95690 (0) - 0	95.58	WG/F5 MILEAGE WG/F5 MILEAGE	10/10/2019 10/17/2019	20316401 TC-200060 20317793 TC-200068	73.31 22.27	N N
000589 RISO PRODUCTS OF SACRAMENTO 3304 MONIER CIRCLE SUITE 110 RANCHO CORDOVA, CA 95742 (916) 638-7476	1,073.14	200690 RVHS SUPPLIES	10/22/2019	20318486 PO-200616	1,073.14	N
		N RPSI ENTERPRIS				

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
000729 RIVER NEWS HERALD 21 S FRONT STREET RIO VISTA, CA 94571	78.00	6-7563 HR ADVERTISING	10/10/2019	20316385 PV-200203	78.00	N
(0) - 0 N GIBSON PUBLICA						
013865 RIVER RATS SEPTIC & PLUMBING PO BOX 365 WALNUT GROVE, CA 95690	468.00	9027 WG POWER OUTAGE	10/03/2019	20314888 PV-200187	468.00	7
(916) 776-1600 Y RICHARD DAVIS						
014252 RIVERA, ELIAS 134 N. 3RD #4 RIO VISTA, CA 94571	174.84	RVHS SUPPLIES	10/29/2019	20319937 PO-200642	174.84	N
() - N						
014982 RIVERA-GARCIA, MARIA PO BOX 753 WALNUT GROVE, CA 95690	65.31	F5 MILEAGE F5 CONF REIMB	10/10/2019 10/29/2019	20316402 TC-200061 20319957 TC-200079	49.07 16.24	N N
(916) 270-5670 N						
010670 RIVERVIEW-INTERNATIONAL TRUCKS 2445 EVERGREEN AVE P.O. BOX 716 WEST SACRAMENTO, CA 95691	2,554.98	61671 TRANS PARTS	10/10/2019	20316364 PO-200158	2,554.98	7
() - Y						
014206 RODRIGUEZ, JENNIFER 110 JANEWOOD CT FOLSOM, CA 95630	82.81	DHS SUPPLIES CMS SUPPLIES	10/10/2019 10/10/2019	20316365 PO-200618 20316365 PO-200618	41.40 41.41	N N
(916) 833-7401 N						
012796 ROSSI, MARCY	64.75	RMS SUPPLIES	10/29/2019	20319938 PO-200261	45.30	N

128 N SECOND STREET
RIO VISTA, CA 94571

RMS SUPPLIES

10/29/2019 20319938 PO-200261

19.45 N

(0) - 0 N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014510 RSD TOTAL CONTROL 10170 CROYDON WAY SACRAMENTO, CA 95827 (916) 369-0203 N	356.47	#37300 MAINT SUPPLIES	10/10/2019	20316366 PO-200174	356.47	N
000119 S & W TIRE SERVICE INC P.O. BOX 377 14400 THORNTON ROAD WALNUT GROVE, CA 95690 (916) 776-1717 N	73.27	1-20732 MAINT TIRES	10/31/2019	20320496 PO-200182	73.27	N
012449 S AND S WORLDWIDE 75 MILL STREET COLCHESTER, CT 06415 (800) 288-9941 N	608.63	100128777 ASP SUPPLIES 100290608 ASP SUPPLIES	10/03/2019 10/31/2019	20314889 PV-200189 20320495 PO-200487	462.50 146.13	N N
000095 S M U D P.O. BOX 15555 SACRAMENTO, CA 95852 (0) - 0 N	8,163.21	BATES ELECT BATES BATES WG TRANS WG WG TRANS BATES ELECT	10/01/2019 10/10/2019 10/10/2019 10/10/2019 10/10/2019 10/10/2019 10/10/2019 10/10/2019 10/29/2019	20314304 PV-200180 20316386 PV-200204 20316386 PV-200204 20316386 PV-200204 20316386 PV-200204 20316386 PV-200204 20316386 PV-200204 20316386 PV-200204 20319944 PV-200246	28.36 3,811.31 443.82 27.11 13.55 2,685.84 1,009.76 115.10 28.36	N N N N N N N N N
012225 SACRAMENTO COUNTY COUNTY OF SACRAMENTO 700 H STREET ROOM 1710 SACRAMENTO, CA 95814 (916) 874-8250 N	998.44	FISCAL AGENT FEES FISCAL AGENT FEES FISCAL AGENT FEES FISCAL AGENT FEES FISCAL AGENT FEES	10/29/2019 10/29/2019 10/29/2019 10/29/2019 10/29/2019	20319945 PV-200241 20319945 PV-200241 20319945 PV-200241 20319945 PV-200241 20319945 PV-200241	222.77 190.71 216.36 184.30 184.30	N N N N N
012362 SACRAMENTO COUNTY TAX COLLECTOR'S OFFICE P.O. BOX 508	9,040.04	146-0170-059 WG PROP TAX 146-0190-031 WG PROP TAX 132-0190-030 BATES PROP TAX	10/31/2019 10/31/2019 10/31/2019	20320506 PV-200258 20320506 PV-200258 20320506 PV-200258	3,901.06 452.56 135.06	N N N

SACRAMENTO, CA 95812-0508

(0) - 0 N

157-0051-012	ISLE	PROP	TAX	10/31/2019	20320506	PV-200258	512.78	N
157-0051-002	ISLE	PROP	TAX	10/31/2019	20320506	PV-200258	50.00	N
157-0051-001	ISLE	PROP	TAX	10/31/2019	20320506	PV-200258	911.78	N
132-0190-031	MOKE	PROP	TAX	10/31/2019	20320506	PV-200258	132.28	N
157-0029-001	ISLE	PROP	TAX	10/31/2019	20320506	PV-200258	2,844.52	N
157-0051-004	ISLE	PROP	TAX	10/31/2019	20320506	PV-200258	50.00	N
157-0051-003	ISLE	PROP	TAX	10/31/2019	20320506	PV-200258	50.00	N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
000090 SACRAMENTO COUNTY UTILITIES 9700 GOETHE ROAD SUITE C SACRAMENTO, CA 95827	443.43	MOKE SEWER WG SEWER BATES SEWER	10/24/2019 10/29/2019 10/29/2019	20319062 PV-200233 20319946 PV-200245 20319946 PV-200245	113.70 180.78 148.95	N N N
(0) - 0						N
012885 SALOMON, TRISHA 50 YOSEMITE DRIVE RIO VISTA, CA 94571	105.43	SP ED CONF REIMB ED SV MILEAGE	10/22/2019 10/29/2019	20318507 TC-200073 20319958 TC-200080	86.87 18.56	N N
(0) - 0						N
014903 SAWUSCH, KIMBERLY 3924 HENDERSON WAY CARMICHAEL, CA 95608	6.98	STALEDATE #19459769	10/17/2019	20317794 TC-200069	6.98	N
(0) - 0						N
003501 SCHOLASTIC INC 2931 EAST MCCARTY STREET JEFFERSON CITY, MO 65101	498.85	M6878292 ED SV ISLE MAGAZINES M6878292 ED SV ISLE MAGAZINES M6878292 ED SV ISLE MAGAZINES 20192755 F5 SUPPLIES	10/31/2019 10/31/2019 10/31/2019 10/31/2019	20320476 PO-200630 20320476 PO-200630 20320476 PO-200630 20320476 PO-200648	14.46 14.46 177.94 320.91	N N N N
(800) 724-6527						N
011160 SCHOOL HEALTH CORPORATION 5600 APOLLO DRIVE ROLLING MEADOWS, IL 60008	21.75	3636718 ED SV SUPPLIES 3636718 ED SV SUPPLIES 3636718 ED SV SUPPLIES	10/10/2019 10/10/2019 10/10/2019	20316387 PV-200205 20316387 PV-200205 20316387 PV-200205	.08 21.75 .08	N N N
(800) 323-1305						N
014296 SCHOOL LOOP 401 CONGRESS AVENUE #2650 AUSTIN, TX 78701	8,250.00	58358535261648 SCHOOL LOOP	10/03/2019	20314890 PV-200190	8,250.00	N
(0) - 0						N
012207 SCHOOL OUTFITTERS.COM	850.73	13219187 BATES TABLES	10/10/2019	20316335 PO-200424	850.73	Y

3736 REGENT AVE
CINCINNATI, OH 45212-3724

(800) 260-2776

Y

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
002988 SCHOOL SERVICES OF CALIFORNIA PO BOX 516613 LOS ANGELES, CA 90051-0599 (916) 446-7517	500.00	W106238 SUPT/CBO WORKSHOP W106238 SUPT/CBO WORKSHOP	10/31/2019 10/31/2019	20320477 PO-200083 20320477 PO-200083	250.00 250.00	N N
003318 SCHOOL SPECIALTY INC W6316 DESIGN DRIVE GREENVILLE, WI 54942 (0) - 0	1,827.20	308103439397 RMS SUPPLIES 308103433507 DHS SUPPLIES 308103438970 DHS SUPPLIES 208123813431 RMS SUPPLIES 208124104273 RMS SUPPLIES 308103454995 RMS SUPPLIES 208124081263 RMS SUPPLIES 208124081263 RMS SUPPLIES 308103454546 RMS SUPPLIES 208124127445 RMS SUPPLIES 308103458733 RMS SUPPLIES	10/03/2019 10/10/2019 10/10/2019 10/22/2019 10/22/2019 10/31/2019 10/31/2019 10/31/2019 10/31/2019 10/31/2019 10/31/2019	20314871 PO-200471 20316367 PO-200365 20316367 PO-200365 20318487 PO-200460 20318487 PO-200460 20320478 PO-200597 20320478 PO-200643 20320478 PO-200643 20320478 PO-200644 20320478 PO-200654 20320478 PO-200655	146.27 140.38 58.70 136.78 12.72 148.51 294.31 441.47 149.44 149.83 148.79	N N N N N N N N N N N
013941 SCHOOL SPECIALTY INC PO BOX 1579 APPLETON, WI 54912-1579 (888) 388-3224	186.31	308103398592 BATES SUPPLIES	10/01/2019	20314301 PO-200267	186.31	N
000316 SCHOOLS INSURANCE AUTHORITY P.O. BOX 276710 SACRAMENTO, CA 95827-6710 (0) - 0	203,222.96	WCADJ2020-025 WORK COMP ADJSTM EAP-102020.14 EMP ASST PROGRAM EAP-102020.14 EMP ASST PROGRAM 20SWAMP-19 STOMR WATER MONIT PL2020-28 BUS LIABILTY WC2020.24 WORK COMP PL2020-28 PROPERTY	10/10/2019 10/17/2019 10/17/2019 10/31/2019 10/31/2019 10/31/2019 10/31/2019	20316388 PV-200206 20317788 PV-200217 20317788 PV-200217 20320507 PV-200259 20320507 PV-200259 20320507 PV-200259 20320507 PV-200259	7,552.00 351.57 365.93 4,283.46 43,390.50 118,698.00 28,581.50	N N N N N N N
013193 SCOE P.O. BOX 269003 10474 MATHER BLVD SACRAMENTO, CA 95826 (0) - 0	6,225.00	ED SV LATIMER REGIST 200755 ROSSI PRINCIPAL ACADEMY 200756 WALLACE PRINCIPALS ACAD 191669 RVHS ACADEMIC DECATHLON 200832 BATES AVID WORKSHOP 200832 DHS AVID WORKSHOP 200832 DHW AVID WORKSHOP 201076 F5 TODDLER SUMMIT	10/01/2019 10/03/2019 10/03/2019 10/03/2019 10/17/2019 10/22/2019 10/24/2019 10/31/2019	20314289 PO-200580 20314872 PO-200032 20314872 PO-200337 20314872 PO-200624 20317766 PO-200493 20318500 PV-200227 20319063 PV-200234 20320479 PO-200434	100.00 1,500.00 1,500.00 300.00 500.00 1,000.00 500.00 325.00	N N N N N N N N

201140 CA LABOR MNGMNT CONF

10/31/2019 20320479 PO-200570

500.00 N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014986 SEA QUEST 430 PALLADIO PKWY #1801 FOLSOM, CA 95630 (916) 673-9972	400.95	WG SEA QUEST ADMISSION	10/29/2019	20319932 PO-200685	400.95	N
014611 SETO EDUCATIONAL SUPPORT SERV 1630 FANNING COURT DIXON, CA 95620 (805) 252-9816	2,705.00	SP ED SERVICES 09/19 SP ED SERVICES	10/01/2019 10/17/2019	20314302 PO-200539 20317779 PO-200539	1,025.00 1,680.00	N N
014524 SHRED IT PO BOX 101007 PASADENA, CA 91189-1007 (0) - 0	132.90	8128201240 DO SHREDDING	10/01/2019	20314305 PV-200179	132.90	N
000055 SIA DELTA DENTAL P.O. BOX 276710 SACRAMENTO, CA 95827-6710 (0) - 0	3,776.54	OCTOBER PREMIUMS OCTOBER PREMIUMS	10/22/2019 10/22/2019	20318501 PV-200228 20318501 PV-200228	2,565.99 1,210.55	N N
000056 SIA VISION SERVICE P.O. BOX 276710 SACRAMENTO, CA 95827-6710 (0) - 0	663.32	OCTOBER PREMIUMS OCTOBER PREMIUMS OCTOBER PREMIUMS	10/22/2019 10/22/2019 10/22/2019	20318502 PV-200229 20318502 PV-200229 20318502 PV-200229	346.08 288.40 28.84	N N N
014454 SINGH, PRITIKA 212 WEST HWY 220 RYDE, CA 95680 (916) 491-0657	670.48	PARENT MILEAGE	10/10/2019	20316403 TC-200062	670.48	N
012084 SODEXO INC & AFFILIATES DEPT. 43283	50,675.55	CAFE AUGUST 2019 MEALS CAFE AUGUST 2019 MEALS	10/17/2019 10/17/2019	20317792 PV-200221 20317792 PV-200221	41,312.35 9,363.20	N N

LOS ANGELES, CA 90088-3283

(0) - 0 N

RMS	10/29/2019	20319948	PV-200248	35.06	N
RVHS	10/29/2019	20319948	PV-200248	242.96	N
WG	10/29/2019	20319948	PV-200248	93.80	N
DHW	10/29/2019	20319948	PV-200248	29.72	N
CMS CAFE	10/29/2019	20319953	PV-200248	92.53	N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014069 STAPLES ADVANTAGE	3,807.89	3426121172 CAFE SUPPLIES	10/03/2019	20314883 PO-200366	74.01	N
500 STAPLES DRIVE		3426342945 CAFE SUPPLIES	10/03/2019	20314883 PO-200366	88.33	N
FRAMINGHAM, MA 01702		3425449081 ASP SUPPLIES	10/03/2019	20314879 PO-200488	.64	N
		3425449081 ASP SUPPLIES	10/03/2019	20314879 PO-200488	185.22	N
(0) - 0		3425449081 ASP SUPPLIES	10/03/2019	20314879 PO-200488	.64	N
N STAPLES CONTRA		3425751709 BUS OFF SUPPLIES	10/10/2019	20316368 PO-200050	18.58	N
		3422861604 BUS OFF SUPPLIES	10/10/2019	20316368 PO-200050	47.47	N
		3425541622 DHW SUPPLIES	10/10/2019	20316368 PO-200217	50.65	N
		3425541623 DHW SUPPLIES	10/10/2019	20316368 PO-200218	41.07	N
		3423067168 DHW SUPPLIES	10/10/2019	20316336 PO-200226	38.42	N
		3422720076 DHW SUPPLIES	10/10/2019	20316368 PO-200227	39.82	N
		3421702923 DHW SUPPLIES	10/10/2019	20316368 PO-200227	170.18	N
		3424648210 DHW SUPPLIES	10/10/2019	20316368 PO-200229	35.97	N
		3423457855 DHW SUPPLIES	10/10/2019	20316368 PO-200229	49.94	N
		3424804391 DHW SUPPLIES	10/10/2019	20316368 PO-200229	16.63	N
		3422861605 DHW SUPPLIES	10/10/2019	20316368 PO-200232	49.06	N
		3422146615 DHW SUPPLIES	10/10/2019	20316368 PO-200232	40.19	N
		3423067169 DHW SUPPLIES	10/10/2019	20316368 PO-200232	4.85	N
		3425311479 DHW SUPPLIES	10/10/2019	20316368 PO-200244	43.24	N
		3425165028 DHW SUPPLIES	10/10/2019	20316368 PO-200244	18.69	N
		3425541625 DHW SUPPLIES	10/10/2019	20316368 PO-200244	34.05	N
		3425541624 DHW SUPPLIES	10/10/2019	20316368 PO-200244	6.63	N
		3423067170 DHW SUPPLIES	10/10/2019	20316368 PO-200244	57.51	N
		3426121171 F5 SUPPLIES	10/10/2019	20316368 PO-200355	99.64	N
		3426121171 F5 SUPPLIES	10/10/2019	20316368 PO-200355	.35	N
		3426121171 F5 SUPPLIES	10/10/2019	20316368 PO-200355	.35	N
		3425974441 F5 SUPPLIES	10/10/2019	20316368 PO-200355	.12	N
		3425974441 F5 SUPPLIES	10/10/2019	20316368 PO-200355	.12	N
		3425541626 F5 SUPPLIES	10/10/2019	20316368 PO-200355	199.04	N
		3425974441 F5 SUPPLIES	10/10/2019	20316368 PO-200355	35.10	N
		3425541626 F5 SUPPLIES	10/10/2019	20316368 PO-200355	.69	N
		3425541626 F5 SUPPLIES	10/10/2019	20316368 PO-200355	.69	N
		51296274 CAFE SUPPLIES	10/10/2019	20316373 PO-200366	176.24	N
		3422720077 DHW KINDER SUPPLIES	10/10/2019	20316368 PO-200382	20.42	N
		3425751711 WIND RIVER SUPPLIES	10/10/2019	20316371 PO-200404	124.53	N
		3425974442 WIND RIVER SUPPLIES	10/10/2019	20316371 PO-200404	7.98	N
		3425751712 WIND RIVER SUPPLIES	10/10/2019	20316371 PO-200404	4.64	N
		3426342946 WIND RIVER SUPPLIES	10/10/2019	20316371 PO-200404	22.15	N
		3425974443 RDHS SUPPLIES	10/10/2019	20316368 PO-200562	44.65	N
		3427669362 ED SV SUPPLIES	10/17/2019	20317780 PO-200071	38.33	N
		3426795307 DHW SUPPLIES	10/17/2019	20317780 PO-200225	17.26	N
		3424804394 DHS AG SUPPLIES	10/17/2019	20317780 PO-200334	81.68	N
		3424804394 DHS AG SUPPLIES	10/17/2019	20317780 PO-200334	.28	N
		3424804394 DHS AG SUPPLIES	10/17/2019	20317780 PO-200334	81.68	N

3424804394	DHS AG SUPPLIES	10/17/2019	20317780	PO-200334	.28	N
3424804394	DHS AG SUPPLIES	10/17/2019	20317780	PO-200334	.28-	N
3424804394	DHS AG SUPPLIES	10/17/2019	20317780	PO-200334	.28-	N
3427669366	SP ED SUPPLIES	10/17/2019	20317780	PO-200364	120.33	N
3427669365	SP ED SUPPLIES	10/17/2019	20317780	PO-200364	155.82	N
3427669364	SP ED SUPPLIES	10/17/2019	20317780	PO-200364	89.79	N
3428022504	SP ED SUPPLIES	10/17/2019	20317780	PO-200364	19.45	N

Vendor Name/Address	Total	Description	Date	Warrant	Reference	Amount	1099
014069 STAPLES ADVANTA (Continued...)		3425751710 CAFE SUPPLIES	10/17/2019	20317783	PO-200366	34.63	N
		3426795310 WIND RIVER SUPPLIES	10/17/2019	20317781	PO-200404	75.68	N
		3426795311 WIND RIVER SUPPLIES	10/17/2019	20317781	PO-200404	10.26	N
		3426795309 WIND RIVER SUPPLIES	10/17/2019	20317781	PO-200404	20.42	N
		3426944572 DHW SUPPLIES	10/24/2019	20319055	PO-200215	51.39	N
		3427669363 DHW SUPPLIES	10/24/2019	20319055	PO-200225	31.99	N
		3425311480 DHS SUPPLIES	10/24/2019	20319055	PO-200341	.30	N
		3425311480 DHS SUPPLIES	10/24/2019	20319055	PO-200341	86.03	N
		3425311480 DHS SUPPLIES	10/24/2019	20319055	PO-200341	.30	N
		3426795308 F5 SUPPLIES	10/24/2019	20319055	PO-200355	36.62	N
		3426795308 F5 SUPPLIES	10/24/2019	20319055	PO-200355	.13	N
		3426795308 F5 SUPPLIES	10/24/2019	20319055	PO-200355	.13	N
		3426944574 WIND RIVER SUPPLIES	10/24/2019	20319059	PO-200404	28.86	N
		3426944573 WIND RIVER SUPPLIES	10/24/2019	20319059	PO-200404	52.97	N
		3426944575 WIND RIVER SUPPLIES	10/24/2019	20319059	PO-200404	23.33	N
		3426944576 ASP SUPPLIES	10/24/2019	20319055	PO-200488	.48	N
		3426944576 ASP SUPPLIES	10/24/2019	20319055	PO-200488	136.91	N
		3427669367 ASP SUPPLIES	10/24/2019	20319055	PO-200488	.07	N
		3426944576 ASP SUPPLIES	10/24/2019	20319055	PO-200488	.48	N
		3427669367 ASP SUPPLIES	10/24/2019	20319055	PO-200488	.07	N
		3427669367 ASP SUPPLIES	10/24/2019	20319055	PO-200488	18.85	N
		3428570665 DHW SUPPLIES	10/31/2019	20320498	PO-200215	39.18	N
		3428165767 DHW SUPPLIES	10/31/2019	20320498	PO-200232	17.61	N
		3428022503 DHW SUPPLIES	10/31/2019	20320498	PO-200232	22.92	N
		3428370641 DHS SUPPLIES	10/31/2019	20320498	PO-200341	148.75	N
		3428370641 DHS SUPPLIES	10/31/2019	20320498	PO-200341	.52	N
		3428370641 DHS SUPPLIES	10/31/2019	20320498	PO-200341	.52	N
		3428570668 SP ED SUPPLIES	10/31/2019	20320498	PO-200364	18.48	N
		3428165768 SP ED SUPPLIES	10/31/2019	20320498	PO-200364	77.57	N
		3428370642 SP ED SUPPLIES	10/31/2019	20320498	PO-200364	61.25	N
		3428958361 DHW KINDER SUPPLIES	10/31/2019	20320480	PO-200382	39.55	N
		3429160525 DHW KINDER SUPPLIES	10/31/2019	20320480	PO-200417	13.92	N
		3428570664 DHW KINDER SUPPLIES	10/31/2019	20320480	PO-200417	23.13	N
		3429160524 DHW KINDER SUPPLIES	10/31/2019	20320480	PO-200417	25.94	N
		3428958362 DHW KINDER SUPPLIES	10/31/2019	20320480	PO-200417	187.99	N
		3429341415 DHW KINDER SUPPLIES	10/31/2019	20320480	PO-200417	17.29	N
		3428752025 DHW KINDER SUPPLIES	10/31/2019	20320480	PO-200417	10.19	N
		3428370643 ASP SUPPLIES	10/31/2019	20320498	PO-200425	40.54	N
		3428370643 ASP SUPPLIES	10/31/2019	20320498	PO-200425	.14	N
		3428570669 ASP SUPPLIES	10/31/2019	20320498	PO-200425	6.40	N
		3428370643 ASP SUPPLIES	10/31/2019	20320498	PO-200425	.14	N
		3428570669 ASP SUPPLIES	10/31/2019	20320498	PO-200425	.02	N
		3428570669 ASP SUPPLIES	10/31/2019	20320498	PO-200425	.02	N

514310747	DHS SUPPLIES	10/17/2019	20317775	PO-200167	494.10	N
515250934	DO SUPPLIES	10/17/2019	20317775	PO-200167	223.15	N
515710861	ISLE SUPPLIES	10/24/2019	20319051	PO-200167	308.02	N
516127578	DHS SUPPLIES	10/24/2019	20319051	PO-200167	898.25	N
517612768	RVHS SUPPLIES	10/31/2019	20320491	PO-200167	274.63	N
517622114	RMS SUPPLIES	10/31/2019	20320491	PO-200167	316.46	N
518759279	RMS SUPPLIES	10/31/2019	20320491	PO-200167	31.64	N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
013947 SUPPLY WORKS (Continued...)		518759261 DHW SUPPLIES	10/31/2019	20320491 PO-200167	375.92	N
		517069720 DHS SUPPLIES	10/31/2019	20320491 PO-200167	6.20	N
		517069712 DHW SUPPLIES	10/31/2019	20320491 PO-200167	14.40	N
014430 TAQUERIA MEXICO 133 MAIN ST RIO VISTA, CA 94571 (707) 374-2680	196.58	RVHS SUPPLIES	10/22/2019	20318494 PO-200329	196.58	N
						N
014773 THARP, DANIELLE PO BOX 861 ELK GROVE, CA 95759 (0) - 0	343.91	SP ED PARKING/CONF	10/10/2019	20316405 TC-200064	15.00	N
		SP ED CONF REIMB	10/22/2019	20318508 TC-200074	279.39	N
		SP ED SUPPLIES	10/29/2019	20319959 TC-200081	49.52	N
						N
011100 THE LATINO FAMILY LITERACY PROJECT 1107 FAIR OAKS AVE STE 225 SOUTH PASADENA, CA 91030 () -	6.93	10638 MIG ED SUPPLIES	10/29/2019	20319949 PV-200249	6.93	N
						N
013763 TIM'S MUSIC 6818 B FAIR OAKS BLVD CARMICHAEL, CA 95608 (916) 925-9160	903.59	365594 DHW SUPPLIES	10/24/2019	20319038 PO-200594	903.59	N
						N
014873 TPX COMMUNICATIONS PO BOX 509013 SAN DIEGO, CA 92150-9013 (877) 487-2877	2,818.50	RVHS LD	10/24/2019	20319065 PV-200236	1,239.28	N
		DHS LD	10/24/2019	20319065 PV-200236	1,235.78	N
		DO LD	10/24/2019	20319065 PV-200236	343.44	N
						N
014942 TWIG EDUCATION 1336 BROMMER STREET #A2 SANTA CRUZ, CA 95062	5,449.64	1212 ED SV BOOKS	10/10/2019	20316338 PO-200540	5,449.64	N

(888) 881-4977

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
012694 U.S. BANK 221 SOUTH FIGUEROA ST, STE 210 LM-CA-F2TC LOS ANGELES, CA 90012	32,845.88	AUGUST 2019 GASB 75 SEPTEMBER 2019 GASB 75 OCT 2019 GASB 75	10/17/2019 10/22/2019 10/31/2019	20317790 PV-200219 20318504 PV-200231 20320509 PV-200261	10,988.74 10,961.86 10,895.28	N N N
(0) - 0						N
001896 UNITED PARCEL SERVICE INC 55 GLENLAKE PARKWAY NE ATLANTA, GA 30328	519.54	DO SHIPPING DO SHIPPING DO SHIPPING DO SHIPPING DO SHIPPING DO SHIPPING	10/01/2019 10/10/2019 10/17/2019 10/22/2019 10/29/2019 10/31/2019	20314306 PV-200181 20316390 PV-200208 20317789 PV-200218 20318503 PV-200230 20319950 PV-200250 20320508 PV-200260	60.62 77.20 99.29 73.94 143.23 65.26	N N N N N N
(0) - 0						N
013419 US BANK NATIONAL ASSOCIATION 1310 MADRID ST SUITE 101 MARSHALL, MN 56258	866.71	395956659 RVHS LEASE 395956659 RVHS LEASE 397347105 DHW LEASE	10/03/2019 10/03/2019 10/24/2019	20314880 PO-200328 20314880 PO-200328 20319056 PO-200212	162.19 162.19 542.33	N N N
(800) 328-5371						N
013760 VEIRS, RANDALL 523 BARTLETT AVE WOODLAND, CA 95695	331.76	DHS MILEAGE DHS MILEAGE	10/10/2019 10/10/2019	20316406 TC-200065 20316406 TC-200065	90.48 241.28	N N
(0) - 0						N
013997 VERIZON WIRELESS ONE VERIZON PLACE ALPHARETTA, GA 30004	3,358.16	DHW ADMIN OPERATIONS RVHS ADMIN ISLE ADMIN RMS ADMIN BATES ADMIN CMS CUST MAINT ED SV COUNSELORS RVHS SAFETY DHS SAFETY ISLE SAFETY	10/01/2019 10/29/2019 10/29/2019 10/29/2019 10/29/2019 10/29/2019 10/29/2019 10/29/2019 10/29/2019 10/29/2019 10/29/2019 10/29/2019 10/29/2019	20314307 PV-200182 20319951 PV-200251 20319951 PV-200251 20319951 PV-200251 20319951 PV-200251 20319951 PV-200251 20319951 PV-200251 20319951 PV-200251 20319951 PV-200251 20319951 PV-200251 20319951 PV-200251 20319951 PV-200251 20319951 PV-200251	73.00 72.96 109.06 54.53 64.53 54.53 54.53 509.48 109.06 163.59 54.53 .16 .16	7 7 7 7 7 7 7 7 7 7 7 7 7
() - Y VERIZON WIRELE						

DHW SAFETY	10/29/2019	20319951	PV-200251	.16	7
TRANS 2	10/29/2019	20319951	PV-200251	1.48	7
TRANS 1	10/29/2019	20319951	PV-200251	327.56	7
ED SV	10/29/2019	20319951	PV-200251	54.53	7
GARDENERS	10/29/2019	20319951	PV-200251	163.59	7
SP ED	10/29/2019	20319951	PV-200251	272.65	7
BEHAVORIST	10/29/2019	20319951	PV-200251	54.53	7

Vendor Name/Address	Total	Description	Date	Warrant	Reference	Amount	1099

013997 VERIZON WIRELES (Continued...)		NURSES	10/29/2019	20319951	PV-200251	108.96	7
		RMS SAFETY	10/29/2019	20319951	PV-200251	.16	7
		DO SAFETY	10/29/2019	20319951	PV-200251	54.60	7
		ASES	10/29/2019	20319951	PV-200251	72.56	7
		WG SAFETY	10/29/2019	20319951	PV-200251	.16	7
		ASES	10/29/2019	20319951	PV-200251	72.57	7
		RVHS CUST	10/29/2019	20319951	PV-200251	218.12	7
		BATES CUST	10/29/2019	20319951	PV-200251	109.06	7
		ISLE CUST	10/29/2019	20319951	PV-200251	54.53	7
		WG CUST	10/29/2019	20319951	PV-200251	54.63	7
		DHW CUST	10/29/2019	20319951	PV-200251	109.06	7
		DHS CUST	10/29/2019	20319951	PV-200251	109.06	7
		RMS CUST	10/29/2019	20319951	PV-200251	54.53	7
		ASES	10/29/2019	20319951	PV-200251	72.50	7
		DHW ADMIN CELL	10/31/2019	20320510	PV-200262	73.04	7

014978 WALLACE, STACY 1266 IVY WAY MANTECA, CA 95336	62.87	ISLE PRESCL SUPPLIES	10/03/2019	20314894	TC-200054	62.87	N
(714) 305-0061							N

000679 WARREN E GOMES EXCAVATING INC P.O. BOX 369 RIO VISTA, CA 94571	19,936.60	PAY APP #2 RVHS PAVING PROJECT	10/24/2019	20319039	PO-200292	11,008.50	N
		PAY APP #2 DHS PARKING LOT	10/24/2019	20319070	PO-200393	4,923.53	N
		PAY APP#2 WG ASPHALT REPAIR	10/24/2019	20319071	PO-200394	4,004.57	N
(707) 374-2881							N

010906 WASTE MANAGEMENT OF WOODLAND P.O. BOX 78251 PHOENIX, AZ 85062-8251	1,787.32	DHW WASTE SERV	10/10/2019	20316391	PV-200209	1,051.37	N
		DHW WASTE SERV	10/10/2019	20316391	PV-200209	735.95	N
(0) - 0							N

000490 WILCO SUPPLY 1973 DAVID ST SAN LEANDRO, CA 94577	171.54	9114960 MAINT SUPPLIES	10/10/2019	20316369	PO-200178	117.05	N
		9116210 MAINT SUPPLIES	10/24/2019	20319057	PO-200178	54.49	N
(800) 745-5450							N

DO PRINTER CHARGES	10/29/2019	20319952	PV-200252	.07	N
DO PRINTER CHARGES	10/29/2019	20319952	PV-200252	12.02	N
DO PRINTER CHARGES	10/29/2019	20319952	PV-200252	40.33	N
DO PRINTER CHARGES	10/29/2019	20319952	PV-200252	32.78	N
DO PRINTER CHARGES	10/29/2019	20319952	PV-200252	19.27	N
DO PRINTER CHARGES	10/29/2019	20319952	PV-200252	32.35	N
DO PRINTER CHARGES	10/29/2019	20319952	PV-200252	27.14	N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014450 WIZIX (Continued...)		DO PRINTER CHARGES	10/29/2019	20319952 PV-200252	90.54	N
		DO PRINTER CHARGES	10/29/2019	20319952 PV-200252	28.80	N
		130923 BATES PRINTER CHRGS	10/31/2019	20320499 PO-200275	191.06	N
003308 WRIGHT, KATHERINE 400 SOUTH FRONT STREET RIO VISTA, CA 94571	752.77	SUPT SUPPLIES/CONF	10/01/2019	20314311 TC-200051	627.56	N
		SUPT SUPPLIES/CONF	10/01/2019	20314311 TC-200051	125.21	N
(0) - 0 N						
000585 WRIGHT, STEVE 400 S FRONT STREET RIO VISTA, CA 94571	486.09	ED SV/WG MILEAGE	10/10/2019	20316407 TC-200066	105.56	N
		ED SV MILEAGE	10/22/2019	20318509 TC-200075	227.68	N
		ED SV CONF REIMB	10/22/2019	20318509 TC-200076	152.85	N
(0) - 0 N						
000386 YOLO COUNTY ENVIRONMENTAL HEAL 292 W. BEAMER STREET WOODLAND, CA 95695	3,052.00	AR0002629 CMS WATER PERMIT	10/24/2019	20319066 PV-200237	1,521.00	N
		AR0001309 CAFE WATER PERMIT	10/24/2019	20319068 PV-200237	1,531.00	N
(530) 666-8646 N						
014984 YOLO COUNTY TAX COLLECTOR PO BOX 4400 WHITTIER, CA 90607	66.00	DHS/CMS PROPERTY TAXES	10/10/2019	20316394 PV-200212	22.00	N
		DHS/CMS PROPERTY TAXES	10/10/2019	20316394 PV-200212	22.00	N
		DHS/CMS PROPERTY TAXES	10/10/2019	20316394 PV-200212	22.00	N
(866) 895-5027 N						
014706 ZOOM IMAGING SOLUTION 1326 N. MARKET BLVD SACRAMENTO, CA 95834	1,068.91	2143515/2141559 DHW CONTRACT	10/03/2019	20314881 PO-200211	520.10	N
		2154460 DHW PRINTER CONTRACT	10/31/2019	20320500 PO-200211	548.81	N
(916) 369-6526 N						
District total:	967,625.79					
Report total:	967,625.79					

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: X

From: Marcy Rossi, Principal, Riverview Middle School

Item Number: 10.4

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request approval for Alyson Stiles, Riverview Leadership Teacher, to go to the California Association of Director's of Activities (CADA) annual state convention in Reno, Nevada on March 4 – 7, 2020.

BACKGROUND:

Ms. Stiles has been the Leadership teacher at Riverview for several years. For the last 4 years she has chaperoned some of her Leadership students to the CA Association of Student Leadership (CASL) and CADA conferences for 3 days in the summer. She also takes her students to the one-day CADA/CASL conference in Woodland every year. These conferences have helped Ms. Stiles and the Leadership students to build school pride and improve school climate at Riverview. This year, Ms. Stiles would like to further grow her Leadership class and improve our school culture by attending the CADA State Convention. In addition, Ms. Stiles won a CADA raffle so the cost of the conference is paid for her.

STATUS:

Out of state travel requires board approval.

PRESENTER: Marcy Rossi, Principal, Riverview Middle School

OTHER PEOPLE WHO MIGHT BE PRESENT: Alyson Stiles

COST AND FUNDING SOURCES: Hotel 4 nights x \$120 = \$480; sub for 3 days approx. \$170 x 3 = \$510; Mileage 177x2x0.58=\$205; per diem 4 breakfasts, 4 lunch & 4 dinners = \$200; conference cost = FREE; Total cost = \$1395

01-0000-0-5200-222-1110-1000 \$408

01-0740-0-5200-222-1110-1000 \$272

01-0000-0-1104-222-1110-1000 \$306

01-0740-0-1104-222-1110-1000 \$204

01-0000-0-5230-222-1110-1000 \$205

RECOMMENDATION: That the board approve this conference and travel.

Time allocated: 2 minutes



CADA Central
3121 Park Avenue, Suite C
Soquel, CA 95073

CONVENTION REGISTRATION
& INFORMATION INSIDE!

FOR THE LATEST UPDATES GO TO...

CADA CENTRAL (831) 464-4891

CADA | www.cada1.org

CASL | www.casl1.org

CAMP | www.cada1.org/leadershipcamps



@CASIFAN | @CADALEADERS | @CADACAMPS

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GRAND SIERRA RESORT,
RENO, NV
MARCH 4th - 7th 2020



GRAND SIERRA RESORT, RENO, NV
MARCH 4th - 7th 2020



CALIFORNIA ASSOCIATION OF DIRECTORS OF ACTIVITIES

The California Association of Directors of Activities is an organization that helps our members continuously improve campus culture for students across California. We provide training and access to curriculum, resources, ideas, and opportunities for networking. CADA is recognized across the country as being at the forefront of providing leadership training for students and advisors. We host an annual convention where we bring in experts and share our knowledge with our colleagues.

If you are a theater enthusiast, you probably remember outstanding performances by amazing actors. Beautiful stories were brought to life right before your eyes -- in three hours or less on stage! But if you stopped to notice the magic that made those moments happen, you likely recognized colorful costumes, creative lighting, beautifully performed music, and a well-written script. Dozens of unsung heroes worked behind the scenes to allow that actor their moment to shine.

On our campuses, our ASBs work tirelessly to make outstanding experiences and create positive culture on campus. This year, CADA will be using the metaphor of the theater to illustrate the important work that goes on behind the scenes in our educational communities to promote inclusion, unity, and harmony. This will all take place at our state convention, to be held at the Grand Sierra Resort in Reno, Nevada, March 4 - 7, 2020.

This year's convention has been carefully planned to provide the support and resources you need to educate students and serve your school community. Our sessions will cover relevant educational topics including: supporting positive mental health, anti-bullying programs, financial accountability, using restorative practices, encouraging our students to have grit, improving school climate and culture, planning inclusive events and activities, and more.

We will kick off our program on Wednesday morning with pre-conference sessions that address issues at the forefront of education in California. Following will be a special session that gives an overview of the convention, CADA Talks (specialized for middle school and high school), four speakers providing thought provoking keynotes, Master Activity Advisor Certification Courses, specialized workshops for new attendees to our convention, over one hundred workshops, Meet the Pros, the CADA Slam, and an exhibit hall with hundreds of vendors who can provide you with quality products and services. As the designers of campus culture, we need information that keeps us current with educational trends and practices. Each of our sessions are designed with this "why" in mind. Whether you have served as an educator for three months or thirty years, this is the conference that will provide you with the tools and resources to guide your community and students to success!



LCAP School Climate and Culture Support

CADA prides itself on presenting curriculum that addresses the major trends in education. We also ensure topics and programs meet the needs of your entire educational team including activities directors, administrators, athletic directors, class advisors, educators, finance clerks, counselors, and support staff. Program topics include celebrating diversity, addressing mental health, improving school climate, teaching our students to have grit, and promoting unity. In addition, we address LCAP state driven goals by featuring programs that support student engagement, highlighting school climate and connectedness, and helping to prepare students for success in college and in the workplace.

New to Convention (1st Time Attendees)

The CADA Convention provides a wealth of knowledge and resources to ensure our new attendees feel welcomed and prepared to navigate the conference. We recommend you arrive early on Wednesday morning so you can take full advantage of all that is offered. First, you will be greeted by members from your area who will help you find your way and present you with materials to support a positive convention experience. Next, we will hold a special session entitled, "How to Navigate the Convention." Experienced advisors will give you tips and ideas to tailor your experience to address your particular goals and needs. This will be followed by two New to Convention Sessions -- one on Wednesday, and one on Thursday. These two programs will connect you with new and veteran educators from your area who can help you throughout the convention and beyond. Thursday you will meet in small groups of people who are local to your region and enjoy an ice cream treat in the "Theater Green Room," while getting tips and feedback in a larger group setting. Each of these programs will be unique and will leave you feeling energized, getting questions answered, and becoming connected with colleagues who will continue to support you in the months and years ahead!



CADA Exhibit Hall

One of the most beneficial features of the convention is the access to 100s of sponsors and vendors who showcase their products and services. You will be able to interact with a variety of companies who provide tools for fundraising, student travel, yearbooks, incentives, graduation products, spirit wear/clothing, equipment, assemblies, DJs, and more! Several hours of the convention are dedicated to allow you plenty of dedicated trade show time to meet with a variety of vendors and products, without having to miss any workshops or speakers!



Saturday Morning

Before our final curtain call, there is more learning and fun to be had! On Saturday morning we will enjoy two more workshop sessions as well as our Speaker Panel and Speaker Showcase. You will not want to miss them! Get to know the speakers who are eager to share their message with your students -- and/or take in a few more ideas to strengthen the programs at your school. Be sure to stay and enjoy a wonderful brunch where you will participate in our 2021 convention theme reveal and get one last chance to connect with CADA colleagues and new friends!

NETWORKING EVENTS

Perhaps some of your most valuable time at the CADA Convention will be spent interacting with other educators who serve the same role you do on their campuses. After meeting vendors, listening to workshops, and hearing about innovative new programs and ideas, you will have the opportunity to discuss these ideas with others. Networking opportunities will include:

Wednesday Evening: Following the first "official" general session, we will board buses and get a chance to enjoy a delicious dinner and a night of games and activities off-site at Wild Island Family Adventure Park. Each area will be provided with a designated spot for networking. Enjoy miniature golf, laser tag, bowling lanes, pool tables, go karts, and more. We want you to relax, network, and enjoy a fun evening while sharing plans and ideas!



Thursday Morning: Get to know people from your region in the designated area suite for Coffee with the Council. Here you will meet the team that helps to plan your Area Conferences and events, network with other people from nearby schools, and be greeted by your Area Coordinator. Jump start your day with a quick breakfast style snack and a cup of coffee or tea.

Thursday Evening: After a day of learning and listening, spend time with the vendors where you will also enjoy New York deli inspired cuisine in our action packed exhibit hall! This evening will provide great conversation and a chance to get deals for your school!



Thursday Night: The evening isn't over yet! From 9:00 P.M. to Midnight, don't miss the "Cast Party." Enjoy a variety of new and traditional GSR events on this fun evening! Get ready for s'more fun!



Friday Night: After having celebrated the humble heroes who make the theater (and our schools) come to life, we will enjoy the fruits of our labor. We will tip our hats to the Tony's as we enjoy a delicious dinner and live Broadway style entertainment. Join us as we shine the spotlight on a few CADA legends whose achievements have stood out this year. Afterwards we will dance until midnight in an "After Party" that will also include a delightful dessert! Celebrate a successful convention with us as we enjoy this evening of camaraderie and fun!



Welcome to CADA - Registration Script

We want you to feel welcome the moment you arrive at our convention! Our educational community is comprised of people who appreciate the job you do and want to encourage you. You will first register at our main registration desk, followed by a more one on one experience (with veteran CADA Members from your area) who will be able to answer your questions, make a reservation for your seating placement for Friday night, and help create a positive and welcoming start to your convention experience.

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PRE-CONFERENCE SESSIONS (8:30 AM - 11:30 AM)

CADA Members have the opportunity to attend pre-conference sessions. These special in-depth sessions take place before the conference on **Wednesday from 8:30 AM-11:30 AM.** It will give you the opportunity to enhance your leadership skills while gaining professional development.



The Human InnerFace

Presenter: Sharon De Mattia - The AIM Project | **Fee:** \$50 | **100 participants**

Imagine yourself on canvas, your inner operating system exposed beyond human hardware. This information drives how we relate, how we connect, and what we create. Yet our personal firmware is often outdated, tricky by nature, and ego protected. In this presentation, anonymous self portraits of inner dialogues reveal the interplay of emotions that drive our actions. The portraits are guides to a destination of truth, transparency, and radical authenticity. Participants will use canvas and pens to access an upgrade path during which the bricks of pretense and the mortar of shields crumble under examination of relevance. Key Takeaways: 1) Deepen our understanding of our connected humanity and power within diversity. 2) Gain a more intrinsic understanding of empathy and its foundational role in designing solutions for our expanding world. 3) Become compassionate, agile, and resilient as we courageously move from fixed into growth mindsets.



A Why and How Approach to Restorative Practices and Restorative Justice

Presenter: Debbi Holmerud | **Fee:** \$50 | **50 participants**

In 2015, Debbi visited the Genocide Museum in Kigali (in Rwanda) that ignited her interest in restorative justice and challenged her more traditional view of discipline. Its potential impact for holding students accountable for their behavior while valuing relationships among staff members, students and parents changed her focus. Since that time, she has been working with administrators, teachers and students, introducing and promoting the use of restorative practices and implementing a more restorative approach to discipline. During this time she also incorporated the use of

these practices while teaching Equity and Access, a class for aspiring administrators, at Teachers College of San Joaquin. Participants in this session will be introduced to the principles of restorative practices, given the opportunity to practice and experience them, and will be challenged to identify how they can begin to incorporate their use into their daily work with students.



INVOLVE Everyone

Presenter: Scott Backovich | **Fee:** \$50 | **125 participants**

Want more students to participate in assemblies, spirit days, and the overall culture of your school? Tired of doing the same events year after year because “we’ve always done them?” We are too. This action-packed session is designed to help you create the world’s most engaging student activities. Find out how to gain meaningful trust with all of your students, learn how to facilitate activities focused on encouragement rather than embarrassment, and walk away with an individualized game plan to increase school spirit NOW! Learn how one school increased participation in activities by 700% in just one year! Ready to start your own participation revolution? Get INVOLVED! www.EnvolveSchools.com



FCMAT - ASB Finance

Presenter: Michael Ammermon | **Fee:** \$50 | **200 participants**

Fiscal Crisis and Management Assistance Team (FCMAT) is the organization designated by the state of California that oversees ASB finances related to AB1200. This workshop focuses on information necessary for today’s school leaders in maintaining fiscal accountability, legal compliance, and accuracy within student body accounts. It focuses on the great range of decision-making authority of student councils, suggests useful tools and procedures, provides practical advice, and discusses effective procedures for safeguarding assets. Communicated in an easy to understand manner, it will focus on “how to get things done” within the parameters of the law. Bring your own technology (free Wi-Fi provided) and download the newest FCMAT Accounting Manual onto your device. (www.FCMAT.org) Presented by the authors of the manual, this workshop will answer questions that pertain to specific levels and types of events concerning ASB finances, including: accounting, purchasing, student stores, vending machines, food sales, club events, and overall roles and responsibilities. Attendees will be guided systematically through the major steps to initiate and maintain effective student body program financial systems.



School Safety Begins With A Courageous Conversation About Mental Health...And Listening

Presenter: Erahm Christopher | **Fee:** \$50 | **300 participants**

Cases of youth anxiety and loneliness are skyrocketing. Suicide is now the 2nd leading cause of death among US teens. Most educators are still not comfortable communicating with students about mental health. Isn’t it time we learn to listen? This thought-provoking session offers a pragmatic look at how to address mental health in the environment where teens spend most of their days—your campus. From his experience working in over 1,000 schools, Erahm Christopher will share his insight, revelations and creative strategies on how to begin and sustain a courageous mental health conversation that teaches everyone how to listen. Come join the conversation if you are interested in reorienting your school’s culture towards more empathy and balance in your students’ lives.

This session includes: 1) A screening of the provocative feature film Listen. 2) An intimate discussion with the film’s creator about how Listen is used to teach educators, administrators and students to address mental health in schools. 3) An overview of the qualitative and quantitative impact of campus-wide mental health initiatives on students, parents and educators. 4) Key active listening techniques and exercises that will strengthen your interpersonal relationships and listening skills.



CADA 2020 TENTATIVE SCHEDULE

WEDNESDAY - March 4, 2020

7:45 AM - 8:30 AM	Pre Con Registration
8:30 AM - 11:30 AM	Pre Con Sessions
11:00 AM - 9:00 PM	Attendee Registration – Pegleg Entertainment Spotlight Event
12:30 PM - 6:00 PM	Affiliate Registration/Set Up
12:30 PM - 2:30 PM	MAA Foundations Part 1
1:00 PM - 1:45 PM	How to Navigate the Convention
1:00 PM - 1:45 PM	Session 1 Workshops
1:00 PM - 2:45 PM	MAA Certification Session A
2:00 PM - 2:45 PM	Session 2 Workshops
3:00 PM - 4:00 PM	Preview Matinee - Angela Duckworth: How and Why to Develop Character
4:15 PM - 5:15 PM	MAA Foundations Part 2
4:15 PM - 5:15 PM	Activities Spotlight High School / Middle School
4:15 PM - 5:15 PM	New to Convention – There is No Escaping Activities
5:30 PM - 7:00 PM	General Session – Keynote: Mike Smith Live
7:15 PM	Buses load to offsite event
7:30 PM - 10:30 PM	Wild Island Off Site Dinner/ Networking – PMMNP Spotlight Event

THURSDAY - March 5, 2020

7:00 AM - 8:00 AM	Morning Workout
7:30 AM - 6:00 PM	Registration
8:00 AM - 8:45 AM	Coffee with the Council
9:00 AM - 10:30 AM	General Session – Keynote: “The Amazing” Tei Street
10:45 AM - 11:30 AM	Session 3 Workshops
10:45 AM - 12:30 PM	MAA Certification Session B
11:45 AM - 12:30 PM	Session 4 Workshops
11:30 AM - 12:30 PM	Exhibits: New To Convention
12:30 PM - 2:30 PM	Exhibits: General Membership
2:40 PM - 3:50 PM	Area Meetings
4:00 PM - 4:50 PM	New To Convention “The Green Room” – WorldStrides USA Student Travel. Spotlight Event
4:05 PM - 4:50 PM	Session 5 Workshops
5:00 PM - 6:00 PM	CADA Slam
5:05 PM - 5:50 PM	Session 6 Workshops
6:00 PM - 9:00 PM	Exhibit Hall Reception – SOS Entertainment Spotlight Event
9:00 PM - 12:00 AM	Herff Jones Spotlight Event

FRIDAY - March 6, 2020

6:30 AM - 7:30 AM	Morning Workout
7:30 AM - 8:15 AM	Costume Run (CADA Scholarship Run)
8:30 AM - 9:45 AM	Past Presidents’ Breakfast
8:45 AM - 9:45 AM	Meet the Pros
9:00 AM - 9:45 AM	Session 7 Workshops
9:00 AM - 9:45 AM	Administrators’ Power Panel & Reception
9:45 AM - 12:45 PM	Exhibit Hall w/Raffles
1:00 PM - 2:45 PM	General Session – Keynote Erin Gruwell
3:00 PM - 4:00 PM	CADA Swap Session
3:15 PM - 4:00 PM	Session 8 Workshops
4:15 PM - 5:00 PM	Session 9 Workshops
4:15 PM - 5:15 PM	Broadway Classroom Experiential Learning
7:00 PM - 9:00 PM	Dinner Show & Tony’s
9:00 PM - 12:00 AM	Dessert and Dance – Lifetouch Spotlight Event

SATURDAY - March 7, 2020

7:00 AM - 8:00 AM	Morning Workout
8:15 AM - 9:00 AM	Speaker Showcase Introduction
9:10 AM - 9:55 AM	Workshop Session 10/Speaker Showcase 1
10:05 AM - 10:50 AM	Workshop Session 11/Speaker Showcase 2
10:50 AM - 12:30 PM	Closing General Session and Brunch

PROFESSIONAL DEVELOPMENT COLLEGE CREDIT: EARN GRADUATE-LEVEL UNIVERSITY CREDIT

CADA Convention attendees have two options to earn college credit at the State Convention.

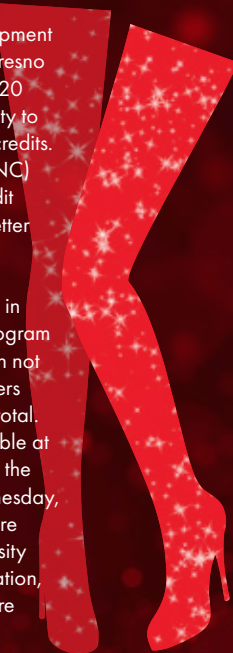
Option 1: Take courses in the Master Activity Advisor (MAA) Program and add the Fresno Pacific University optional units.

Option 2: For members not enrolling in the MAA program, register for the Professional Development course from Fresno Pacific University as part of your Convention attendance!

Courses are graduate-level, professional development semester units of credit that are not part of a degree program, but are

designed to meet specific staff development needs. Through our partnership with Fresno Pacific University, attendees of the 2020 CADA Convention have an opportunity to purchase up to two optional college credits. A grade of Credit/No Credit (CR or NC) will be issued for all coursework. Credit is equivalent to a B grade or better. Letter grades are not issued.

Courses are available for participants in the Master Activity Advisor (MAA) Program as well as attendees of the Convention not enrolled in the MAA Program. Members may register for no more than 2 units total. Registration information will be available at the Professional Development table at the convention registration area on Wednesday, March 4. Payments for college units are made directly to Fresno Pacific University using their website. Additional information, including course titles and numbers, are available at cada1.org/fpu.



MAA CERTIFICATION SEMINARS

Advisors wishing to earn a certificate designating them as a Master Activity Advisor (MAA) can begin the MAA program by enrolling in the Level 1 Foundations for Student Activities Seminar Course which will run in two parts on Wednesday from 12:30pm-2:30pm and 4:15pm-5:15pm. Cost of the course is \$100 and includes materials. Space is limited to advisors wishing to begin the MAA Certificate program*.

Advisors who have already completed Level 1 Foundations, may register for one or two of the advanced courses** which will be offered Wednesday from 1:00pm-2:45pm or Thursday from 10:45am-12:15pm*:

- **202 Communications in Student Activities** (\$50)
- **203 Organization in Student Activities** (\$50)
- **204 Leadership Curriculum of Development** (\$50)
- **205 Personal Leadership** (\$50)
- **208 Positive School Culture & Climate** (\$50)

Additionally, attendees who have registered for and attend the 8:30am-11:30am FCMAT Pre-Conference session on Wednesday may apply their attendance toward MAA 201-Finance and Law of Student Activities*** for an additional fee of \$25 and completion of follow-up course assignments*.

Interested participants enrolled in the MAA seminar courses will have an opportunity ON-SITE to purchase college units

from Fresno Pacific University. College units will not be available in conjunction with the Pre-Con FCMAT workshop.

Details about the Master Activity Advisor (MAA) Program can be found by visiting: www.cada1.org/certification.

*Participants in the MAA program will be expected to attend all Convention sessions Wednesday through Saturday, completing a convention assignment as well as a follow-up task that will relate to the course and their school’s activity program. Courses are reserved for CADA attendees wishing to start and complete the MAA program. Space is limited. Pre-registration is recommended.

**Completion of 101-Foundations for Student Activities is a pre-requisite for enrollment in any 200-level seminar course.

***Completion or concurrent enrollment in 101-Foundations for Student Activities is a pre-requisite for enrollment in MAA add-on credit for the Pre-Con FCMAT workshop.



KEYNOTE SPEAKERS



A Skype Conversation with
Angela Duckworth
Date: Wednesday, March 4

Aristotle defined character as the intentions and actions that benefit the individual and society at large. Character is not one thing—it's many. In this talk, Character Lab Founder and CEO Angela Duckworth explains the importance of three different kinds of character strengths: Interpersonal strengths like gratitude enable harmonious relationships with other people. Intrapersonal strengths like grit and self-control enable achievement. Intellectual strengths like curiosity enable a fertile and free life of the mind. To develop any of these character strengths requires motivation, skill, and opportunity. Using grit as a case study, Duckworth shows how young people can learn both.



General Session 1
Mike Smith Live
Date: Wednesday, March 4

Mike Smith grew up in a small, rural, farm town in western Nebraska: human population 2,000; cattle population 100,000 and counting. He was a kid who was into skateboarding, music, art, sports — pretty much anything that wasn't school. But unfortunately, his small town was more than three hours away from the closest skatepark, concert venue, or arts space.

Growing up where kids lacked these kinds of alternative outlets, Mike was always drawn to the idea of creating a place that impacted kids' lives. Fast forward to today and he's the co-founder of the non-profit, Rabble Mill, that's working to end generational poverty one young person at a time by empowering kids to discover their passion and build life and professional skills through those very things Mike grew up loving: skateboarding, music, and art.

One of Mike's biggest passions is to get kids to stop talking and wishing and start learning how to actually do what they love. To do this, Mike and his friends have launched a career and lifestyle education platform called Find Your Grind (FYG) that exposes and educates students and teachers to ever-emerging career possibilities. FYG's mission is simple: to curate and help navigate the 21st Century roadmap, enabling people to discover who they are, where they're going, and the first steps to get there.



General Session 2
The "Amazing" Tei Street
Date: Thursday, March 5

The "Amazing" Tei Street will share what is possible when we remove the masks of pretense to create authentically inclusive climates and cultures in schools. Tei has more than 25 years of experience in higher education, curriculum development, training in sexual assault prevention, domestic violence prevention, diversity, inclusion, as well as advocacy, education and youth leadership development.

The "Amazing" Tei Street is a national motivational speaker, trainer and education consultant. Her love and passion for positively affecting the lives of all young people and the adults who influence their lives, comes through each time she steps on a stage...or gymnasium floor. Tei's masterful use of humor, coupled with her gift for storytelling makes her a crowd favorite. Tei challenges her audiences to take the knowledge they gain to move from motion to action; walking in what makes them "amazing!" Tei is prepared to "Set The Stage" for everyone to create inclusive school climates for ALL students. www.amazingteistreet.com



General Session 3
Erin Gruwell
Date: Friday, March 6

Erin Gruwell started college expecting to become a lawyer; however, following the Rodney King verdict and the subsequent LA Riots, Gruwell realized that her place was not in a courtroom, but a classroom. After finishing school, Gruwell began teaching at Woodrow Wilson High School in Long Beach, CA. Her students were considered some of the worst students in Los Angeles, and the educational system had all but forgotten about them. Despite school administrators and other staff doubting that these students would ever achieve anything, Gruwell pressed on, believing that any child can succeed.

After intercepting a racist caricature depicting one of her students, Gruwell told her students that it was drawings like that which led to the Holocaust. When one of her students asked her what was 'the Holocaust?' She was met by uncomprehending looks -- none of her students had heard of one of the defining moments of the 20th century. So she rebooted her entire curriculum, using treasured books like Anne Frank's diary as her guide to combat intolerance and misunderstanding. Her students began recording their thoughts and feelings in their own diaries, eventually dubbing themselves the "Freedom Writers." Their stories became *The Freedom Writers Diary* which quickly climbed to the top of the New York Times Bestsellers list.

Erin Gruwell continues to fight for equality in education and inspires teachers and students all over the world with her work. Gruwell and her students' story became the basis for the 2007 feature film, *Freedom Writers*, and the documentary, *Freedom Writers: Stories from the Heart*, which aired nationally on PBS in 2019. In September of 2019, *The Freedom Writers Diary* is being republished with twenty new stories to celebrate the book's twentieth anniversary.

Run CADA!

Friday morning, wake up, dress up, and be prepared for a fun morning as we raise money to create opportunities to help students realize their leadership dreams! Whether you choose to walk, run, or stroll, we hope you'll join us as we participate in CADA's first costumed run event! You can sign up as an individual, or as part of a team with your friends and colleagues. Come dressed as a serious runner, your favorite Broadway character, or sporting your school or CADA/CASL spirit! Throughout the course you will see some of your favorite "Broadway Legends." Stop and take a selfie, or wave as you pass by in order to "top" your best time! We will beat the cold Reno temperatures by running inside -- through the exhibit hall, to some of our favorite tunes and on a course that allows us to have fun and raise money for the CADA Scholarship Fund (which sends students to the CASL Conference and CADA/CASL Leadership Camps!)



SPEAKER SHOWCASE

This year we are excited to showcase the talents of five renowned speakers who currently share their messages in schools across the country. On Saturday morning, you will be able to hear all of them in a Speaker Panel, where you will be able to gain greater insight into their presentations. All of these professionals epitomize the rich diversity represented in our California educational community. Following the panel, attendees will have the opportunity to attend two of these speakers' full programs as they deliver sample keynotes they currently present to students. This is an exciting opportunity to hear from a variety of talented new speakers.



Kate Garnes **Bend Your Knees and Tap Faster: Stop Making Excuses and Take Your Life Back**

A lot of times when things get hard, we accept defeat and never try to change the recording of inadequacy in our own thoughts. During this inspiring program, Kate takes you through her journey and struggle -- from being told by trusted adults, such as her father, that she was not good enough -- to performing for thousands of guests daily at top tourist destinations, to becoming a gladiator. Kate shows teens how to overcome obstacles and have personal success, not because someone saved her, but because she chose to save herself.



Davey Muise **Get in the Pit!**

As we build our platforms and stages remember that we cannot lead from above.

True leadership finds solid ground in chaos and purpose among the pandemonium. Davey will not only share the stories behind the songs and the passions he found in a pit but how digging out is just the beginning. How to find strength in numbers and realize that nothing binds us together more than our struggles. It's time to stop hiding behind our scars and learn to wear them like the badges of honor they are.



Laymon Hicks **What's Holding You Back?**

From troubled youth to graduating high school with a 4.0-grade point average and obtaining a doctorate by the age of 29, Dr. Laymon Hicks' story is moving, his words are empowering, and his message is practical. Sharing his troubled teen years, surrounded by drama, battled with feelings of abandonment, lured by peer pressure into becoming a bully, to his ultimate expulsion from the National Honor Society and descent into depression, Dr. Laymon puts it all on the table. He shares what he calls his "frustrations, flops and faults" and his audience hungrily devours them — and then digests. For whatever the details, from one degree to another, the pain is universal. They all know it. Now they are hungry for the outcome. The resolution. The road to redemption. So, Dr. Laymon delivers by challenging them to see the good within themselves and others, and asking the crucial question, What's Holding You Back?



Johan Khalilian **The Crazy Ones**

The people, who are crazy enough to think they can change the world, are the ones who do." Johan believes that we all have a little bit of crazy in us that is waiting to be unleashed. His story is CRAZY, to say the least. He is a product of Humboldt Park Chicago, one of the roughest areas in Chicago; an area where he has witnessed everything from friends being killed to family members living destructive lives. An area of Chicago, he was told, he would never get out of. An area where, he was told, he would never make it, never amount to anything, never succeed, never create, never inspire. Now he is spending his life encouraging kids to be crazy enough to think that their lives can make a difference. While others use their voice to be "realistic", Johan motivates kids to move past reality and begin to dream and create even the craziest of possibilities for their lives and the world around them.



Danny Vuong-Batimana **The Happiness Pie: A Recipe for Becoming the Best Version of YOU**

Danny's husband has a passion for pie-making and Danny has a passion for creating happiness. One of their biggest obstacles in realizing their life dreams is FEAR.

Danny has combined their passions to take on this monster head on by creating "The Happiness Pie: A Recipe for Becoming the Best Version of YOU!" This easy 4-step process will have you inspired to explore your happiness and the type of pie you'd like to become. Join this fun, engaging, and emotional experience...Happiness is NOW :-)

REGISTRATION FEE & DEADLINES

Register Online Now for the CADA Convention!

CADA has gone paperless with registrations.

You now can register online with a credit card or check; **purchase orders not accepted.**

Member/Non-California Resident Package Pricing:

\$350 – Before January 17
\$400 – January 18 – February 7
\$450 – Onsite (if space permits)

Non-Member Package Pricing: *

\$470 – Before January 17
\$520 – January 18 – February 7
\$570 – Onsite (if space permits)

* Complimentary Individual CADA Membership Included with all non-member registrations.

Registration packages include: full convention registration with workshops, general sessions, area functions, entry into exhibit hall, convention giveaways, and all social events (Wednesday networking event and dinner, Thursday Exhibit Hall reception, Thursday after party, Friday dinner/dance, and Saturday brunch).

Special Events & Additional Tickets

- **\$150 Companion/Guest Ticket** is for non-school related spouse, partner or other. Includes access to all social events and entry into exhibit hall, but NOT educational sessions.
- **\$50 Extra Friday Dinner/Dance Ticket** - Friday, March 6 (All registered attendees receive 1 dinner/dance ticket)
- **\$40 Saturday Brunch Ticket** - Saturday, March 7 (All registered attendees will receive 1 brunch ticket)
- **CADA Costume 5K Run/1K Walk** - Friday, March 6 (includes special Costume Run swag item)
 - \$25 per individual runner
 - \$100 for a team (up to 5 runners)

Please note: This is an adult conference – no children will be admitted to any session, social event or the exhibit hall for any reason.

For full registration details including pricing and package details, please visit:

www.cada1.org/stateconvention

HOTEL INFORMATION

Grand Sierra Resort & Casino

2500 E 2nd Street
Reno, NV 89595

Reservations: (800) 648-5080

\$107.00 (Run of House)
\$135.00 (Summit Luxury Room) plus tax

Cut-off Date: January 31, 2020

Valet parking:
Complimentary for Resort Guests

Transportation Information: Supershuttle

The Grand Sierra Resort offers complimentary shuttle service to and from the Reno Tahoe International Airport (RNO) from **5:00am-11:45pm** based on the following schedule:

Departure from the Airport: The shuttle leaves from the exit located at the far end of the baggage claim every 15 and 45-minutes past the hour.

Departure from the Hotel: The shuttle leaves the hotel on every hour and half hour.

To receive the CADA discounted rate, let them know you are a CADA Convention attendee. All reservations are based on availability, so make your reservation early. **Book today; rooms fill fast!**

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: **November 12, 2019** Attachments: _____

From: **Bonnie Kauzlarich, Dir. of Personnel** Item Number: 10.5

Type of item: (Action, Consent Action or Information Only): _____ **Consent**

SUBJECT:

Request for a leave of absence made by Barbara DeFlores

BACKGROUND:

Barbara DeFlores, Instructional Assistant I at D.H. White Elementary School for 1.5 hrs/day, has requested a personal leave of absence, beginning November 11, 2019, for the remainder of the 2019-20 school year.

STATUS:

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the board approve the request for leave of absence made by Barbara DeFlores.

Time allocated: 3 minutes

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019 Attachments: X

From: Bonnie Kauzlarich, Dir. of Personnel Item Number: 10.6

Type of item: (Action, Consent Action or Information Only): Consent

SUBJECT:

Request to approve independent contract for services agreement with Lee Williams to provide CPR & First Aid Training to District employees and coaches.

BACKGROUND:

Contract Lee Williams, November 1, 2019-October 31, 2020, to provide CPR & First Aid Training to RDUSD employees & coaches.

STATUS:

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

\$5,400.00 01-00-0-5800-101-0000-7400 (Personnel)

RECOMMENDATION:

That the Board approve the Independent Contract for Services Agreement with Lee Williams.

Time allocated: 3 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

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Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
www.riverdelta.k12.ca.us

INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

THIS AGREEMENT is entered into by and between the River Delta Unified School District hereinafter referred to as "DISTRICT," and Lee Williams, hereinafter referred to as "CONSULTANT."

IT IS HEREBY MUTUALLY AGREED that Consultant will provide services under the following terms and conditions:

- TERM:** The term of this agreement is from Nov. 1, 2019 through Oct. 31, 2020. Extension or renewal requires approval of DISTRICT or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the agreement without approval of the DISTRICT or authorized representative.

This agreement may be terminated with 30 days advance written notice by either party. In the event of termination for cause, CONSULTANT need be compensated only to the extent required by law.

- CONSULTANT SERVICES:** CONSULTANT agrees to perform, during the term of this agreement, the tasks, obligations and services detailed as follows: Provide CPR & First Aid training good for a two year period to River Delta Unified School District employees & coaches.

- PAYMENT FOR SERVICES:** CONSULTANT shall receive compensation at the rate of:
\$ 60.00 per day week month year or per person
OR \$ _____ per hour for periods of less than one day;
for a total cost not to exceed \$ 5,400

In the event the CONSULTANT is required to travel outside Solano, Yolo or Sacramento Counties at the request of the DISTRICT, it is agreed that actual and necessary expenses incurred while performing such services shall be reimbursed. All payments will be based on invoices submitted to DISTRICT by CONSULTANT and approved by DISTRICT'S authorized representative. The CONSULTANT shall provide an itemization of costs on submitted invoice.

- RECORDS:** CONSULTANT will maintain full and accurate records in connection with this agreement and will make them available to DISTRICT for inspection at any time. CONSULTANT'S work product produced under this agreement shall be the property of DISTRICT and cannot be used without permission of same.
- STATUS OF CONTRACTOR:** DISTRICT and CONSULTANT agree that CONSULTANT, in performing the services specified in this agreement, shall act as an independent contractor and shall have control of all work and the manner in which it is performed. CONSULTANT shall be free to contract for similar service to be performed for other employers while under the contract with DISTRICT; CONSULTANT will not accept such engagements which interfere with performance under this agreement. CONSULTANT is not entitled to participate in any pension plan, insurance, bonus or similar benefits the DISTRICT provides for its employees. The CONSULTANT is not authorized to carry out any official act of the DISTRICT that is required to be done by an employee or office of the DISTRICT.
- HOLD HARMLESS AND INDEMNIFICATION:** CONSULTANT agrees to abide by the *Hold Harmless and*

Creating Excellence To Ensure That All Students Learn

Independent Contractor Agreement

- 7. **COMPLIANCE WITH LAWS:** CONSULTANT shall comply with all applicable federal, state and local laws, rules, regulations and ordinances involving its employees, including workers' compensation and tax laws.
- 8. **CONFLICTS OF INTEREST:** Consultants are responsible for complying with the Regulations of the Fair Political Practices Commission, Title 2, Division 6, California Code of Regulations and may be required to file an annual Form 700 Conflict of Interest Statement of Economic Interests (as required following the passage of the Political Reform Act Government Code Section 81000, et seq.) (attached to and made a part of this contract).

The Superintendent may determine in writing that a particular consultant is hired to perform a range of duties that are limited in scope and, thus, is not required to comply fully with the disclosure requirements described in those Sections cited above. The Superintendent's determination is a public record and shall be retained for public inspection in the same manner and location as the Conflict of Interest Code Form 700 Statements of Economic Interest. In addition, if the contract itself contains Conflict of Interest/Statements of Economic Interest Disclosures, the consultant is not required to re-file with the district annually.

- 9. **MODIFICATION OR ASSIGNMENT:** This agreement may not be assigned by either party without express written consent to the other. No modification shall be effective unless approved in writing by DISTRICT or authorized representatives.

CONTRACTOR/CONSULTANT:

RIVER DELTA UNIFIED SCHOOL DISTRICT:

Lee Williams
Printed/Typed Name _____ Date _____

Bonnie Kauzlarich _____ 11/6/2019
Requested By _____ Date _____

Social Security Number/Federal Tax ID Number

Approval Signature _____ 11/6/2019
Date _____

8274 B&R Ln, Rio Vista, CA 94571
Address _____ State _____ Zip _____

01-0000-0-5800-101-0000-7400
Budget Code (Name & Coding) _____

707-689-3960 williamsmtz51s1@yahoo.com
Contact Phone and Email _____

November 12, 2019
Board of Trustees Action _____ Date _____

Signature (Contractor/Consultant Authorized Representative)

Consultant must answer the two questions below:

- 1. Are you presently or have you been a member of PERS or STRS?
PERS: Yes _____ No _____
STRS: Yes _____ No _____
- 2. Are you presently an employee of River Delta Unified School District? Yes _____ No _____

This contract is not valid nor an enforceable obligation against the District until approved or ratified by the Board of Trustees, duly passed and adopted.



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Superintendent's Statement Regarding Consultant and Conflict of Interest Annual Statement Needed

This is to affirm that the Contractor/Independent Contractor (Consultant), Lee Williams, is hired by this District to perform work as indicated below and/or per attached contract/agreement:

Description of Duties: **Provide CPR & First Aid training good for a two year period to River Delta Unified School District employees & coaches.**

Will these duties and/or this Contractor/Consultant in any way have any level of influence on the expenditure of district revenues and/or resources?

 No (If No, this consultant is not required to file the Form 700 with the district for the year(s) they are contracted by the district as long as the scope of duties do not change*).

 Yes (If Yes, this consultant is required to file a **statement of economic interests/conflict of interest disclosure with this district for the year(s) they are contracted by the district****)

 *This contractor/consultant (although identified as a "designated position" for purposes of the District's Conflict of Interest Code/Economic Interest Statement Form 700) is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements described in the District's Conflict of Interest Code.

 **Either (a) the contractor/consultant must file the Form 700 annually as long as they are contracted with the district or (b) if the contract/agreement itself (provided by the contractor/district and district Board approved), contains conflict of interest disclosures, the contractor/consultant may attach that portion of the contract/agreement to this Statement (annually) in satisfaction of this requirement.

This determination is a public record and shall be retained for public inspection in the same manner and location as the District's Conflict of Interest Code Form 700s.

Katherine Wright, Superintendent

Date

1/14/08
Attachment : (Conflict of Interest Code)

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Bates School Isleton School Walnut Grove School Delta High School Wind River School
Clarksburg Elementary Riverview School D.H. White Elementary Rio Vista High School Mokelumne High School
River Delta High/Elementary School River Delta Community Day School.....Delta Elementary Charter School



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Attachment to Superintendent's Statement

DISTRICT'S CONFLICT-OF-INTEREST CODE

“The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Reg. Sec. 18730) which contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendix designating officials and employees and establishing disclosure categories, shall constitute the conflict-of-interest code of the River Delta Joint Unified School District.

Designated employees shall file their statements with the River Delta Joint Unified School District which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) Statements for all designated employees will be retained by the River Delta Joint Unified School District in the Superintendent's Office.”

Below are excerpts from attachments to the above Code regarding consultant disclosure:

Consultants must be included in the list of designated employees and must disclose pursuant to the broadest disclosure category in this code (*) subject to the following limitation: The superintendent may determine in writing that a particular consultant, although a “designated position”, is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements described in this Section. Such written determination shall include a description of the consultant's duties and, based on that description, a statement of the extent of disclosure requirements. The superintendent's determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict-of-Interest Code. In addition, if the contract itself contains conflict of interest disclosures, the consultant is not required to re-file under this provision.

Designated persons in this category must report: (a) Interests in real property which are located entirely or partly within district boundaries, or within two miles of district boundaries or of any land owned or used by the district. Such interests include any leasehold, beneficial or ownership interest or option to acquire such interest in real property. (b) Investments or business positions in or income, including gifts, loans, and travel payments, from sources which: (1) are engaged in the acquisition or disposal of real property within the district. (2) are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or (3) manufacture or sell supplies, books, machinery or equipment of the type used by the district.

1/14/08

Creating Excellence To Ensure That All Students Learn

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Clarksburg Middle Riverview Middle D.H. White Elementary Rio Vista High School Mokelumne High School
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CONTRACTOR INSURANCE REQUIREMENTS

Contractor represents that it does carry and will continue to carry, with Insurance companies acceptable to the District, the following insurance coverages for any work or liability, including products and completed operations, arising out of or in any way connected with the work under this agreement:

Commercial General Liability Coverage—on an “occurrence form” policy containing a per occurrence limit of at least \$1,000,000 or the total cost of the project, which ever is more, protecting against bodily injury, property damage and personal injury claims arising from the exposures of (1) premises and operations; (2) products and completed operations (with a separate limit of coverage at least equal to the per occurrence limit); (3) independent subcontractors; (4) Contractual liability risk covering the indemnity obligations set forth in the hold harmless and indemnification agreement; and (5) where applicable, property damage resulting from explosion, collapse, or underground (x, c, u) exposures. The policy may not contain any exclusion or reduction in coverage for any of the above listed exposures.

Automobile Liability Coverage—insuring against bodily injury and/or property damage arising out of the operation, use, loading or unloading of any auto including owned, non-owned, hired and employee autos with limits of at least \$1,000,000.

Worker’s Compensation and Employer’s Liability Coverage—providing statutory benefits imposed by applicable state or federal laws such that the District will have no liability to Contractor or its employees, subcontractors and agents; and that Contractor will satisfy all Worker’s Compensation obligations imposed by state law. If Contractor has any employees that are subject to the rights and obligations of the Longshoremen and Harbor Workers Act, then the Worker’s Compensation Insurance must be broadened to provide such coverage. In addition, Contractor agrees to carry Employer’s Liability Coverage with limits of not less than \$1,000,000 per accident for each employee.

Professional Liability Coverage—insuring, where applicable, for any exposures resulting from professional liability with limits of at least \$1,000,000.

Additional Insured—Contractor shall add “River Delta Unified School District, its board of trustees, officers, agents and employees” (collectively the “District”) as an additional insured via separate endorsement by having the insurance carrier issue an ISO CG 20 10 edition date 11 85 Additional Insured Endorsement or its equivalent. Such endorsement must include completed operations coverage for the benefit of the additional insured. This extension shall apply to the full extent of the actual limits of Contractor’s coverages even if such actual limits exceed the minimum limits required by this agreement. The District’s additional insured status under the policy(ies) must not be limited by amendatory language to the policy. To the extent umbrella or excess insurance is available above the minimum required limits stated in this Agreement, the protection afforded the District in the umbrella or excess liability insurance shall be as broad or broader than the coverages present in the underlying insurance and in accordance with this agreement. Each general liability, umbrella, or excess policy shall specifically state that the insurance provided by the Contractor shall be considered primary, and insurance of the District shall be considered excess for purposes of responding to claims.

Creating Excellence To Ensure That All Students Learn

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Contractor shall evidence that such insurance is in force by furnishing the District with acceptable proof thereof with a Certificate of Insurance together with a copy of the declarations page of the policies and all policy endorsements, or if requested by the District, certified copies of the policies. The certificate, declarations page, and all policy endorsements shall become a part of this agreement. Each certificate of insurance shall (1) contain an unqualified statement that the policy shall not be subject to cancellation, nonrenewal, adverse change, or reduction of amounts of coverage without thirty (30) days prior written notice to the District, but in the event of non-payment of premium, ten (10) days notification will be provided; (2) show the District as Additional Insured by referencing and attaching the required endorsement; (3) shall indicate that the Contractor’s coverage is primary and the District’s insurance is excess for any claims; and (4) as to CGL coverage shall state “Policy includes contractual liability coverage insuring the agreement and obligations of the insured to indemnify the District and others to the extent set forth in the Agreement between the insured and the District.”

Subcontractors and Suppliers—If the Contractor should sublet any work to another party (subcontractor), Contractor guarantees that such subcontractor shall indemnify the District as set forth in this agreement and shall carry insurance as set forth in these requirements prior to permitting subcontractor to commence its work. Contractor shall obtain a signed agreement from such subcontractor indemnifying the District as set forth in this Agreement and agreeing to carry insurance as set forth above. In addition, Contractor shall require in its purchase orders that each supplier indemnifies Contractor and the District from all losses arising from any materials, products, or supplies included in such work.

Any attempt by the Contractor to cancel or modify such insurance coverage, or any failure by the Contractor to maintain such coverage, shall be default under this Agreement and, upon such default, the District will have the right to terminate this Agreement and/or exercise any of its rights at law or at equity. In addition to other remedies, the District may, at its discretion, withhold payment of any sums due under this Agreement until Contractor provides adequate proof of insurance.

These insurance requirements are independent of and shall not in any way limit the indemnity obligations of the Contractor under this agreement.

The amounts and types of insurance set forth above are minimums required by the District and shall not substitute for an independent determination by Contractor of the amounts and types of Insurance which Contractor shall determine to be reasonably necessary to protect itself and its work. The District reserves the right to modify these provisions relating to indemnification and insurance, and Contractor agrees to be bound by such modifications 30 days after receipt of the modified provisions.

Failure to enforce any of the provisions of these requirements or any of the provisions of this agreement shall in no way constitute a waiver of such provisions. In the case of any conflict with these requirements and the provisions of the agreement to which it is attached, these provisions shall prevail.

Signature of Authorized Representative
Lee Williams

Date Signed

Typed/Printed Name of Authorized Representative

Company Name

Address, Email & Phone: 8274 B&R Ln., Rio Vista, CA 94571
williamsmtz51s1@yahoo.com 707-628-3960

1/14/08

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: October 8, 2019

Attachments: None

From: Katherine Wright, Superintendent

Item Number: 10.7

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Donations

BACKGROUND:

Donations to Receive and Acknowledge:

Rio Vista High School – Rio Vista High School Fitness and Wellness Center

Harvey L. and Maud C. Sorensen Foundation - \$140,000

Rio Vista High School

Rio Vista Rotary Club – New Vehicle for extracurricular activities

Bates Elementary School

Courtland Fire Department - \$500

Isleton Elementary School – 6th grade Sly Park Science Camp

Morris Motors - \$50

Mei Wah (DL Betts & Iva Marie Walton) - \$235

Riverview Middle School – Leadership Activity

Riverview PTC - \$343

Isleton Lions Club - \$420

Soroptimist International of Rio Vista - \$200

Rio Vista Lions Club - \$610

Riverview PTC - \$84

STATUS:

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board acknowledge and approve the receipt of these donations

Time allocated: 3 minutes

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 11

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to approve the Charter Petition for Delta Elementary Charter School (DECS) Renewal July 1, 2020 through June 30, 2025.

BACKGROUND:

The River Delta Unified School District approved the agreement with Friends of Clarksburg regarding the establishment of a "start-up" K-6 charter school in Clarksburg, Delta Elementary Charter School (DECS) on August 15, 2006 for a five-year period. The Board has extended the agreement through June 30, 2020.

STATUS:

Delta Elementary Charter School (DECS) has submitted a petition on September 26, 2019 to extend the agreement for an additional five years ending June 30, 2025. The petition will be brought before the Board of Trustees at the regularly scheduled meeting on November 12, 2019 at Clarksburg Middle School, Clarksburg, CA.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Steve Lewis, Peter Stone and DECS Board Members

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the Charter Petition for Delta Elementary Charter School (DECS) renewal for July 1, 2020 through June 30, 2025

Time allocated: 5 minutes



October 31, 2019

Via: Email and U.S. Mail
kwright@rdusd.org

Katherine Wright, Superintendent
River Delta Unified School District
445 Montezuma Street
Rio Vista, California 94571

**RE: Response to the Results of the Review of Delta Elementary Charter School
Renewal Petition**

Dear Superintendent Wright:

We are in receipt of a document, provided by your office, entitled "RDUSD Results of the Review of DECS Renewal Petition." River Charter Schools ("RCS"), which operates Delta Elementary Charter School ("DECS"), appreciates the time and thoughtful energy that clearly went into River Delta Unified School District's ("RDUSD" or the "District") review of the DECS charter renewal petition and the resulting feedback. We have responded to each of the items of feedback in the chart that follows. In some cases, we have responded by making redline changes to the charter petition itself, and in others we have included additional documents for the District's review. In still others, we have provided an explanation or additional information to address the feedback.

1. *In Educational Program under Mission, the Mission statement is completely different than that of the currently approved petition. The mission has changed from a mission of DECS to a mission of River Charter Schools. (Page 15 of 96) The district would like the focus returned to the community as stated in the current charter petition*

River Charter Schools currently operates two charter schools in the region: Lighthouse Charter School in West Sacramento and DECS in Clarksburg. A Mission Statement is generally attributable to a legally distinct organization, rather than a specific operation of that organization. For example, the River Delta Unified School District has a Mission Statement, the individual schools in the District do not. RCS has revised and expanded its Mission Statement in order to encompass both charter schools.

RCS, and the faculty and staff of DECS, remain committed to the original vision of the Charter School and to the families of Clarksburg. The change of the RCS Mission Statement should not be seen as any wavering of that commitment. To address the District's concern, DECS agrees to add language to this effect into the charter renewal petition.

The Charter's response of a footnote regarding the original mission is not an agreeable fix to the District. Please remove the footnote. The Charter has included River Charter Schools mission statement. However, this is the Delta Elementary Charter Petition and the District would like the original DECS mission statement to also be included in the Mission section.

2. *In Education Program under The Charter School's Student Body, the second*

sentence needs to read 'The Charter School will strive to enroll a student body that is representative of the diversity of the District as a whole,' consistent with Education Code section 47605(b)(5)(G).. (Page 15 of 96)

The referenced sentence is intended to be a general statement of principle rather than an assurance consistent with Education Code Section 47605(b)(5)(G), which is included in Element VII of the charter.

Moreover, the language offered in the feedback does not accurately quote Education Code Section 47605(b)(5)(G). If the District would prefer this reference to reiterate the legal assurance, DECS agrees to amend this sentence to read:

“The Charter School will strive to enroll a student body that is reflective of the general population residing within the territorial jurisdiction of the District”

District is agreeable with the changes.

3. In Education Program under Academic Calendar, why is there a reduction in the number of instructional days? Current approved petition is 180 and proposed is 175. (Page 17 of 96)

Pursuant to Title 5, California Code of Regulations Section 11960, a classroom-based charter school shall receive full apportionment so long as “school is actually taught” on at least 175 calendar days.

As shown in Appendix G, DECS continues to operate a 180-day academic calendar. However, the Charter School may, from time-to-time, need to cancel classes due to an unforeseen emergency (e.g. fire, air quality, etc.). By including the 175-day minimum in the charter, DECS is protecting its right to be able to cancel classes due to emergency without violating its charter petition. To address the District’s concern, DECS agrees to add Appendix G and language explaining the legal 175-day minimum to the charter renewal petition.

When the Charter brought these changes to their Board it was specified that the changes were to reduce personnel costs, not unforeseen closures due to emergencies as stated in the charters response. As the Charter is aware any reduction in funding or ADA due to emergencies can be submitted to CDE for a waiver to recover lost revenue (Form J-13A).

4. Please explain how the daily instructional minutes work for the students. Do they have a long stretch of class time without a recess or break, and, if so, how long? And if so, how does that impact their attention and learning capabilities?

The Bell Schedule, included as Appendix H, explains how the school day is structured, so as to allow time for students to have breaks.

To address the District’s concern, DECS agrees to add Appendix H to the charter renewal petition

The addition of Appendix H, DECS Bell Schedule is acceptable to the District.

5. *In Measurable Pupil Outcomes and Assessment of Student Performance, the Performance Reporting section has been removed and needs to be added back into the document. In the current and approved charter petition it is on Page 42-43 of 95.*

The annual performance report described in this section has not been presented for several years, at the District's request. In order to ensure the charter describes actual, current practices, DECS omitted this section from the renewal petition.

DECS welcomes the opportunity to present an annual performance report and agrees to include this language, provided that the District commits to agendaize and hear this report. To address the District's concern, DECS agrees to add language to this effect to the charter renewal petition.

Thank you for reinstating the language. The District would be happy to schedule the presentation. Please follow District protocol for agendaizing an item.

6. *In Governance Structure under Nonprofit Public Benefit Corporation in the fifth paragraph, it states that the financial statement will be 'consolidated together in River Charter Schools' audit and financial statements'. However, in order for RDUSD to comply with oversight responsibilities, these statements need to be prepared separately and the DECS' statements need to be submitted to the District. (Page 46 and 64 of 96).*

In accordance with Generally Accepted Accounting Principles, the financial statements of both RCS charter schools are consolidated together in River Charter Schools' audit and financial statements. The audited statements provided to the District always have contained, and will continue to contain, both a profit and loss statement and a balance sheet that shows DECS broken out from all other RCS entities. Over DECS' 12 years of operation, RDUSD has never expressed a concern about the Charter School's annual audit. Further, all state required submittals: (1) annual budget; (2) interim budgets; (3) unaudited actuals for DECS will be submitted separately to the District to enable it to conduct its required oversight.

To address the District's concern, DECS agrees to add language to this effect to the charter petition.

Please remove the line "over DEC's 12 years of operation, RDUSD has never expressed a concern about the Charter School's Annual Audit". This is inappropriate, inaccurate and needs to be deleted. This has only become an issue since Lighthouse has opened and DECS consolidated the 2016-17 and 2017-18 Audit Report for multiple years and multiple Charters. It was mentioned and complained about to Peter Stone, CBO, upon the Audit receipt. Per Ed Code 47605(m) Each Charter must submit an Annual Audit. The last audit received was an audit of River Charter Schools. While there was individual information for Delta Elementary Charter is was not a complete audit for Delta Elementary Charter. While the remaining report submittals comply with CDE's requirements, it would be appreciated if the Charter would provide them in SACS format.

7. *In Governance Structure under Superintendent the tenth bullet states 'Directly oversees the work of central office personnel'. We weren't aware of a central office for DECS. Do you mean 'administrative personnel'? If not, please describe the central office, including how many employees work there, and what functions*

it performs. (Page 49 of 96)

“Central Office” (“Home Office” in audit documents) is not a physical location but, rather, a classification of personnel and expenditures that are incurred by RCS for the benefit of both charter schools. These expenditures are allocated to the two charter schools based primarily on proportional Average Daily Attendance. Staff positions and benefits classified as Home Office are: Superintendent; Chief Business Officer; Special Education Director; Business Analyst; and Payroll, Human Resources, and Business Technicians. Expenditures classified as Home Office include audit fees, legal expense, payroll processing, and bank fees (legal and other direct costs attributable to one school are charged directly to the appropriate charter school).

To address the District’s concern, DECS agrees to add language to this effect to the charter petition.

This additional language is agreeable to the district.

8. In Qualifications of School Employees in the third paragraph, please continue to include the fingerprinting. (page 52 of 96), which is required by Education Code.

A reasonably comprehensive description of employee and volunteer fingerprinting and background check requirements is included in Element VI on page 55 of 96. Every employee is required to have a clear background check before beginning work and interacting with students.

To address the District’s concern, DECS agrees to include this language in Element V as well.

This additional language is agreeable to the district.

9. In Qualifications of School Employees, why was Staff Selection Procedures removed? (Page 52 of 95 in current Charter Petition). Does the elimination of this indicate a change in procedure, and if so, please explain.

DECS does not consider a description of the Staff Selection Process to be necessary for a reasonably comprehensive description of Employee Qualifications and omitted this language in order to keep the charter consistent with the requirements of the Charter Schools Act.

To address the District’s concern, DECS agrees to include this language in Element V.

This additional language is agreeable to the district.

10. In Health and Safety Procedures under Medications in Schools, why were the sentences removed about the medication administration protocols? They were

included in the currently- approved charter petition. (page 55 of 96)

The charter renewal petition includes a reasonably comprehensive description of Health and Safety Procedures including procedures regarding the administration of medication in school. The currently operative petition includes vague references to procedures and rules that DECS does not find necessary or clear.

If the District would prefer this reference to be included, DECS agrees to amend the terms to read:

“The Charter School has adopted a Medication Administration Policy attached as Appendix I.”

To address the District’s concern, DECS agrees to add Appendix I to the charter petition.

The addition of Appendix I is acceptable to the District. However, upon review of the Board policy it is noted that the reference to “midwives” is included under section 2. Conditions. This not applicable to elementary schools. Please review policy and make all appropriate changes. Also please update your petition with language that meets the new requirements for Epi-pens and insulin administration.

11. In Student Admission Policy and Procedures under Public Random Drawing the priorities have been re-arranged (Priority 1 became Priority 2). At the Public Hearing on October 8, 2019 RDUSD Board President, Alicia Fernandez, asked specifically about maintaining Priority 1: Students who reside in the former Clarksburg Elementary School attendance area remains the top priority. Superintendent Lewis confirmed that it remains top priority. Please reinstate as such. (Page 61 of 96) To meet Education Code requirements, #6 priority needs to move to #1 and #2 can remain as #2. The students that are residents of the District have precedence over siblings of current enrollees and children of employees, under Education Code section 47605(d)(2)(B)

This Feedback misstates the law. Education Code Section 47605(d)(2)(B) states, in part:

“Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis.”

Nothing in law requires these preferences to be given in any particular order. The preferred order is described in the petition, and the District Board evaluates it.

In December 2018, the District Board approved a material revision of the charter with the following admission priority order:

Priority 1: Students who reside in the former Clarksburg Elementary School attendance area.

Priority 2: Siblings of students who attended DECS during its first two inaugural years: 2007-2008 and 2008-2009.

Priority 3: Children of DECS Employees, Board of Directors, and Founding Members. (Not to exceed 15% of total population. "Founding Members" shall be defined in accordance with adopted policy of the Board of Directors.)

Priority 4: Siblings of students who currently attend DECS for 30 school days.

Priority 5: Students who are currently enrolled in, and students who reside in the attendance area of, Bates Elementary School, where the Delta Elementary Charter School site is physically located and which has more than 55% of its student enrollment eligible for free and reduced price meals, in accordance with Education Code Section 47614.5.

Priority 6: Residents of the River Delta Unified School District attendance area.

Priority 7: Siblings of students who concurrently attend Clarksburg Middle School or Delta High School.

Priority 8: All students on the "wait list" from the previous year.

Priority 9: All other out-of-District applicants.

The charter renewal petition was submitted with an inadvertent change to this order, moving Priority #3 to the first spot. To address the District's concern, DECS agrees to revert to the Priority List from the currently operative charter as approved by the District Board in December 2018.

Returning to the specific priorities listed in the current approved petition is acceptable.

12. In Resolution of Disputes, the first paragraph was removed. Please add it back into the petition. (Page 88 of 96)

The currently operative charter includes prefatory language intended to establish, at the time of the initial submission, that the Resolution of Disputes language included was a “starting point for discussion of dispute resolution procedure.” The procedures described have now been in place and have effectively resolved any and all disputes between the District and the Charter School. DECS no longer considers the procedures “a starting point,” but, rather, the procedures the District and the Charter School have agreed upon.

If the District is currently dissatisfied with the Dispute Resolution Procedures, DECS agrees to include the language, but requests a meeting with appropriate District staff as soon as possible to finalize these procedures.

Please return the language “The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.” Also, the District will be happy to meet to discuss Dispute Resolution Procedures.

13. *In Resolution of Disputes, it mentions multiple times that the Superintendents can have ‘their respective designees’ handle the disputes. The previous charter petition did not include this. We prefer to have the Superintendents handle the disputes and not designees. Please remove that language. (Page 88 of 96)*

DECS proposed this language in order to allow the District Superintendent discretion in delegating resolution of minor disputes as desired.

To address the District’s concern, DECS agrees to remove the references to “designees,” provided the District commits to the Superintendent being available consistently for any of the procedures described in this Element.

Thank you for removing “or their respective designees.”

14. *In School Closure Procedures, the final sentence references a ‘reserve fund’. Please clarify where Appendix D this reserve funding is located. (Page 90 of 96)*

The “reserve fund” refers to the “net assets,” identified on Appendix page 50 of 247, which has the same meaning as “Ending Fund Balance,” identified on Appendix page 42 of 247.

To address the District’s concern, DECS agrees to amend the petition to use “Ending Fund Balance” in all instances.

This will become a non-issue if the Charter submits the required reports in the SACS format. Otherwise, please identify the Reserve amount separately from Ending Fund Balance.

15. *On p. 13 of the Renewal, please explain the basis for characterizing Bates, D.H. White, Isleton and Walnut Grove Elementary Schools as demographically similar to DECS. Also please explain why DECS’ academic performance lags behind those of most of the demographically similar schools.*

Education Code Section 47607(b)(4) requires the District to make a comparison

between the Charter School and “the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.” In order to allow the District to come to its own decision on how to take into account the composition of the pupil population served by the Charter School, DECS provided the assessment data for all elementary schools in the District.

DECS disagrees with the premise of the second part of the feedback. DECS is most “demographically similar” to D. H. White Elementary. DECS has consistently outperformed D.H. White Elementary on CAASPP assessments. See Attachment B.

The charts are acceptable to the District.

16. The percentage of student population by ethnicity does not agree with those found under Dataquest on CDE’s website. Please revise the demographics chart on (page 16 of 96) to agree to the CDE 2018-19 Enrollment by Ethnicity found on the Dataquest portion of CDE’s website.

At the time of charter submission, 2018-19 data was not yet publicly available so DECS submitted 2017-18 data. To address the District’s concern, DECS agrees to amend the petition to use the more recent data.

This is acceptable to the District.

DECS hopes that the proposed changes included herein will address the areas of feedback. If more information or further discussion is needed, please feel free to contact me at any time. On behalf of the entire DECS team, we look forward to a continued positive and mutually supportive relationship.

Sincerely,

*Steve Lewis
Superintendent
River Charter Schools*

Enclosures:

- 1- Attachment A – Redlined Charter Renewal Petition*
- 2- Appendix G – Academic Calendar*
- 3- Appendix H – Bell Schedule*
- 4- Appendix I – Pupil Medication Storage and Administration Policy*
- 5- Attachment B – CAASPP comparison data.*

Appedix E: Please update "TBD" under goals in LCAP, pp.47, 57.

Appedix F: Under bylaws, the following sections need to be updated to reflect compliance with Conflict of Interest Laws: VII(4) ("Interested Persons"); IX ("Financial Interest"). Also, VII (18) (Board action without noticed meeting) must be removed to achieve compliance with the Brown Act.

Charter of Delta Elementary Charter



**DELTA
ELEMENTARY**

CHARTER SCHOOL

*Charter Renewal Petition for the term: July 1, 2020 to June 30, 2025
Submitted to the River Delta Unified School District on September 26, 2019*

Delta Elementary Charter Accomplishments

Delta Elementary Charter (“DECS” or the “Charter School”) is proud to serve the children, staff and families of our community, which serves the Clarksburg and West Sacramento regions. The Charter School has grown from fewer than 100 students in 2007 to over 410 students in 2019. Our financial model is responsible and sustainable.

We strive to excel in three core areas: positive school culture, academic excellence and outstanding and unique instructional programs and partnerships.

At DECS we know that a positive school culture is foundational to student learning and therefore to our Charter school. Our 2018-19-climate survey indicated that 99% of our parents are pleased with our school culture and feel that we have set high academic standards for their children. We are committed to including our families in the decision-making processes, which are important to parents. Parents have, time and again, demonstrated their consistent commitment to Art and Music programs, which have grown and are producing students that excel in the arts as they move into the Clarksburg Middle School. Our Art Gallery Events and Music Programs have been a positive addition in this community and have contributed to partnerships with UC Davis, CSUS, Wellness Together, and local artists.

Delta Elementary Charter is committed to project-based learning and benefits greatly from connection between local agri-business and their deep connections with the curriculum. Our Learning Garden is an outdoor classroom that allows students to think critically and appreciate agriculture and local farming, and apply what they have learned. Students and staff greatly appreciate the Agriculture Leadership classes as well as the Future Farmers of America (“FFA”) chapter for dedicating their time and energy to teaching our students lessons from dairy to farming and harvesting. Our focus on agriculture has also led to positive partnerships to other professionals in the field. Our focus on student engagement in the garden has led to a partnership with biologists who are leading walks throughout the surrounding ecological environments.

Our staff is committed to implementation of the Common Core State Standards (“CCSS”) in English Language Arts (“ELA”) and mathematics, the Next Generation Science Standards (“NGSS”) the English Language Development (“ELD”) standards, the History-Social Science Framework, and other state standards (collectively “State Standards”), and has focused its staff development ensuring that students find academic success. DECS staff and parents know that student data drives the Charter School’s decision making, while the Charter School maintains the humanistic goal of knowing every child by name and ensuring each student finds increased levels of success. Our professional development has been geared to ensure that all staff receive the support and guidance needed for this critical transition.

Delta Elementary Charter is proud to be located within the River Delta Unified School District (“RDUSD” or the “District”) boundaries. DECS families understand the importance of this partnership, and we are seeing far greater numbers of our students transitioning to the Clarksburg Middle School. The capacity for staff cross-utilization is remarkable. The teachers and students in the high school Agriculture Program have been instrumental to our focus on local farming. The

concept of a true K-12 partnership is becoming a reality that this school community greatly appreciates.

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AFFIRMATIONS and DECLARATION

As the authorized petitioners, we, the River Charter Schools Board of Directors (the “Board” or “Board of Directors”), hereby certify that the information submitted in this petition for a California public charter school named Delta Elementary Charter, operated by River Charter Schools, and located within the boundaries of the River Delta Unified School District is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter renewal, the Charter School will continue to follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- River Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing process to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973,

Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legal required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION

Delta Elementary Charter is a site-based, traditional-calendar charter school serving students in Transitional Kindergarten (“TK”) through sixth grade. The Charter School provides a family oriented, community-based, intimate-learning environment that is devoted to the academic, social, linguistic, and personal success of each child. The Charter School has the primary objective of enabling its students to become self-motivated, competent, and lifelong learners.

A. GOALS FOR THE CHARTER SCHOOL

- Delta Elementary Charter will attack the ethnic and socioeconomic achievement gap to enable students to become self-motivated, competent, and lifelong learners who are prepared for a lifetime of opportunities and change.
- Delta Elementary Charter will continue to provide personal growth and development opportunities in the areas of: intellectual development, social development, physical and emotional health, technological knowledge and skills, service to the local community, creative talents in the creative and performing arts, and will continue to nurture a student-centered learning environment.
- Delta Elementary Charter shall provide a diverse, student-centered learning environment that focuses on student achievement on an individual basis so that every student can reach his/her optimum academic performance level.
- Delta Elementary Charter’s educational program is based on the State Standards within an educational experience that will also include technology, fine arts, athletics, and project-based learning to support the intellectual, social, physical, and emotional development of students in the 21st Century.
- Delta Elementary Charter integrates the components of local agribusiness into curriculum and technological innovation and mastery as part of the core academic program. Delta Elementary Charter will create local partnerships that value local businesses and farmers.
- Delta Elementary Charter will provide multiple opportunities for cross-cultural understandings.

CHARTER RENEWAL CRITERIA

- A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)**

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: “When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (Also see Appendix A: Ed-Data CAASPP Reports):

Analysis of Delta Elementary Charter School Data (Education Code Section 52052(f))

Delta Elementary Charter School California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	43%	51%	51.84%	48.56%
	Math	38%	42%	43.68%	42.39%
White	ELA	51%	58%	57.02%	52.90%
	Math	42%	50%	50.88%	49.59%
Hispanic or Latino	ELA	30%	41%	42.16%	42.27%
	Math	30%	36%	34.31%	35.05%
Economically Disadvantaged	ELA	31%	31%	35.00%	30.55%
	Math	26%	25%	31.25%	27.78%
Students with Disabilities	ELA	8%	19%	23.33%	11.34%
	Math	16%	16%	20.00%	7.70%
English Learner	ELA	18%	17%	10.71%	17.39%
	Math	22%	16%	10.71%	17.39%

Analysis of Comparison Schools Data Elementary Charter School (Education Code Section 47607(b)(4))

Comparison Schools That Delta Elementary Charter School Students Would Otherwise Be Required to Attend

School	Schoolwide Assessment	2015	2016	2017	2018
Bates Elementary	ELA	37%	34%	37.93%	38.46%
	Math	27%	27%	25.29%	25.65%
Isleton Elementary	ELA	42%	57%	61.53%	67.40%
	Math	34%	46%	53.84%	57.61%
Bridgeway	ELA	63%	64%	65.37%	71.33%
	Math	52%	54%	51.16%	55.78%
Southport	ELA	39%	54%	52.06%	59.74%
	Math	31%	42%	37.50%	40.45%

Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017	2018
Bates Elementary	ELA	37%	34%	37.93%	38.46%
	Math	27%	28%	25.29%	25.64%
D.H. White Elementary	ELA	44%	33%	30.99%	41.40%
	Math	36%	26%	31.58%	31.02%
Isleton Elementary	ELA	42%	57%	61.54%	67.40%
	Math	34%	46%	53.85%	57.61%
Walnut Grove Elementary	ELA	34%	44%	31.51%	50.62%
	Math	27%	35%	30.14%	35.80%

I. EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. —Education Code Section 47605(b)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

A. MISSION

The Mission of River Charter Schools, a leading center of educational innovation, is to grow leaders and scholars, ignite a love of learning and equip each student with the knowledge, skills, character, and social-emotional well-being to thrive and contribute to an evolving and increasingly-connected world, through schools which:

- Promote belonging for all members of our collaborative school communities
- Transform teaching, learning, and operations in our continuing pursuit of excellence
- Are filled with teams of talented, well trained, adequately supported and caring staff
- Are connected with communities of volunteers, parents and businesspeople to empower students and teachers through partnerships and positive relationships
- Rely upon responsible fiscal planning.

The Mission of Delta Elementary Charter School in Clarksburg is to provide a family-oriented, community-based intimate learning environment that is devoted to the academic, social, linguistic, and personal success of each child.

B. VISION

The petitioners for the Charter School renewal seek to capitalize on one of the last true small communities in Yolo County and surrounding counties. They are committed to building a collaborative learning community of parents, teachers, community members, farmers and students, all dedicated toward the goal of increasing pupil achievement at Delta Elementary Charter, a special place to learn.

The Charter School’s Student Body

Delta Elementary Charter’s educational program has been developed to provide expanded educational choice and opportunities for families in Clarksburg and surrounding communities. The Charter School will strive to enroll a student body that is ~~representative of the diversity of the surrounding community~~reflective of the general population residing within the territorial jurisdiction of the District. The Charter School offers a school setting that reflects the community’s desire to have access to a rigorous academic program that includes visual and performing arts, technology, athletics, and agriculture. The Charter School will continue to focus on parent and community involvement, reach out to all stakeholders, and ensure that the educational needs of all students are being met.

The Charter School serves students whose families have an interest in and a commitment to the Charter School’s joint philosophy and vision.

The Charter School shall be nonsectarian in its admissions policies, employment practices, and all other operations. The Charter School shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). The Founders believe that the personal attention and quality of the Charter School’s academic program can greatly benefit all students, regardless of their educational history.

Ethnicity	Percentage
African American	<u>2.23.14%</u>
American Indian/Alaskan Native	<u>1.02.89%</u>
Asian	<u>0.72.17%</u>
Filipino	<u>0.52.17%</u>
Latino or Hispanic	<u>39.237.68%</u>
Pacific Islander	<u>0.2.24%</u>
White	<u>44.342.5%</u>
Multiple or no Response	<u>11.99.17%</u>
Sub-Group	
Free and Reduced Price Meals participants	<u>29.328%</u>
English Learners	<u>12.311.59%</u>
Students with Disabilities	<u>10.38.45%</u>
Parent Educational Level	<u>Data Not Publicly Available</u>
Not a High School Graduate	3.8%
High School Graduate	18.8%
Some College	36.7%
College Graduate	25.3%
Graduate School	4.83%

Source: California Department of Education ~~October 29, 2019~~2018-2019

Faculty/Staff

All core teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold in accordance with Education Code Section 47605(1). Teachers will be responsible for carrying out the Charter School’s educational program, teaching the core academic classes, overseeing students’ academic progress, and monitoring assessment.

All staff members (classified and certificated) will receive extensive training on goals and vision of the Charter School to ensure a strong commitment/fit.

Academic Calendar

The following represents an example of the Charter School’s school calendar.

Sample Calendar (For Reference only – specific dates will change annually)	
Summer Professional Development	August 1-6
First Day of Instruction	August 7
Veterans’ Day	November 11
Thanksgiving Break	November 25-29
Winter Recess	December 23-January 10
MLK Holiday	January 20
Presidents’ Day	February 10 and 17
Spring Recess	April 6 - 13
Memorial Day	May 25
Last Day of Instruction	June 5

Instructional Days: 180 scheduled, minimum, 175

Pupil Free professional development Days: minimum, 4

Daily Instructional Minutes

Currently, the school day begins at 8:30 a.m. and concludes at 3:15 p.m. Each day will include a 35-minute lunch period and a 15-minute break. The times may be adjusted to align with District school schedules. The total number of offered daily instructional minutes under this schedule is 355 minutes for a total of 62,125 minutes per 175-day minimum school year, which exceeds the state requirement of instructional minutes for all grade levels offered at DECS pursuant to Education Code Section 47612.5(a).

An “Educated Person” in the 21st Century

The Charter School will endeavor to enable its students to receive educational experiences that will prepare them for high school, college, leadership, and life. The Charter School shall matriculate students with the skills and attributes that are critical for all 21st Century learners.

To be a well-educated person of the 21st Century, one needs

- To think creatively and critically, to have problem-solving skills, and to develop learning and reasoning skills to prepare for lifelong learning
- To be able to set short- and long-term goals
- To have a deep understanding of the humanities, sciences, and arts
- To be capable of using technology as a tool in the pursuit of continued learning
- To be an exceptional communicator in many forms of communication
- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty

The attributes of an educated person in the 21st Century include:

- Literacy and appreciation of the arts, science, mathematics, and history
- Understanding the scientific and mathematical processes
- Ability to gather and organize information and critically assess data
- Ability to think critically, analytically, creatively, and logically
- Ability to communicate complex ideas
- Ability to work with people of various backgrounds

How Learning Best Occurs

Learning best occurs in a student-centered environment where the teachers involve and challenge the students with issues that the students regard as important and meaningful. The Charter School will provide:

- A safe and nurturing environment.
- An environment where diversity is celebrated: An educational environment that builds on student strengths through enrichment activities, independent research, problem solving, critical thinking, music, art, science, and technology.
- A community that treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students.
- An educational experience that prepares pupils for successful learning opportunities and prepares them for successful college and/or careers.
- A haven where students can build sustained and caring relationships with their fellow students, teachers, and community members.
- An environment where all Charter School community members (students, teachers, parents, community volunteers, and administration) collaborate to achieve the Charter School vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization.
- Thematic programs that support tiered instruction and activities that allow for multi-disciplinary learning coupled with alternative responses and solutions.

Learning will best occur when:

- Focus is placed on individual personalized learning, which can provide flexibility for the students to pursue their intellectual interests.
- Parents are actively involved as participants in support of their child’s education.
- Community volunteers are actively engaged in the education and development of youth in their community.
- Students, teachers, and parents understand the metrics for success and share high expectations for success.
- Students receive tiered instruction and are involved in activities that allow for alternative solutions.
- Teaching methodologies encourage students to think creatively and critically.
- Technology is integrated into the curriculum as a tool to help students achieve academic success.

School Wide Behavior

One of the foremost advances in schoolwide discipline is the emphasis on Positive Behavioral Interventions and Supports (“PBIS”) which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within the Charter School is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBIS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional

Methods of Instruction

The Charter School shall provide a small learning environment and contribute to educational reform by providing Standards-based instruction. The Charter School intends to provide each student with powerful learning experiences that are differentiated to meet individual student needs. Mentoring of students by staff as well as fellow students at the Charter School will foster positive learning experiences, further develop the community, and diminish the need for remediation.

A combination of small- and large-group instruction will be used to deliver the curriculum with one-on-one help, including mentoring assistance for those who are in need of additional enrichment. The Founders believe that this approach to learning will provide powerful learning experiences for all students within the Charter School.

Delta Elementary Charter will work to:

- Create small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth; and
- Teach a core academic program that utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well as critical thinking and reasoning.

The following key elements, together, comprise the Charter School’s approach to instruction:

- State Standards-based instruction
- Project-based learning (“PBL”)
- High quality professional development
- Integration of technology
- Art and Music

The Charter School understands the importance of using research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be trained to: (1) design State Standards-based instruction (using the principles of backward design); (2) align appropriate assessments to the standards; and (3) implement project-based instructional activities that are aligned to standards and reflect research-based best practices, as detailed in the Buck Institute’s *Project Based Learning Handbook*. Teachers will also design instruction that incorporates strategies detailed in *Classroom Instruction That Works*, by Marzano, Pickering, and Pollock. The following provides a detailed description of the State Standards-based instructional design process that the Charter School follows.

The method, known as “backward design,” is an instructional design method with a strong research base currently being employed in reform efforts across the nation. Originally published in *Understanding by Design*, by Grant Wiggins and Jay McTighe, this process of instructional planning provides teachers with a method for aligning State Standards, assessment, and instruction. This process is one in which teachers start with the desired results (goals or State Standards) – and then derive the curriculum from the evidence of learning (performances) called for by the State Standard and the teaching needed to equip students to perform. There are three distinct stages of this process that the Charter School will use. The three stages are as follows:

Stage 1: Unpacking and Prioritizing State Standards:

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize State Standards. This is a necessary prerequisite step to design effective assessments that are aligned to the State Standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the State Standards as well as determine the following information:

- Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the State standard (this will be tied to creating assessments).
- Percentage of questions from the Smarter Balanced Assessment Consortium that relate to each strand of the State Standards. Value added assessments to be utilized to measure student growth.
- Identification of State Standards that will serve as “anchors” upon which units can be based. Other State Standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Teachers in each of the content areas, including physical education and visual and performing arts, will use State Standards as part of this process.

Stage 2: Aligning Assessments (formative and summative) to State Standards

Teachers will design effective assessments that are aligned to State Standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each State Standard.

Specifically, teachers will:

- Use of Evaluation rubrics: goals and objectives to measure teachers’ effectiveness as related to student achievement
- Targets to be met to demonstrate progress (rubric scores)
- Insight Core Framework
- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing State Standards-based assessments (both formative and summative).
- Analyze State Standards to determine the “achievement target” embedded within each State Standard (achievement targets are the link between State Standards and assessment).
- Match an appropriate assessment method to each State Standard.
- Establish and articulate clear criteria for reaching proficient performance on State Standards.

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to State Standards-based education for all learners (including English Learners (“ELs”) and students with special needs)
- Writing effective State Standards-based lesson plans
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests, and learning profiles
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a State Standards-based system (e.g., latest research from Marzano,

Pickering, Pollock, Schmoker, Tomlinson, Buck Institute for Education (“BIE”), Insight Education Group)

- All coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning, as described in *Classroom Instruction That Works*.
- Sample instructional strategies will include:
 - Use of Insight Core Framework to measure lesson delivery effectiveness
 - Project-based learning and other ways of experiencing real-world problems
 - Collaborative investigations and demonstrations
 - Mini-lessons that address specific skills within the context of larger projects
 - Guidance and adequate time to self-reflect and self-assess
 - Democratic classrooms and school structure
 - Authentic assessments
 - Direct instruction
 - Research-based projects
 - Cooperative group work and projects
 - Interdisciplinary approaches to curriculum
 - Presentation of clearly defined “learning targets” for all students by all teachers
 - Rubric designed for self-assessment (Teacher Assessment System: (“TAS”))
 - Involvement of community members and educational partners in instructional presentations
 - Mentoring program
 - Peer study groups
 - Creation of learning experiences that promote understanding, interest, and excellence
 - Innovation and enhancement of current State Standards-based adopted programs

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing conversations among grade levels and departments at the Charter School. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

As demonstrated by the sample interdisciplinary State Standards-based units found in the curricular section of this charter, the backward design process enables teachers to design and deliver comprehensive standards-based lessons in which multiple State Standards from across the content areas are effectively addressed and assessed.

Project-Based Learning

A key instructional approach to meeting a variety of student needs is standards-based project-based learning. State Standards-focused PBL is a “*systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.*” Research shows that students engaged in PBL “*construct solutions, thus shifting the emphasis [from the product] toward the process of learning*” (Buck Institute for Education, 2004, <http://www.bie.org/>).

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Essential Elements of PBL include:

- Significant Content - At its core, the project is focused on teaching students important knowledge and skills, derived from State Standards and key concepts at the heart of academic subjects.
- 21st century competencies - Students build competencies valuable for today’s world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.
- In-Depth Inquiry - Students are engaged in an extended, rigorous process of asking questions, using resources, and developing answers.
- Driving Question - Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.
- Need to Know - Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.
- Voice and Choice - Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.
- Critique and Revision - The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.
- Public Audience - Students present their work to other people, beyond their classmates and teacher.

Brain-based research conducted by Kotulak (1996) and Kuhl (1994) has shown that human beings learn most what is most meaningful to them. Conversely, new material for which there is no connection is discarded. If an emotional connection is made during learning, the material learned is reinforced. Furthermore, a recent review of research on project-based learning (Thomas, 2000) suggests that PBL is a teaching method that may be particularly well adapted to disadvantaged youth, such as the ones who will be served at Delta Elementary Charter. According to this research, PBL makes the content areas more relevant and meaningful to disaffected youth, while enhancing the *quality* of student learning and the development of self-directed learners. The same review also proves that PBL does enhance professionalism and collaboration among educators.

All project-based units will reflect the principles of backward design – the project content and processes will be framed by an essential question that is aligned to State Standards. Each project will be anchored by an enduring understanding standard or big idea that teachers have identified within the State Standards. Enduring understanding standards generally require high levels of critical thinking (analysis, synthesis, and evaluation on Bloom’s Taxonomy) and also require a performance assessment to adequately assess student mastery of such standards. Therefore, project-based learning provides a successful vehicle through which students can demonstrate their mastery of big ideas that reside at the heart of State Standards. Along with the enduring understanding standard that anchors each project, teachers will identify State Standards that represent discrete skills or isolated pieces of knowledge that support the enduring understanding or big idea. Students will address these State Standards in relation to the big idea, which will enable students to see the connections between isolated facts or discrete skills and the big idea. This approach to curricular design and delivery is solidly grounded within the backward-design approach to curricular planning and provides for a meaningful comprehensive way in which to promote mastery of State Standards.

Students will continue to be assessed for their mastery of State Standards, as well as their ability to solve problems individually and in cooperative groups. Project design will continue to incorporate rigorous and complex problems that require students to understand the relationships between concepts from different disciplines. All projects will continue to culminate in a tangible product and often a public exhibition of the students’ work. Furthermore, all projects will continue to reflect the “6 A’s” of high quality PBL:

- Authenticity
- Academic rigor
- Applied learning
- Active exploration
- Adult relationships
- Assessment

High-Quality Professional Development

Although not explicitly a method of construction, a key component of the Charter School’s approach is to continually work with our staff to ensure the teaching staff are constantly improving in their instructional delivery and content mastery. One of the most successful ways to accomplish this high-quality professional development (“PD”) is to ensure that teachers and administration, work in a collaborative environment, with extensive opportunities for improvement and self-reflection. The educational program is designed to allow teachers the opportunity to work collaboratively throughout the entire educational process, from planning their lessons, daily instruction, as well as periods of reflection. The weekly calendar allows for grade level teams to work collaboratively as well as the entire staff to share best practices.

Professional Development will be focused on specific best practices around CCSS implementation.

PD will focus on the five core practices as outlined through the Insight Education Group research:

1. Know the discipline well
2. Prioritize evidence over opinion
3. Grow and Improve students' knowledge base
4. Assess progress towards mastery
5. Promote intellectual risk taking and persistence

Integration of Technology

In order for our students to be successful in achieving our goal of all students being an “educated person” in the 21st century, technological mastery is paramount. The tools of technology will be an integral part of all students' and adults' lives and should be a key component of DECS student's educational experience. DECS students will be able to know about and use numerous forms of technology to demonstrate what they know and utilize this technology to learn about the world around them. A key component of our educational program is the use of electronic assessments, including but not limited to Accelerated Reader, as well as computer adaptive formative and summative assessments that are aligned to State Standards.

C. CURRICULUM

State Standards- aligned curriculum will be used as a tool to ensure students are mastering content areas. Innovative curricular programs will be founded on the research-based approach described in *Understanding by Design* (backward design), and on innovations in project-based learning. By integrating backward design into PBL, teachers are empowered to use creative and authentic instructional methods, while ensuring the coverage of State Standards within the project context. The traditional backward-design process guides teachers through a three-step process: (1) internalization and prioritization of State Standards; (2) differentiated assessment methods aligned to anchor standards and identified learning targets; and (3) innovative, research-based instructional strategies clearly articulating student learning objectives. In a State Standards-based PBL model, the third step is a process of aligning State Standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At Delta Elementary Charter, students are expected to be engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summatively assessing for student mastery of all concepts and State Standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations about learning objectives, instruction, and assessment.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Teachers will be challenged to examine the three elements of effective pedagogy: instructional strategies, management techniques, and curricular design. Teachers will receive professional development

around effective strategies that engage students to ensure active participation and growth in core curricular areas.

The Core Curriculum

Textbooks and materials will be used along with a variety of supplemental resources aligned to State Standards. The academic core curriculum will include reading and language arts, mathematics, history and social science, and science. “Anchor” standards will define for each subject and grade the most important knowledge that students must acquire and the skills that they must master. Other standards that represent discrete learning skills will be linked to the Anchor Standards (as demonstrated in the sample units above) in order to bring relevance to the standards that represent isolated skills. Clustering State Standards in this way, prior to choosing curricular resources, will ensure that the Charter School’s choice and use of curricular resources are aligned to State Standards. As described in the Common Core State Standards, in Mathematics, the Charter School’s students will be able to apply the following:

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
 - Find meaning in problems
 - Analyze, predict and plan solution pathways
 - Verify answers
 - Ask themselves the question: “Does this make sense?”
- Reason abstractly and quantitatively.
 - Make sense of quantities and their relationships in problems
 - Create coherent representations of problems
- Construct viable arguments and critique the reasoning of others.
 - Understand and use information to construct arguments
 - Make and explore the truth of conjectures
 - Justify conclusions and respond to arguments of others
- Model with mathematics.
 - Apply mathematics to problems in everyday life
 - Identify quantities in a practical situation
 - Interpret results in the context of the situation and reflect on whether the results make sense
- Use appropriate tools strategically.
 - Consider the available tools when solving problems
 - Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)
- Be precise.

- Communicate precisely to others
- Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
- Calculate accurately and efficiently

- Look for and make use of structure.
 - Discern patterns and structures
 - Can step back for an overview and shift perspective
 - See complicated things as single objects or as being composed of several objects

- Look for and identify ways to create shortcuts when doing problems.
 - When calculations are repeated, look for general methods, patterns and shortcuts
 - Be able to evaluate whether an answer makes sense

In Mathematics, students will also be responsible for learning the content and the skills at each grade level of the State Standards. For example, an overview of the Kindergarten mathematics standards is included below.

Grade K Overview | Mathematics

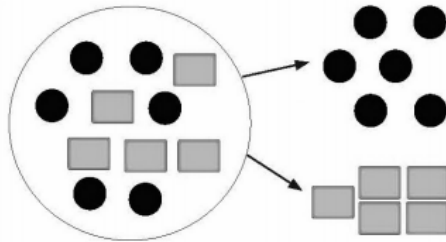
Kindergarten students learn to count to 100 and write numbers to 20. Attention is given to numbers 11-20 where emphasis is placed on tens and ones building a foundation for place value understanding. Beginning addition and subtraction starts in kindergarten. Students sort and classify groups of objects and identify basic shapes.

- Know number names and be able to count to 100
- Write numbers 0 – 20
- Learn about numbers 11-20, with tens and ones
- Count objects to tell the number of things in a group up to 20
- Compare numbers and groups



Which group has more? Which group has less?
Are these groups equal?

- Understand that addition is putting together groups and adding to groups
- Understand that subtraction is taking apart groups and taking from groups
- Fluently add and subtract within 5
- Understand concepts of time (morning, afternoon, evening, etc.)
- Know about the tools that measure time (clock, calendar, etc.)
- Sort objects into groups



Reading and Language Arts

Similarly, for English Language Arts, the Charter School students, will become proficient at all of the adopted Common Core State Standards for ELA.

History and Social Science

Students will understand and apply knowledge in the areas of history, geography, economics, civics, and government, as described in the History-Social Science Framework, to appreciate the interrelationships that exist within our complex 21st Century. They will develop the skills of a historian through research and the use of primary sources.

Science

Students will apply their knowledge of science in the three dimensions of the Next Generation Science Standards (Practices, Crosscutting Concepts, and Disciplinary Core Ideas). There will be a focus on involving deeper understanding and application of content than the often fact-driven State Standards previously adopted by California.

Other Areas of Emphasis in Curriculum

In addition to the core curriculum, the Charter School will also emphasize several other curricular areas in its course of study, including (1) health, especially those elements cited in the State Standards; (2) physical education, as outlined in the *Physical Education Model Content Standards*; (3) visual and performing arts, as spelled out by grade level in the *Visual and Performing Arts Content Standards*; and (4) agricultural science. Although not necessarily designed as separate courses of study, agricultural sciences and language study will be incorporated throughout the curriculum.

Unique Aspects of the Charter School's Program

Curricular decisions will be approved by the Charter School's Board of Directors. The Charter School's staff shall be encouraged to offer their expertise in selecting appropriate curricular materials.

The courses of study developed for the Charter School will be intellectually demanding, relevant, and taught through an interdisciplinary team-teaching approach. Based on current research on how students learn, this interdisciplinary team-based approach reinforces brain-based learning. It has been demonstrated that students are better able to retain information when curriculum is presented in an integrated setting rather than in isolation.

The Charter School's teachers are encouraged to use an interdisciplinary approach in a State Standards-based system with student-centered learning opportunities. This will be accomplished through the seamless integration of State Standards with project-based learning, as described above. In order to ensure the effective integration of these pedagogical approaches, all staff members shall have a variety of opportunities for professional development, including staff

development to enhance the Charter School’s team-based approach to learning. Staff training shall be focused on the academic State Standards, best practices in teaching, and accountability for school-wide goals.

The Charter School will implement a comprehensive model of continuous school improvement, which includes staff professional development as well as personalized coaching to help teachers implement concepts in their classroom in a practical way that meets their needs. The Charter School will encourage teachers to identify the types of professional development that they need in order to fulfill the mission and vision of the Charter School.

Teachers and administrators have received onsite professional development from the McGraw Hill publishers of the State Standards- aligned curriculum. Additional training has been scheduled for the 2019-20 school year to ensure a strong understanding on content and delivery strategies, as well as, understanding the use of assessment tools to modify instruction as needed. Additional professional development will focus on topics that are relevant to the Charter School’s mission, such as project-based learning.

Teachers will be encouraged to share with the staff and Charter School Board of Directors the areas where they feel a need for more support and professional development. Peer support teams and informal and/or formal interdisciplinary teams will promote the Charter School as a place for professional and personal growth for every staff member, as well as a place for learning for every student.

Technology will be available for all students as an integral part of the curriculum, staff members will be adequately trained in the use of computers and tablets and their application to curricular planning and development and for data retrieval and analysis.

The standard for high-quality student work will be enhanced and enabled by excellent teaching within a supportive school culture in which:

Teachers are expected to:

- Demonstrate annual progress on the Charter School’s teacher/staff rubric
- Possess demonstrable professional competence; maintain emotional and physically safe learning environments.
- Implement State Standards-based education in all areas of the curriculum.
- Use curricular materials and assessment practices that are aligned with State Standards.
- Provide content and performance standards that are clear, including required academic performance levels, for all parents and students.
- Assign regular and relevant homework linked to content and performance standards.
- Establish the development of literacy as a high priority.
- Utilize support personnel, including parent and community volunteers.
- Facilitate student access to human services agencies and to other appropriate organizations.
- Encourage innovation and academic excellence.

Learning opportunities include the following:

- Students will be encouraged to collaborate and work effectively with other students in the TK-6 community.
- Students shall have opportunities to participate in a well-articulated physical fitness and athletics program that will promote lifelong fitness.
- Students shall have opportunities to participate in visual and performing arts programs.
- Students will develop individual goals for high school, post-high school, and career planning.

D. CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the Charter School has developed annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d)(2)-(8), and specific annual actions to achieve those goals. The Charter School annually revises its goals during the process of adopting the Local Control and Accountability Plan (“LCAP”). The 2019-20 LCAP is included in this document in Appendix E, and the current LCAP is on file with the District.

E. PLANS FOR STUDENTS WHO ACHIEVE BELOW OR ABOVE GRADE LEVEL

It is the primary goal of the Charter School to have a student body meeting or exceeding State Standards on all achievement tests. Establishing a comprehensive intervention system is a critical component of a sound educational program. It is the intention of the Charter School to implement academic support structures for students and their identified needs. There are two particular groups of students who need strategically differentiated intervention/enrichment programs. First, students who do not meet their progression towards proficiency in English language arts, English language development, and mathematics, and need intervention programs. Second, students who are achieving above grade level will also benefit from enrichment programs, which will be a regular part of their daily curricular experience.

The Charter School promotes success for all students. The Charter School believes all students can achieve high results, regardless of their strengths, weaknesses, and life experiences, and therefore, should be offered opportunities to engage in a rigorous curriculum.

Students Achieving Above Grade Level Expectations

Students who are achieving above grade level will be provided with opportunities to extend and expand on the State Standards. Teachers will engage students with open ended projects and allow students to work at their individual level to challenge and enhance their experience and produce the best work in accordance with their ability. The Charter School will also provide appropriate reading material to build student awareness and imagination. Understanding and comprehension of reading material will be assessed using the Accelerated Reading program and individual goals set to challenge the student. Students will be identified as achieving above grade level primarily through daily teacher interactions and daily assessments in the classroom. Extension activities through Project-Based Learning opportunities will be provided for accelerated learners.

Students Achieving Below Grade Level Expectations

Students who are not meeting grade level expectations will be provided additional interventions. In order to determine which students are operating below grade level, the Charter School will utilize several techniques. One of the primary ways of identifying these students is through the daily teacher interactions with the student. Teachers are offering daily assessments, checking for understanding regularly and providing students with ample opportunities to demonstrate their mastery of skills. In addition to the teacher identification of those students not meeting grade level expectations, the Charter School will employ a series of regular assessments, beginning early in the school year, to determine the student's performance level. These monthly assessments will be based on items derived from a State Standards item bank, which will provide the teacher with diagnostic information about each student's performance and identify those students in need of extra help. Finally, the Charter School will use the results of the state assessments when identifying those students in need of remediation. Above all, this is a data-driven process, where the teacher and administrator will work together in this identification.

The interventions provided to the students will focus on building and supporting basic reading, writing, and math skills for success in the regular grade level appropriate curriculum. Additionally, the interventions will provide opportunities for students to relearn concepts already presented to them. Students will be identified for intervention, based CAASPP data (students with an achievement result of "Standard Not Met"), diagnostic assessments to be administered by classroom teachers, and any other classroom-based assessment data relevant to student achievement.

Student Study Team

The Charter School is committed to working with students who are performing below grade level by helping them achieve at expected levels and to those students who are performing above grade level and needing additional challenges. The Charter School will identify students who are performing below or above grade level expectations, or those students otherwise having behavioral issues, and use a Student Study Team ("SST") process to develop a plan to address their individual needs.

The Charter School Response to intervention ("RTI") is a multi-tiered service-delivery model. For students who are not progressing with Tier 1-2 interventions, Tier 3 interventions will be provided. Tier 1 interventions include targeted instruction and flexible grouping and ongoing assessments. Tier 2 interventions are monitored by the Learning Center Coordinator to ensure a more targeted support program. Assistance at tier 3 level may be more frequent, involve smaller group aide or additional time provided to complete tasks. Tier 3 may utilize specific materials or programs that focus on the targeted need. The Charter School's Learning Center Coordinator will monitor and ensure that Tier 3 interventions are provided and will be responsible to monitor progress. A mix of pullout and push in services will be utilized with the goal of fewer classroom pullouts or interruptions. The Learning Center Coordinator will be responsible for monitoring and working with the classroom teacher to ensure that appropriate interventions are being implemented.

An SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and student. An SST is a general education function. All students can benefit from an SST, including, but not limited to, those students achieving below or above grade level expectations and students who have experienced emotional trauma, or have behavioral or language challenges.

Anyone who has a concern for a student can refer that student to the SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns, and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement personnel. The meeting is designed to bring out the best in the people involved.

The Charter School's 12 SST meeting steps shall include:

1. Team members introduce themselves and their roles.
2. The purpose and process of the meeting are stated.
3. A timekeeper is appointed.
4. Strengths are identified.
5. Concerns are discussed, clarified, and listed.
6. Pertinent information and currently deployed accommodations are identified.
7. Concerns are synthesized, with one or two chosen for focus.
8. Strategies to deal given concerns are brainstormed.
9. Team chooses best strategies to carry into action.
10. Individuals make commitments to actions.
11. Persons responsible and timelines for actions are recorded.
12. Follow-up date is set. 6-8 weeks

If the concerns continue to exist after an SST plan has been implemented, revisions to the plan may be discussed or, if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST. The RCS Special Education team will be requested to assist in formal assessments to determine if district services are required.

F. PLAN FOR ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Teachers will create a plan that ensures that EL's needs are being met on a daily basis. The Charter School's goal is that each student will be reclassified within 5 years.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment in the Charter School.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures provide for multiple criteria in determining whether to classify a pupil as proficient in English, including, but not limited to, all of the following:

- Assessment of language proficiency, using an objective assessment instrument; this includes, but is not limited to, the ELPAC.
- The pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil may evaluate the pupil’s mastery of the curriculum.
- Parental opinion and consultation may be sought through a notice to parents or guardians. This includes language reclassification and placement, giving the parents an opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- A comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills. The comparison will be based on the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learners

The instructional design model to be used by the Charter School places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of instructional strategies to be used specifically with English Learners. These strategies include, but are not limited to, the following techniques:

The Guided Language Acquisition Design. GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement and cross-cultural skills. GLAD is an instructional model that develops metacognitive use of high level, academic language and literacy. All teachers will be

trained to utilize GLAD strategies, as it relies on teachers implementing specific strategies to enhance the learning environment.

Cooperative Learning. Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, and Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have limited English proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task, such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

Language Experience Approach (also known as dictated stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).

Dialogue Journals (also known as interactive journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a nonthreatening opportunity for EL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' abilities to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research in cognitive academic language proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic

language. These strategies are a central part of sheltered instructional methods but can be used in any classroom context. (See Gibbons [2002] for specific scaffolding strategies.)

Native Language Support. Whenever possible, EL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student’s language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student’s native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience." In addition, they found that it also "gave teachers a way to show their respect and value for students’ languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement; and fostered students’ development of, knowledge of, and pride in their native languages and cultures."

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.
- Teachers will be evaluated yearly using the Insight Core Framework Rubric.

G. SERVING STUDENTS WITH DISABILITIES

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School shall be categorized as an independent local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all of SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability.

The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the ADA. The facilities to be utilized by the school shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal or assigned administrator and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team that will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parents or guardians of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he or she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students Under the IDEA

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special

education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement polices relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

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

SELPA Representation

The Charter School shall represent itself at all SELPA meetings.

Funding

The Charter School shall be subject to the allocation plan of the SELPA.

II. MEASURABLE PUPIL OUTCOMES AND

III. ASSESSMENT OF STUDENT PERFORMANCE

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.— Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.—Education Code Section 47605(b)(5)(C).

A. SCHOOLWIDE OUTCOMES / METHODS OF MEASUREMENT

The Charter School will measure school wide outcomes as required and referenced in its LCAP. In order to best serve our students and community, the Charter School will examine and refine its list of school-wide outcomes annually.

B. SUBJECT MATTER SPECIFIC PUPIL OUTCOMES

The State Standards define for each subject and grade the most important knowledge that students must acquire and the skills that they must master. Appropriate grade-level mastery of core academic skills will include, but not be limited to, the following:

Reading and English Language Arts

Students will demonstrate strong reading, writing, speaking and language skills in multiple forms of expression (e.g., written, oral, multimedia, and performing arts) with communication skills appropriate to age, setting, and audience.

Mathematics

Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within number sense and operations, functions and algebra, geometry and measurement, and statistics, data analysis, and probability appropriate to their skill levels.

History and Social Science

Students will understand and apply knowledge in the areas of history, geography, economics, civics, and government to appreciate the interrelationships that exist within our complex 21st Century. They will develop the skills of a historian through research and the use of primary sources.

Science

Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of the sciences. They will develop the skills of a scientist through research and lab opportunities.

Other Areas of Emphasis

In addition to the core curriculum, as noted earlier in Section II of this charter, the Charter School will also emphasize several other curricular areas in the course of studies offered the students from Transitional Kindergarten through grade six. The areas include (1) health and nutrition; (2) physical education and athletics; (3) visual and performing arts; and (4) agricultural science.

C. OUTCOMES THAT ALIGN WITH STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(B), the Charter School's measurable student outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, can be found in the Charter School's current LCAP. The 2019-20 LCAP is included in this document in Appendix E, and the current LCAP is on file with the District.

D. METHODS OF ASSESSMENT AND REPORTING OF DATA

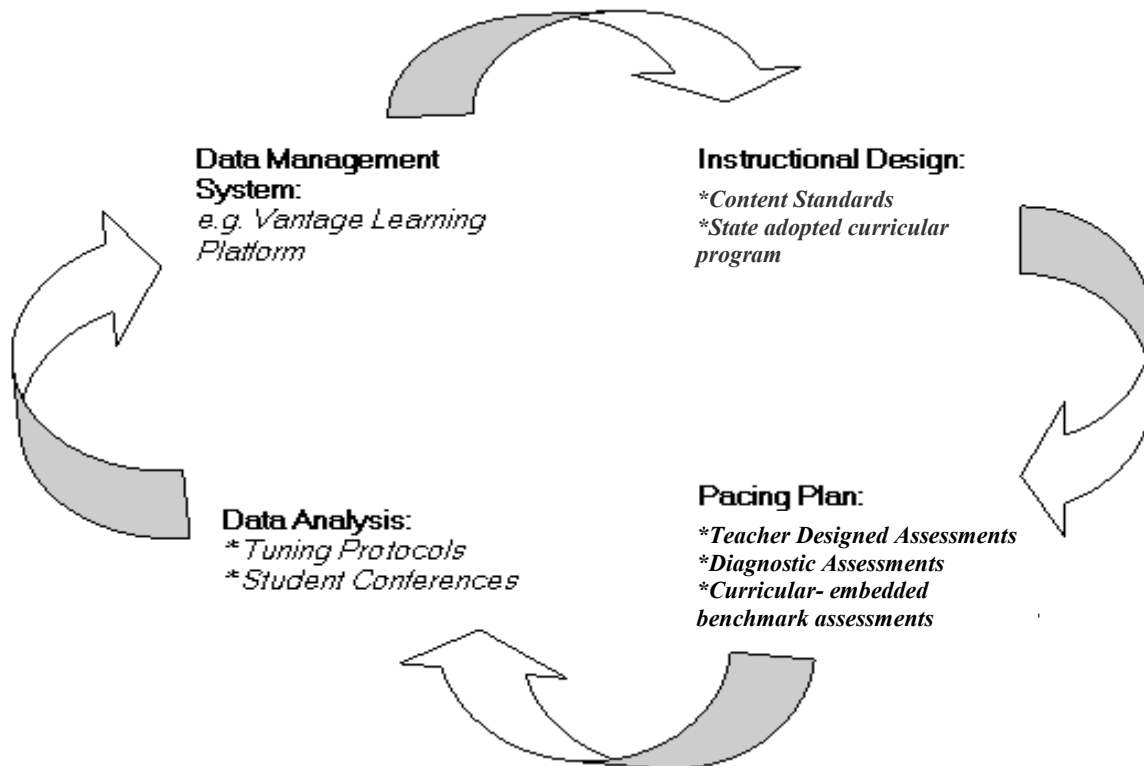
The Charter School shall conduct the required pupil assessments pursuant to Education Code Section 60605 and any other pupil assessments applicable to pupils in non-charter public schools. The Charter School affirms that its methods for measuring pupil outcomes for the State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

The Charter School is dedicated to documenting student achievement of the State standards each year through state-mandated assessments.

The Charter School will implement a cyclical feedback process to ensure that measurable pupil outcomes are used to inform and guide instruction. Teachers will be trained to work with State Standards and the chosen curricular program(s) to determine pupil outcomes. The Charter School has chosen a curricular program that includes curriculum referenced tests that are aligned to its sequence. These tests, along with other curricular-embedded, nationally normed assessments, and teacher-designed assessments, will be used to assess student mastery of the standards. The Charter School utilizes school-wide pacing plans for each grade level that identify when each State Standard is assessed during the course of the year.

The Charter School will compile and disaggregate assessment data (by student subgroup) and create a variety of instructive data reports. These reports will be used by teachers and other staff to collectively analyze student performance and modify instruction as needed. Using this data staff will review student performance by subgroup and grade level. The Charter School will also employ a strategy of quarterly assessments in each grade. The results of these assessments will be aggregated and shared with the teachers, administrators to determine the best strategy for maximizing student performance. The Charter School staff, and its governing board, will examine the findings and plan to make appropriate adjustments to ensure the success of all students in the Charter School.

Teachers will meet weekly as an entire staff with the administration and the leadership team. During these weekly collaborative meetings, teachers will apply tuning protocols; use student data conferences and other data analysis processes to identify students' academic strengths and weaknesses; and use that information to guide their instructional design. The Principal will monitor the use of data to drive instruction.



The data analysis process will also help the Charter School staff determine which students are in need of intervention (remedial instruction) or enrichment. Students in need of intervention services who are performing two or more levels below their actual grade level (as indicated by diagnostic assessments and/or curricular-embedded assessments) and those students who are not meeting State Standards in any subject area on the state mandated testing will receive interventions, as discussed above, including, but not limited to, instruction in one of the CDE-adopted reading and/or math intervention programs (e.g., *Read 180*, *McDougall Littell*).

Student progress shall be measured through varied and diverse methods, which include, unit tests, and standardized tests as well as through ongoing “authentic assessment” methods, such as demonstrations, performances, and exhibitions.

Students will also be measured in non-curricular areas, such as class attendance and discipline, to ensure that they are meeting their social responsibilities. The Charter School believes that students develop important life skills when they are held responsible for both performance and conduct.

The Charter School will centrally manage scores from assessments and other meaningful quantifiable data so that students’ progress within particular subjects and across all subjects and areas of interest can be monitored. The Charter School will provide the students and teachers this progress data so that the Charter School staff, students, and parents can track individual student performance throughout the student’s career at the Charter School.

Teachers and students shall be able to critically analyze student data, identify strengths and opportunity areas, develop individualized learning plans, and define goals for the students. Goals would be jointly set by teachers and students, and student progress will be tracked and discussed with both students and parents on a regular basis. Parent participation will be essential in setting up these individual student educational contracts and in managing the students as they successfully progress through their goals and objectives. This information will be used to identify areas of student, teacher, and program level improvement within the Charter School’s program. The Charter School will encourage active participation by parents in their child’s learning. The Charter School will provide extensive opportunities for parents to provide their time and assistance in the classroom and on school grounds. Additionally, the Charter School will work with parent groups established at the school to maximize the home to school connection.

Additional assistance will be offered to those students who need extra help in reaching their academic and personal goals. Examples include peer tutoring, parent or community volunteer assistance, after-school mentoring programs, and educating parents on how they can help at home.

State-Standards-based report cards will be utilized for both progress reports and end of term grading to communicate student performance with parents.

E. PERFORMANCE REPORTING

In the fall of each year, the Charter School will provide to the District Board of Education an annual performance report. This report will include the following information:

- Summary data showing student progress toward the goals and outcomes listed above
- A summary of major decisions and policies set forth by the Charter School’s Board of Directors during the year
- Data on the parent involvement in the school’s governance (and other facets of the school) and summary data from a yearly parent and student satisfaction survey
- Data regarding the number of staff working at the school and their qualifications

- A copy of the school’s health and safety policies and any major changes to those policies during the year
- A comprehensive view of the Charter School’s admissions practices during the year (This will include information regarding the numbers of students enrolled, children on waiting lists, and the students expelled and/or suspended.)
- Analyses of the effectiveness of the Charter School’s internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints
- Results of a Parent/teacher satisfaction survey
- Any other information regarding the educational program and the administrative, legal, and governance operations of the Charter School relative to compliance with the terms of the charter generally

The Charter School and District’s Board of Education will jointly develop any additional content, evaluation criteria, timelines, and processes for the annual performance report. The Charter School will use the data in the performance report to assess and improve upon its educational programming, as deemed necessary.

The above-referenced annual performance report and the state mandated School Accountability Report Card and Local Control Accountability Plan (see below) will be submitted to the District within the timelines agreed upon by the District and the Charter School and made available to the public. The Charter School and District’s Board of Education has developed a visitation process to enable the District to gather information needed to validate the school’s performance and compliance with the terms of this charter. However, the Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the district, the Sacramento County Office of Education, and the State Superintendent of Public Instruction.

F. LOCAL CONTROL AND ACCOUNTABILITY PLAN

Pursuant to Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan pursuant to regulations and a template adopted by the State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter.. The Charter School shall submit the LCAP to the District and the Sacramento County Superintendent of Schools annually on or before July 1 of each year as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. —Education Code Section 47605(b)(5)(D).

A. NONPROFIT PUBLIC BENEFIT CORPORATION

The Charter School will be a directly funded independent charter school operated by River Charter Schools, a California nonprofit public benefit corporation, pursuant to California law.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight, as required by statute, and other contracted services, as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(d), River Delta Unified School District shall not be liable for the debts and obligations of Delta Elementary Charter, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix B, are the Articles of Incorporation, the Bylaws, and the Conflict of Interest Code of River Charter Schools.

River Charter Schools is a non-profit public benefit corporation that has created a non-profit public benefit supporting organization, Leaders & Scholars, Inc., whose purpose is to operate “exclusively for the benefit of, to perform the functions of, or to carry out the purposes of” River Charter Schools. Further, according to its Bylaws (attached as Appendix F), it is “to direct attention and effort toward providing funding to support the educational purposes of River Charter Schools and the development of other charter schools that may later be formed.” No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. All the board members of Leaders & Scholars, Inc. are appointed by the Board of River Charter Schools and none of the Board members receive compensation.

Leaders & Scholars, Inc. has created Leaders & Scholars, LLC “L&S LLC” and Leaders & Scholars Two, LLC “L&S Two”(see Appendix F for their Operating Agreements) to further its charitable and exempt activities and all property owned by the Companies are irrevocably dedicated to charitable purposes. In keeping with their Operating Agreements, if L&S LLC or L&S Two is dissolved for any reason, all of their assets after paying lawful debts will be distributed to the Sole Member (Leaders & Scholars, Inc.) an organization organized and operated exclusively for charitable purposes and which has established its tax-exempt status under section 501(c)(3) of the Internal Revenue Code. In accordance with Generally Accepted Accounting Principles (“GAAP”), the financial statements of both RCS charter schools are consolidated together in the River Charter Schools’ audit and financial statements. The audited statements provided to the District always have contained, and will continue to contain, both a profit and loss statement and a balance sheet that shows DECS broken out from all other RCS entities. All State required submittals: (1) annual budget; (2) interim budgets; (3) unaudited actual for DECS shall be

submitted separately to the District to enable it to conduct its required oversight. In accordance with GAAP, the financial statements of both Leaders & Scholars, Inc., L&S LLC and L&S Two are consolidated together in River Charter Schools' audit and financial statements. L&S Two holds title to DECS' modular buildings located at 36230 N. School St., Clarksburg, CA which it acquired from DECS at the net book value of those buildings. Payment was in the form of paying off DECS' two bank loans and establishing a fully amortized note payable with DES for the balance. L&S Two leases the buildings to DECS. (See Facilities section of charter for more information.)

B. BOARD OF DIRECTORS

Delta Elementary Charter is governed by the Board of Directors of River Charter Schools, in accordance with its adopted corporate bylaws, which are consistent with the terms of this charter. The current charter bylaws can be found in Appendix B.

Board's Duties

The Board of Directors of River Charter Schools will meet regularly, at least once a month and in accordance with the Ralph M. Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School, including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Superintendent of the Charter School:
- Hire, promote, discipline, and dismiss all employees of the charter school after consideration of a recommendation by the Superintendent.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies of the Charter School. These will include effective human resource policies for career growth and compensation of the staff.
- Approve and monitor the Charter School's annual budget and budget revisions.
- Act as a fiscal agent. This includes the receipt of funds for the operation of the Charter School in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the Charter School.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees, as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school-related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Engage in strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Review requests for out-of-state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures, when necessary.
- Approve charter amendments, as necessary, and submit material revisions, as necessary, for the District's consideration.
- Approve annual fiscal audit.

- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which schools are established. The Charter School shall comply with the Ralph M. Brown Act.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. The Conflict of Interest Code” is included in Appendix B.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties. Such delegation will:

- Be in writing.
- Specify the entity designated.
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation.
- Require an affirmative vote of a majority of Board members.

The River Charter Schools’ Board of Directors will attend in-service sessions for the purposes of training Board members on their responsibilities, with topics to include, at a minimum, conflicts of interest and the Ralph M. Brown Act.

C. CENTRAL OFFICE

Central Office” (“Home Office” in audit documents) is not a physical location but, rather, a classification of personnel and expenditures that are incurred by RCS for the benefit of both charter schools. These expenditures are allocated to the two charter schools based primarily on proportional Average Daily Attendance. Staff positions and benefits classified as Home Office are: Superintendent; Chief Business Officer; Special Education Director; Business Analyst; and Payroll, Human Resources, and Business Technicians. Expenditures classified as Home Office include audit fees, legal expense, payroll processing, and bank fees (legal and other direct costs attributable to one school are charged directly to the appropriate charter school).

DC. SUPERINTENDENT

The Superintendent shall be the Chief Executive Officer of the Charter School. He/she is responsible for the effective operation of the Charter School; general administration of all instructional, business or other operations of the Charter School (in coordination with the Charter

School's Chief Business Officer); and for advising and making recommendations to the Board with respect to such activities. He/she shall perform all the duties and accept all of the responsibilities required by a Superintendent as prescribed by the Board.

Primary Activities:

- Keep the Board informed of the condition of the Charter School's educational system; assure effective communication between Board and the staff of the Charter School. Relay all communications by the Board regarding personnel to District employees and receive from all school personnel any communications directed to the Board.
- In consultation with the President of the Board, prepare the agenda for Board meetings.
- Prepare and submit recommendations to the Board relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
- Develop and recommend to the Board objectives of the educational system; see to the development of internal objectives which support those of the Board.
- Develop and recommend to the Board long range plans consistent with population trends, cultural needs, and the appropriate use of school facilities and see to the development of long-range plans which are consistent with Board objectives. To be consistent with Local Control and Accountability Plan.
- See to the execution of all decisions of the Board.
- See that sound plans of organization, educational programs and services are developed and maintained for the Board.
- Work with Charter School's CBO to maintain adequate records for the Charter School, including a system of financial accounts, business and property records, personnel records.
- See that appropriate in-service training is conducted as are necessary to carry out the educational programs of the Charter School.
- Recommend to the Board all appointments, discipline or termination of employment of teaching and non-teaching personnel of the Charter School.
- See to the development throughout the Charter School of high standards of performance in educational achievement, use of and development of personnel, public responsibility, and operating efficiency.
- See that effective relations with RDUSD are maintained at the Superintendent and District level. See that relations with the Clarksburg Middle School ("CMS")/Delta High School ("DHS") staff and Principal focus on retaining students in the Clarksburg school system: i.e. DECS to CMS/DHS.
- Establish and maintain liaison with community groups that are interested or involved in the educational programs of the Charter School community.
- Establish and maintain liaison with California Charter Schools Association, County Office of Education, the California Department of Education, Legislature, colleges and universities.
- Directly oversee the work of central office personnel.
- Hold regular meetings with site administrator, Coordinators and Directors to discuss educational problems facing the Charter School.
- Work extensively with CBO on budgets to ensure alignment with Charter School goals.

- Work with CBO on relationships with advisors, consultants, auditors, architects, attorneys and contractors.
- Represent the Charter School before the public, and maintain, through cooperative leadership such a program of public relations as may keep the public informed as to the activities, needs and successes of the Charter School.
- Receive all complaints, comments, concerns and criticisms regarding the operation of the Charter School from the public, employees, students and Board members.
- Approve all major contracts; assist Charter School's CBO in the development of the annual budget to ensure financial success.
- Complete annual Charter School review process.

ED. PRINCIPAL

The Principal reports directly to the Superintendent, and he or she is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The Principal will be the leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student learning experiences.

The Principal is assigned to perform assigned tasks directed from the Superintendent and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure that the Charter School enacts its mission.
- Supervise and evaluate teachers and staff.
- Communicate and report to the Superintendent.
- Oversee Charter School finances to ensure financial stability.
- Participate in and develop professional development workshops, as needed.
- Serve or appoint a designee to serve on any committees of the Charter School.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal.
- Ensure compliance with all applicable state and federal laws and help secure local grants.
- Communicate with parents, recruit new families and students, and assure families of academic growth.
- Take responsible steps to secure full and regular attendance at Charter School of the students enrolled in accordance with policies established by the Board of Directors.
- Complete and submit required documents, as requested or required by the charter and/or District Superintendent or River Charter Schools' Board of Directors.
- Identify the staffing needs of the Charter School and offer staff development, as needed.
- Maintain up-to-date financial records.
- Ensure that appropriate evaluation techniques are used for both students and staff.
- Establish and maintain a system to handle organizational tasks, such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables.
- Hire qualified substitute teachers, as needed.
- Ensure the security of the Charter School buildings.
- Promote and publish the Charter School program in the community and promote positive public relations and interact effectively with media.

- Encourage and support teachers on ongoing professional development.
- Attend meetings with the Charter School’s Chief Business Officer on fiscal oversight issues once monthly or as otherwise agreed upon.
- Provide all necessary financial reports, as required for proper reporting of average daily attendance (“ADA”).
- Develop the Charter School’s annual school accountability report card.
- Manage student discipline, as necessary, and participate in the suspension and expulsion process.
- Participate in special education meetings, as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted, as approved by the Board of Directors, to a business administrator of the Charter School or other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights), or to a third-party provider.

FE. ENGLISH LEARNER ADVISORY COMMITTEE

The Charter School will maintain an English Learner Advisory Committee (“ELAC”). The ELAC shall be comprised of parents, staff, and community members specifically designated to advise the Charter School on English Learner program services. The Charter School will work with parents of both English Learners and English speaking students in developing and adopting parent involvement strategies and policies.

GF. SCHOOL SITE COUNCIL

The Charter School will maintain a School Site Council (“SSC”). The SSC is an advisory committee that works together to support the Charter School’s growth as a united and innovative Charter School community. The membership of the SSC represents all major stakeholders in order to provide a forum for stakeholder voice and input on Charter School development as it relates to building community, accomplishing goals, and reaching the mission of the Charter School.

GH. PARENT INVOLVEMENT

Parent Teacher Club

The Charter School will maintain a Parent Teacher Club to be responsible for parent involvement in Charter School activities, fundraising, and advising the Charter School Board of Directors on any and all matters related to the strengthening of the Charter School community.

Parent Volunteer Opportunities

In addition to parent/guardian participants on the Board and parent participation on the Parent Teacher Club, parents will be strongly encouraged to contribute 30 hours per family per academic year to the Charter School. The Principal shall maintain a comprehensive list of volunteer opportunities, including, but not limited to, the following: volunteering in the classroom/school (including at-home assistance); tutoring; attending parent-teacher conferences; attending meetings

of the River Charter Schools' Board of Directors (as member or observer), ELAC or SSC, or any applicable parent group functions; participating in the planning of, or attendance at, fundraising or academic/arts events; or taking part in other activities upon approval by the Principal. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 30 hours of participation. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

IH. ORGANIZATIONAL CHART

See Appendix C for the RCS organizational chart.

V. QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the charter school. —Education Code Section 47605(b)(5)(E).

For all administrative, instructional, instructional support, and noninstructional support positions, the Charter School shall recruit professional, effective, and qualified personnel who believe in the vision of the Charter School and are in touch with the needs of the community. The Charter School shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

All employees should possess the personal characteristics, knowledge, and relevant experiences to meet the responsibilities and qualifications identified in their posted job description, as determined by the Charter School.

Employees and contractors of the the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1.

Prior to commencing employment with the Charter School, all employees shall be fingerprinted and receive a background clearance in accordance with Education Code Section 44237.

The following are a list of key personnel to be employed by the Charter School, along with corresponding qualifications:

Administrators' Qualifications

The Charter School seeks candidates who possess strong leadership skills; the ability to understand and implement the educational vision of the Charter School; and a desire to facilitate communication and effective participation among teachers, students, staff, the Board, and the community at large. The Charter School administrators shall possess the following minimum qualifications:

- Valid teaching credential
- Valid Administrative Services Credential (or Pupil Services Credential) preferred
- Minimum of five years of teaching experience
- Master's Degree or equivalent

Teachers' Qualifications

The Charter School shall seek teachers who are committed to education and the mission and vision of the Charter School and who are in touch with the needs of the community. Teachers are

expected to exhibit critical-thinking and communication skills, effective teaching strategies, subject-matter expertise, and a willingness to work collaboratively and take responsibility and exercise leadership for the Charter School as a whole.

The Charter School shall comply with Education Code Section 47605(1), which states:

Teachers in charter schools shall the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Teachers will be CLAD certified or will hold a similar certificate issued by the Commission on Teacher Credentialing.

Non-certificated Staff

The Charter School shall seek non-certificated candidates who embrace the vision of the Charter School and are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents. Non-certificated staff candidates must possess adequate professional training and/or experience.

Non-certificated staff members, who may include business service providers, a custodian, a school secretary, and a bus driver, must exhibit the following minimum qualifications¹:

- Adequate professional training and/or experience
- Any and all licenses or certifications necessary to perform the responsibilities of the position
- Positive references

Classroom Aides

The Charter School may hire well qualified paraprofessional classroom aides to further support students and teachers. The Charter School recognizes the importance of trained aides in the classroom to help the teacher in the instruction of students; therefore, aides must possess the following qualifications:

- Candidate must hold a high school diploma.

¹ In the alternative, the Charter School may contract for any or all of these services.

- Candidate must have completed a minimum of two years of post-secondary study (defined as 48 semester units or greater) or hold a minimum of an AA degree - to include coursework that shall prepare the paraprofessional candidate for demonstration of working knowledge of and the ability to assist in instructing in the areas of reading, writing, and math, or in "school readiness." In lieu of this, the candidate may have job experience in the same or similar position or have a skillset that is needed such as being bilingual.

Staff Selection Procedures

The Charter School shall not discriminate on the basis of any characteristic described in Education Code Section 220.

When a vacancy occurs, the Principal shall establish an ad hoc hiring committee, which shall:

- Announce openings.
- Recruit applicants; request resumes.
- Interview and select candidates.
- Teacher candidates will provide 1-2 demonstration lessons prior to final panel interview

VI. HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary, as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

—Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies for the Charter School site.

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

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary, as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with

students, , and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations, as is required at public schools pursuant to Health and Safety Code Sections 120325-120375 and Title 17, California Code of Regulations, Sections 6000-6075.

Medications in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medications in school. The Charter School has adopted a Medication Administration Policy attached as Appendix I. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis Screening

Students will be screened for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the school.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Emergency Preparedness

The Charter School shall adhere to an *Emergency Preparedness Handbook*, drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

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

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to

contact with bloodborne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus “(HBV”).

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

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and tobacco-free workplace.

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s discrimination and harassment policies.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for

complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

VII. RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. —Education Code Section 47605(b)(5)(G).

The Charter School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the River Delta Unified School District.

The Charter School will implement an outreach plan that includes, but is not limited to, the following elements or strategies, which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the River Delta Unified School District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the River Delta Unified School District, including Spanish language materials.

The outreach plan will be reviewed and updated annually based upon the success and/or failures of the prior year.

VIII. STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). —*Education Code Section 47605(b)(5)(H)*.

Charter schools are schools of choice. The Charter School shall admit all pupils who wish to attend the Charter School subject only to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment in the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a random public lottery, shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

- Completion of a student enrollment form
- Proof of immunizations
- Home language survey

- Completion of “Emergency Medical Information Form”
- Proof of minimum age requirements
- Release of records²

A. PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each spring for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade levels, with the exception of existing students who are guaranteed enrollment in the following school year. Currently enrolled students at the Charter School who will be moving up into the next grade level will be automatically re-enrolled for the following year. Each returning student will be required to return an “intent to return” form.

Admission preferences in the case of a public random drawing will be given to the following students in the following order:

~~Priority 1: Children of DECS Employees, Board of Directors, and Founding Members. (Not to exceed 15% of total population. “Founding Members” shall be defined in accordance with adopted policy of the Board of Directors.)~~

Priority 12: Students who reside in the former Clarksburg Elementary School attendance area.

Priority 23: Siblings of students who attended DECS during its first two inaugural years: 2007-2008 and 2008-2009.

~~Priority 34: Children of DECS Employees, Board of Directors, and Founding Members. (Not to exceed 15% of total population. “Founding Members” shall be defined in accordance with adopted policy of the Board of Directors.)~~

Priority 4: Siblings of students admitted or attending DECS who currently attend DECS for 30 school days.

Priority 5: Students who are currently enrolled in, and students who reside in the attendance area of, Bates Elementary School, where the Delta Elementary Charter School site is physically located and which has more than 55% of its student enrollment eligible for free and reduced price meals, in accordance with Education Code Section 47614.5.

Priority 6: Residents of the River Delta Unified School District attendance area.

² The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

Priority 7: Siblings of students attending Clarksburg Middle School or Delta High School.

Priority 8: All students on the “wait list” from the previous year.

Priority 9: All other out-of-District applicants.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Once a grade level is filled to capacity, applications will continue to be drawn for positions on a waiting list. This waiting list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a waiting list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email prior to the lottery date.

B. SCHOOL ORIENTATION AND PARENT CONTRACT

Interested parents of prospective students are strongly encouraged to visit the DECS to learn more about the Charter School’s goals and philosophy. Once a student has been enrolled in the Charter School, a parent and /or guardian will be encouraged to sign a nonbinding Parent Contract, which is a voluntary agreement among families, the Charter School, and the student. The provisions of the Parent Contract are described further below:

1. Work with staff to provide an optimal learning environment at home and school.
2. Strive to contribute a minimum of 30 hours per school year in a volunteer capacity.

The intent of the Parent Contract is to create a strong relationship between families of the Charter School's students and Charter School personnel. Parents of students enrolled in the Charter School will be encouraged to consider the benefits of strong parental support to their children's education. Opportunities to meet the commitments of the Parent Contract will be flexible in order to provide for varying parental schedules and needs. Although the fulfillment of the Parent Contract is highly recommended, children whose parents are unable to complete the agreement will not be excluded from the Charter School program or activities, nor will Charter School personnel penalize them in any way.

IX. INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. — California Education Code Section 47605(b)(5)(I).

An annual independent fiscal audit of the books and records of the Charter School will be conducted, as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting principles. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools, as published in the K-12 Audit Guide issued by the State Controller's Office.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list of educational audit providers. To the extent required under applicable federal law, the audit's scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audits will be completed and forwarded to the District, the Sacramento County Superintendent of Schools, the State Controller, and to the CDE by December 15th of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with an anticipated timeline for doing so. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in this Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

X. SUSPENSION AND EXPULSION PROCEDURES

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

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). —Education Code Section 47605(b)(5)(J).

Policy

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

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School

staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this policy and procedures are available on request at the Principal's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property which includes but is not limited to, electronic files and databases., or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph

- (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or

is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

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

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of

any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of

his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed

inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

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

I. Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform

any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

XI. RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. —Education Code Section 47605(b)(5)(K).

Eligible employees in the Charter School will participate in the State Teachers' Retirement System ("STRS"). STRS participants are exempt from Social Security participation. All staff not participating in STRS will participate in Social Security, and all eligible staff working 30 hours per week or more will be enrolled in the Public Employees' Retirement System ("PERS") after 1,000 hours of employment following PERS regulations, if not already enrolled at the time of hire. The Charter School may elect to (a) file STRS and PERS reporting directly with Sacramento County Office of Education, or (b) ask the District to forward any required payroll deductions and related reporting data to STRS and PERS, as required by Education Code Section 47611.3. In the case of (b) above, the District may charge the Charter School its actual costs for the provision of such services. The Charter School reserves the right explore additional opportunities to offer to teachers and staff alternative retirement programs.

XII. ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. —Education Code Section 47605(b)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend schools within the District according to District policy or in another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

XIII. RETURN RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. –Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Accrued sick leave, but not vacation leave, earned at another school district shall be transferable to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

XIV. RESOLUTION OF DISPUTES

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. —Education Code Section 47605(b)(5)(N).

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, the Charter School staff, employees, and Board members of River Charter Schools and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and the Superintendent of the Charter School, ~~or their respective designees~~. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, but recognizes that it cannot require the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent of the Charter School and District Superintendent, ~~or their respective designees~~, shall informally meet and confer in a timely fashion to attempt to resolve the dispute not later than five business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District’s Superintendent and the Superintendent of the Charter School, ~~or their respective designees~~, and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and the Superintendent of the Charter School, ~~or their respective designees~~, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District Superintendent and the Superintendent of the Charter School, ~~or their respective designees~~. Mediation shall be held within 60 business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School are provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

XV. SCHOOL CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. —Education Code Section 47605(b)(5)(O).

The following procedures shall apply in the event that the Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Sacramento County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the non-profit public benefit, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as or by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix D, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

XVI. REPORTING AND ACCOUNTABILITY

A. BUDGETS AND FISCAL REPORTS

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. —Education Code Section 47605(g).

Attached, as Appendix D, please find the following documents:

- A projected 2020-21 budget
- Financial projections and cash flow for the next three years of operations.
- Budget narrative and assumptions

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District in accordance with Education Code Section 47604.33, as follows, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education, and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited actuals report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. INSURANCE COVERAGE

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purposes and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

C. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. —Education Code Section 47605(g).

The Principal will assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School's Board of Directors. The Charter School will provide internally or procure through a third-party contract most of its own administrative services, including, but not limited to, financial management, human resources, payroll, and attendance accounting.

Should the District be interested in offering certain services to the Charter School for a fee from the District, the Charter School shall consider the possibility of purchasing some of these or other services from the District. The specific terms and cost for these services will be the subject of a separate memorandum of understanding between the Charter School and the District and subject to District availability.

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one percent (1%) of the revenue of the Charter School. If the Charter School receives substantially rent-free facilities from the District, the District may charge the actual costs up to three percent (3%) of the revenue of the Charter School pursuant to Education Code Section 47613(b). Pursuant to Education Code Section 47613(f), "revenue of the charter school" means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

D. FACILITIES

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. — Education Code Section 47605(g)

The Charter School's address is 36230 N. School St., Clarksburg, CA 95612. At this address, the Charter School has 17 modular classroom buildings.

The Charter School receives facilities funding from the Charter School Facilities Grant Program lease reimbursement program, which is administered by the California School Finance Authority ("CSFA"). CSFA permits lease reimbursements to the Charter School through its supporting corporation, Leaders & Scholars, Inc., and the LLCs, L&S Two and L&S LLC as described in Section IV.A, above. Accordingly, River Charter Schools set up the supporting corporation and LLCs to match the requirements of CSFA's Regulations and, in particular, the California Code of Regulations, Title 4, Section 10170.14(a)(3)(B). This regulation allows the supporting LLC to pay for all the buildings/property and then lease them to the Charter School.

In the case of Delta Elementary Charter School, all its buildings are owned by L&S Two and are leased to DECS for approximately 83% of their fair market value (based on a current appraisal) or \$10.9K per building per year for a total monthly payment from DECS to L&S Two of \$12,750. As noted in Section IV.A. above, L&S Two has paid off both of DECS' bank loans and has originated in favor of DECS a fully amortized 15 year interest bearing (5%) note to pay DECS the balance of the net book value of the buildings it purchased.

DECS will continue to seek reimbursement from CSFA for the lease payments along with many other qualifying facilities expenses under the Charter School Facilities Grant Program (SB740).

E. TRANSPORTATION

The Charter school will provide bussing for a limited number of students residing in the Washington Unified School District boundaries. The Charter school will continue to work with RDUSD on bussing for in-district students.

F. FOOD SERVICES

The Charter School will enter into a contact for food services with either the District's chosen vendor or into another contract.

XVII. POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. — California Education Code Section 47605(g).

The Charter School shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure that the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding which shall provide for indemnification of the District by the Charter School. Insurance amounts will be determined by recommendations of the insurance company for schools of similar size, location, and type of program. The District shall be named an additional insured on the general liability insurance of the Charter School.

The corporate bylaws of River Charter Schools shall provide for indemnification of the Charter School's Board of Directors, officers, agents, and employees; and the Charter School will purchase general liability insurance, directors and officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

XVIII. CONCLUSION

By approving this charter renewal, River Delta Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils, with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The petitioners are eager to work independently, yet cooperatively, with the District to raise the bar for what a charter school can and should be. To this end, the petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term to begin July 1, 2020, Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47605 and 47607, as applicable. Consistent with the terms of approval, the term of this charter is five years, from July 1, 2020 to June 30, 2025.

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Project Based Learning Handbook: A Guide to Standards-Focused Project Based Learning (by Thom Markham, John Larmer, and Jason Ravitz) Novato, Calif.: Buck Institute for Education, 2003.

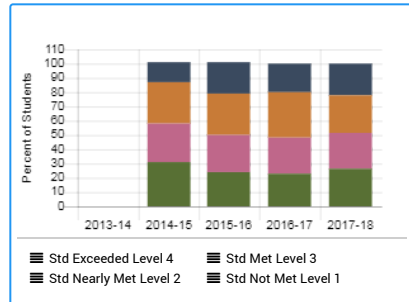
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CAASPP English Language Arts/Literacy Results

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

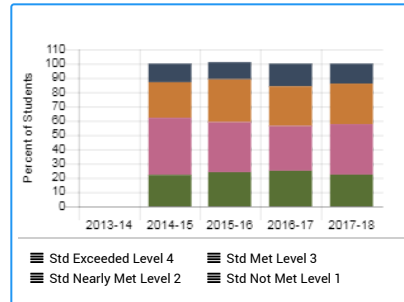
CAASPP English Language Arts/Literacy Results	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	14%	22%	20%	22.22%
Std Met Level 3	N/A	29%	29%	31.84%	26.34%
Std Nearly Met Level 2	N/A	27%	26%	25.31%	25.1%
Std Not Met Level 1	N/A	31%	24%	22.86%	26.34%

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for all students at this school. Use the dropdown above the graph to view results for English learners, students with disabilities, economically disadvantaged students or migrant students. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System.

CAASPP Mathematics Results

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

CAASPP Mathematics Results	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	13%	12%	15.92%	13.99%
Std Met Level 3	N/A	25%	30%	27.76%	28.4%
Std Nearly Met Level 2	N/A	40%	35%	31.43%	35.39%
Std Not Met Level 1	N/A	22%	24%	24.9%	22.22%

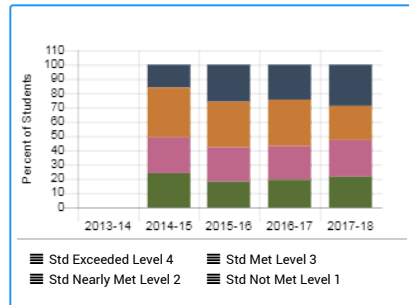
[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP Mathematics results by achievement level for all students at this school. Use the dropdown above the graph to view results for English learners, students with disabilities, economically disadvantaged students or migrant students. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System.

CAASPP ELA/Literacy Results for All Achievement Levels by Selected Race/Ethnicity

Delta Elementary Charter
CDS Code 34-67413-0114660

SECOND CATEGORY: White



[View Table Data](#)

CAASPP ELA/Literacy

Results for All Achievement Levels by Selected Race/Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	16%	26%	24.56%	28.93%
Std Met Level 3	N/A	35%	32%	32.46%	23.97%
Std Nearly Met Level 2	N/A	25%	24%	23.68%	25.62%
Std Not Met Level 1	N/A	24%	18%	19.3%	21.49%

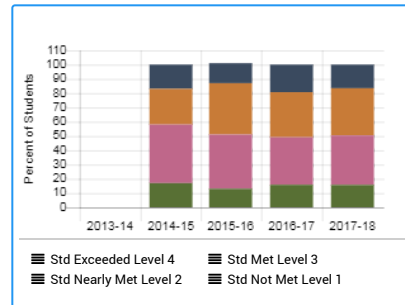
[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP English language arts/literacy results across all achievement levels for students in the selected group. Use the "Second Category" dropdown to display results for a different race/ethnicity. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP Mathematics Results for All Achievement Levels by Selected Race/Ethnicity

Delta Elementary Charter
CDS Code 34-67413-0114660

SECOND CATEGORY: White



[View Table Data](#)

CAASPP Mathematics

Results for All Achievement Levels by Selected Race/Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	17%	14%	19.3%	16.53%
Std Met Level 3	N/A	25%	36%	31.58%	33.06%
Std Nearly Met Level 2	N/A	41%	38%	33.33%	34.71%
Std Not Met Level 1	N/A	17%	13%	15.79%	15.7%

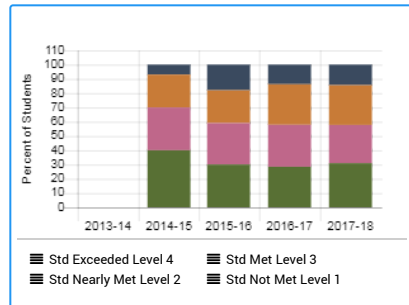
[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP mathematics results across all achievement levels for students in the selected group. Use the "Second Category" dropdown to display results for a different race/ethnicity. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP ELA/Literacy Results for All Achievement Levels by Selected Race/Ethnicity

Delta Elementary Charter
CDS Code 34-67413-0114660

SECOND CATEGORY: Hispanic or Latino



[View Table Data](#)

CAASPP ELA/Literacy

Results for All Achievement Levels by Selected Race/Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	7%	18%	13.73%	14.43%
Std Met Level 3	N/A	23%	23%	28.43%	27.84%
Std Nearly Met Level 2	N/A	30%	29%	29.41%	26.8%
Std Not Met Level 1	N/A	40%	30%	28.43%	30.93%

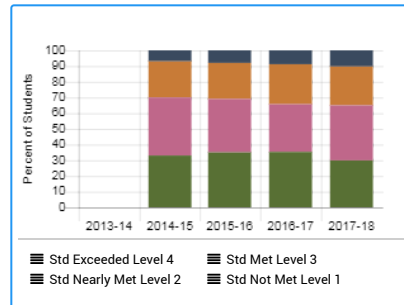
[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP English language arts/literacy results across all achievement levels for students in the selected group. Use the "Second Category" dropdown to display results for a different race/ethnicity. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP Mathematics Results for All Achievement Levels by Selected Race/Ethnicity

Delta Elementary Charter
CDS Code 34-67413-0114660

SECOND CATEGORY: Hispanic or Latino



[View Table Data](#)

CAASPP Mathematics

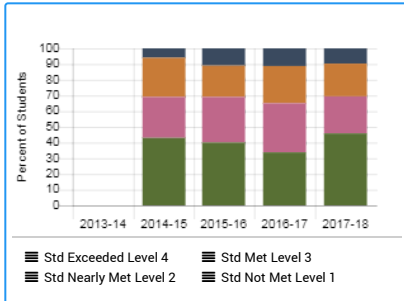
Results for All Achievement Levels by Selected Race/Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	7%	8%	8.82%	10.31%
Std Met Level 3	N/A	23%	23%	25.49%	24.74%
Std Nearly Met Level 2	N/A	37%	34%	30.39%	35.05%
Std Not Met Level 1	N/A	33%	35%	35.29%	29.9%

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP mathematics results across all achievement levels for students in the selected group. Use the "Second Category" dropdown to display results for a different race/ethnicity. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP ELA/Literacy Results for Economically Disadvantaged Students

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

CAASPP ELA/Literacy Results for Economically Disadvantaged Students

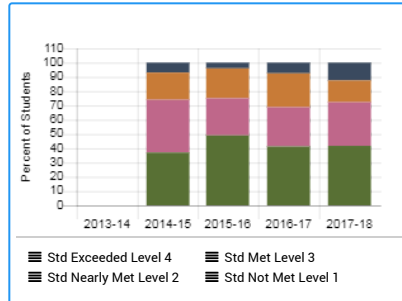
	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	6 %	11 %	11.25 %	9.72 %
Std Met Level 3	N/A	25 %	20 %	23.75 %	20.83 %
Std Nearly Met Level 2	N/A	26 %	29 %	31.25 %	23.61 %
Std Not Met Level 1	N/A	43 %	40 %	33.75 %	45.83 %

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for economically disadvantaged students at this school. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP Mathematics Results for Economically Disadvantaged Students

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

CAASPP Mathematics Results for Economically Disadvantaged Students

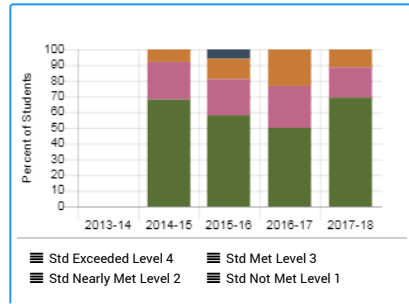
	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	7 %	4 %	7.5 %	12.5 %
Std Met Level 3	N/A	19 %	21 %	23.75 %	15.28 %
Std Nearly Met Level 2	N/A	37 %	26 %	27.5 %	30.56 %
Std Not Met Level 1	N/A	37 %	49 %	41.25 %	41.67 %

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP mathematics results by achievement level for Economically Disadvantaged students. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP ELA/Literacy Results for Students with Disabilities

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

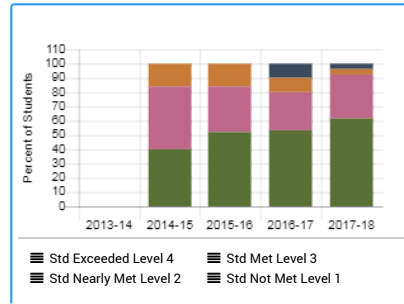
CAASPP ELA/Literacy Results for Students with Disabilities	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	0%	6%	0%	0%
Std Met Level 3	N/A	8%	13%	23.33%	11.54%
Std Nearly Met Level 2	N/A	24%	23%	26.67%	19.23%
Std Not Met Level 1	N/A	68%	58%	50%	69.23%

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for Students with Disabilities. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP Mathematics Results for Student with Disabilities

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

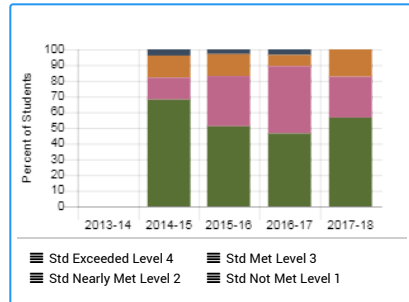
CAASPP Mathematics Results for Student with Disabilities	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	0%	0%	10%	3.85%
Std Met Level 3	N/A	16%	16%	10%	3.85%
Std Nearly Met Level 2	N/A	44%	32%	26.67%	30.77%
Std Not Met Level 1	N/A	40%	52%	53.33%	61.54%

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP mathematics results by achievement level for Students with disabilities. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP ELA/Literacy Results for English Learners

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

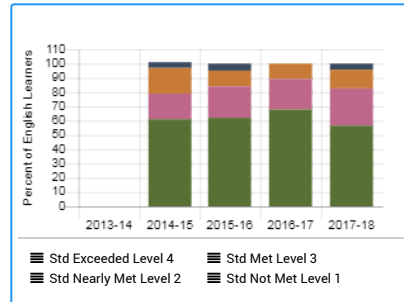
CAASPP ELA/Literacy Results for English Learners	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	4 %	3 %	3.57 %	0 %
Std Met Level 3	N/A	14 %	14 %	7.14 %	17.39 %
Std Nearly Met Level 2	N/A	14 %	32 %	42.86 %	26.09 %
Std Not Met Level 1	N/A	68 %	51 %	46.43 %	56.52 %

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for English learners at this school. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP Mathematics Results for English Learners

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

CAASPP Mathematics Results for English Learners	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	4 %	5 %	0 %	4.35 %
Std Met Level 3	N/A	18 %	11 %	10.71 %	13.04 %
Std Nearly Met Level 2	N/A	18 %	22 %	21.43 %	26.09 %
Std Not Met Level 1	N/A	61 %	62 %	67.86 %	56.52 %

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP mathematics results by achievement level for English learners at this school. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.



District School 2013-14 2014-15 2015-16 2016-17 2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Bridgeway Island Elementary (Washington Unified)	Southport Elementary (Washington Unified)	D. H. White Elementary (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Yolo	Yolo	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	Washington Unified	Washington Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	37.00 %	42.00 %	64.00 %	39.00 %	44.00 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	27.00 %	34.00 %	52.00 %	31.00 %	36.00 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District School 2013-14 2014-15 2015-16 2016-17 2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Bridgeway Island Elementary (Washington Unified)	Southport Elementary (Washington Unified)	D. H. White Elementary (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Yolo	Yolo	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	Washington Unified	Washington Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	34.00 %	57.00 %	64.00 %	54.00 %	33.00 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	28.00 %	46.00 %	53.00 %	41.00 %	26.00 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District

School

2013-14

2014-15

2015-16

2016-17

2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Bridgeway Island Elementary (Washington Unified)	Southport Elementary (Washington Unified)	D. H. White Elementary (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Yolo	Yolo	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	Washington Unified	Washington Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	37.93 %	61.54 %	65.36 %	52.06 %	30.99 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	25.29 %	53.85 %	51.16 %	37.50 %	31.58 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District

School

2013-14

2014-15

2015-16

2016-17

2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Bridgeway Island Elementary (Washington Unified)	Southport Elementary (Washington Unified)	Delta Elementary Charter (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Yolo	Yolo	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	Washington Unified	Washington Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	38.46 %	67.39 %	71.33 %	59.74 %	48.56 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	25.64 %	57.61 %	55.78 %	40.45 %	42.39 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District School 2013-14 2014-15 2015-16 2016-17 2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	D. H. White Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Walnut Grove Elementary (River Delta Joint Unified)	Delta Elementary Charter (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Sacramento	Sacramento	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	37.00 %	44.00 %	42.00 %	34.00 %	43.00 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	27.00 %	36.00 %	34.00 %	27.00 %	38.00 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District School 2013-14 2014-15 2015-16 2016-17 2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	D. H. White Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Walnut Grove Elementary (River Delta Joint Unified)	Delta Elementary Charter (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Sacramento	Sacramento	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	34.00 %	33.00 %	57.00 %	44.00 %	51.00 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	28.00 %	26.00 %	46.00 %	35.00 %	41.00 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District School 2013-14 2014-15 2015-16 2016-17 2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	D. H. White Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Walnut Grove Elementary (River Delta Joint Unified)	Delta Elementary Charter (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Sacramento	Sacramento	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	37.93 %	30.99 %	61.54 %	31.51 %	51.84 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	25.29 %	31.58 %	53.85 %	30.14 %	43.67 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District

School

2013-14

2014-15

2015-16

2016-17

2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	D. H. White Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Walnut Grove Elementary (River Delta Joint Unified)	Delta Elementary Charter (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Sacramento	Sacramento	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	38.46 %	41.40 %	67.39 %	50.62 %	48.56 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	25.64 %	31.02 %	57.61 %	35.80 %	42.39 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					

APR 11 2006

**ARTICLES OF INCORPORATION
OF
FRIENDS OF CLARKSBURG SCHOOLS**

I.

The name of the corporation is FRIENDS OF CLARKSBURG SCHOOLS

II.

- A. This corporation is a nonprofit PUBLIC BENEFIT CORPORATION and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and educational purposes.
- B. The specific purpose of this corporation is to manage, operate, guide, direct and promote charter schools serving the students of Clarksburg, California and neighboring communities, and other educational activities as the Board of Directors may define.

III.

The name and address of the corporation's initial agent for service of process is:

Nitasha K. Sawhney, Esq.
Burke, Williams and Sorensen, LLP
444 S. Flower Street, Suite 2400
Los Angeles, California 90071

IV.

- A. This corporation is organized and operated exclusively for public and charitable purposes within the meaning of Internal Revenue Code Section 501(c)(3).
- B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
- C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any further United States Internal Revenue Law) or (b) by a corporation contributions to which are

deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

V.

The property of this corporation is irrevocably dedicated to public, charitable and educational purposes, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private individual. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for public, charitable and educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

Dated: April 6, 2006


Elizabeth Yelland, Incorporator

**Bylaws of the
River Charter Schools**

A California Nonprofit Public Benefit Corporation

**Article I
Name**

Section 1. Name. The name of this Corporation is River Charter Schools.

**Article II
Offices of the Corporation**

Section 1. Principal Office of the Corporation. The principal office for the transaction of the activities and affairs of this Corporation is 36230 North School Street, Clarksburg, California 95612. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary in these bylaws opposite this section; alternatively, the section may be amended to state the new location.

Section 2. Other Offices of the Corporation. The Board of Directors may at any time establish a branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

**Article III
Purposes of the Corporation**

Section 1. General and Specific Purposes. The purposes of this Corporation are to manage, operate, guide, direct, and promote California public charter schools serving the students of Clarksburg, California, and neighboring communities, and such other educational activities as the Board of Directors may define. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, nor intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

**Article IV
Construction and Definitions**

Section 1. Construction and Definitions. Unless otherwise indicated, the general provisions, rules of sentence construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter; the singular includes the plural; and the plural includes the singular; and the term *person* includes both a legal entity and a natural person.

**Article V
Dedication of Assets**

Section 1. Dedication of Assets. This Corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code Section 501(c)(3).

**Article VI
Corporation Without Members**

Section 1. Corporation Without Members. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

**Article VII
Board of Directors**

Section 1. General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed and all corporate powers shall be exercised by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the Corporation’s activities to any person(s), management company, or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. Specific Powers. Without prejudice to the general powers set forth in Article VII, Section 1, of these bylaws, but subject to the same limitations, the Board shall have the power to:

- a. Appoint and remove, at the pleasure of the Board, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. Designated Directors and Terms. The Board of Directors will be composed of at least five (5), but no more than fifteen (15) members, which will include up to nine (9) At Large representatives, up to seven (7) of whom will be At Large representatives of Delta Elementary Charter School, and up to two (2) of whom will be At Large representatives of Lighthouse Charter School; and, a minimum of two (2) and a maximum of four (4) parents/former parents/guardians/former guardians of a River Charter Schools student/former student. A minimum of two (2) of the parents/former parents/guardians/former guardians will be of a Lighthouse student/former student. In addition, in accordance with California Education Code Section 47604(c), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit Corporation, River Charter Schools.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 4. Restriction on Interested Persons as Directors. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous twelve months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any mother, father, brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. Directors' Selection. Board members will be appointed to the Board by the Board, as outlined below and as consistent with the charter.

Parent representatives will be selected through a nomination process. The Board will appoint an ad hoc nomination committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. A parent representative cannot also be an employee of the Charter School.

At Large representatives will be appointed by the Board. The Charter School shall seek members from the broader community-at-large with expertise in areas critical to school success, including, but not limited to, education, school finance, fundraising, facilities, government, business, and legal. A preference shall be given to community members with experience as Founders of the Charter School. An At Large representative cannot also be an employee of the Charter School. In the case of a vacancy in an At Large representative seat, the Board will fill the vacancy by majority vote.

Section 6. Vacancies on the Board. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) an increase in the authorized number of directors.

Section 7. Resignation of Directors. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 8. Removal of Directors. Any director can be removed, with cause, by a 66.6 percent vote of the Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 [commencing with Section 54950] of Division 2 of Title 5 of the California Government Code). Cause for removal of a director includes but is not limited to conviction of a felony, declaration of unsound mind by a court order, a breach of duty as specified under California Nonprofit Benefit Corporation Law, Chapter 2, Article 3 or a failure to perform board directors' duties.

Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

Section 9. Location of Board Meetings. Regular meetings generally rotate each month between the RCS charter schoolsites. The regular meeting schedule, including meeting locations for the entire fiscal year, are published on the LCS website. The Board may designate that a meeting be held at any place within California that has been designated by resolution of Board or in the notice of the meeting. All meetings of the Board shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., or as said chapter may be modified by subsequent legislation.

Section 10. Meetings. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 [commencing with Section 54950] of Division 2 of Title 5 of the California Government Code). All meetings will be held at one of the RCS charter schoolsites unless specified otherwise.

The Board of Directors shall meet annually at the first regular meeting in July for the purpose of organization, installation of new directors, appointment of officers, and the transaction of such other business as may properly be brought before the Board. The meeting shall be held at a time and date as may be specified and noticed by resolution of the Board.

Regular meetings of the Board of Directors, including annual meetings, shall be held at such times as may from time to time be fixed by the Board. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda at all of its charter schools' locations and on each school web site. The agenda shall contain a brief general description of each item of business to be transacted or discussed at the meeting.

Section 11. Special Meetings. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if there is such an officer, the President, the Secretary, or any two directors. The party calling a special meeting shall determine the date and time thereof.

In accordance with the Brown Act, special meetings of the Board may be held only after 24-hours notice has been given to each director and to the public through the posting of an agenda. Additionally, pursuant to the Corporations Code, the Board shall adhere to the following requirements for announcing special meetings to members of the Board:

- a. Any such notice shall be addressed or delivered to each director at the director's physical address or e-mail address, as it is shown on the records of the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the principal office of the Corporation and at all of its charter schools' locations and on each school web site.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice including e-mail shall be deemed received at the time it is personally delivered

to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated in person or by telephone or wireless, to the recipient or to a person at the office or the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 12. Teleconference Meetings. Members of the Board of Directors may participate in teleconference meetings as long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the school district(s) of the charter school(s) operated by River Charter Schools.
- b. All votes taken during a teleconference meeting shall be by roll call.
- c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations, with each teleconference location being identified in the notice and agenda of the meeting.
- d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda. This means that members of the Board who choose to use their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at those locations.
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location.
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their names when entering the conference call. (Note: The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.)

Section 13. Quorum. A majority of the voting directors then in office shall constitute a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned.

All acts or decisions of the Board of Directors will be by the majority vote of all the membership constituting the Board unless otherwise required by law.

Section 14. Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors' meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 15. Compensation and Reimbursement. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 16. Committees. The Board of Directors or its Chairman or President, by action of a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board's action, except that no committee can take any of the following actions:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members.
- b. Fill vacancies on the Board of Directors or any committee of the Board.
- c. Fix compensation of the directors for serving on the Board or on any of its committees.
- d. Amend or repeal bylaws or adopt new bylaws.
- e. Amend or repeal any resolution or policy of the Board that, by its express terms, is not so amendable or subject to repeal.
- f. Create any other committees of the Board or appoint the members of committees of the Board.
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected.
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution, or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records, unless not required by the Board for certain committees. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Section 17. Nonliability of Directors. No director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 18. Compliance with Laws Governing Student Records. River Charter Schools and the California public charter school(s) it operates shall comply with all applicable provisions of the Family Education Rights Privacy Act (FERPA), as set forth in Title 20 of the United States Code Section 1232g, and attendant regulations, as they may be amended from time to time.

Article VIII Officers of the Corporation

Section 1. Offices Held. The officers of this Corporation shall be a President, a Secretary, and Chief Financial Officer. The Corporation, at the Board of Directors' direction, may also have a Chairman of the Board, one or more vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 3, of these bylaws. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties, as set forth in any applicable contract for employment or job specification.

Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer can serve concurrently as either the President or the Chairman of the Board.

Section 2. Election of Officers. The officers of this Corporation shall be chosen annually by the Board of Directors during its organizational meeting at the beginning of each school year, and they shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 3. Appointment of Other Officers. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period specified, and perform the duties outlined in the bylaws or established by the Board.

Section 4. Removal of Officers. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove, by a majority vote of the directors then in office, any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 5. Resignation of Officers. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. Vacancies in Office. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these

bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. Chairman of the Board. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board's meetings and shall exercise and perform such other powers and duties as the Board may assign. If there is no President, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the President of the Corporation, as set forth in these bylaws. If a Chairman of the Board is elected, there shall also be a Vice-Chairman of the Board. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board may assign.

Section 8. President. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if a Chairman exists, and subject to the control of the Board, and subject to the President's contract of employment or other agreement, the President shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers, as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all members' meetings and, in the absence of a Chairman of the Board, or if none, at all Board of Directors' meetings. The President shall have such other powers and duties as the Board or the bylaws may require.

Section 9. Vice-Presidents. If the President is absent or disabled, the vice-presidents, if any, in the order of their rank, as fixed by the Board, or, if not ranked, a vice-president designated by the Board, shall perform all duties of the President. When so acting, a vice-president shall have all powers of and be subject to all restrictions on the President. The vice-presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may authorize.

Section 10. Secretary. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at the Board's and committees' meetings.

The Secretary shall keep or cause to be kept, at the principal California office of the Corporation, a copy of the articles of incorporation and the bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. Chief Financial Officer. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be

given to the members and directors such financial statements and reports, as are required to be given by law, by these bylaws, or by the Board. The books of accounts shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate; (b) disburse the Corporation's funds, as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with surety or sureties specified by the Board for faithful performance of the duties of the office and for restoration to the Corporation of all of the books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

Article IX Contracts

Section 1. Contracts with Directors. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. Any director with a material financial interest in the proposed contract or transaction fully discloses his or her financial interest in such contract or transaction in good faith, and said disclosure is noted in the minutes of the Board of Directors' meeting.
- b. Any director with a material financial interest in the proposed contract or transaction recuses himself or herself from any participation whatsoever in the proposed contract or transaction; i.e., the interested director who recuses himself or herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken.
- c. Such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The Corporation for its own benefit enters into the transaction, which is fair and reasonable to the Corporation at the time the transaction was entered into.

This section does not apply to a transaction that is part of an educational or charitable program of this Corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (b) results in a benefit to one or more directors or their

families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

Section 2. Contracts with Nondirector-Designated Employees. The Corporation shall not enter into a contract or transaction in which a nondirector-designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the River Charter Schools’ “Conflict of Interest Code” have been fulfilled.

Article X Loans

Section 1. Loans to Directors and Officers. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

Article XI Indemnification

Section 1. Indemnification by Corporation. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in California Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, finds, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under California Corporations Code Section 5238(b) or Section 5238(c), the Board shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board shall authorize indemnification.

Article XII Insurance

Section 1. Insurance Coverage. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors,

employees, and other agents to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status, as such.

Article XIII Corporate Records

Section 1. Maintenance of Records. The Corporation shall keep all of the following:

- a. Adequate and correct books and records of account
- b. Written minutes of the proceedings of its members, Board, and committees of the Board
- c. Such reports and records, as required by law

Section 2. Directors' Right to Inspect Records. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal laws. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents, as permitted by California and federal laws. This right to inspect may be circumscribed in instances when the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under the Family Education Rights Privacy Act [FERPA]) pertaining to access to books, records, and documents.

Section 3. Accounting Records and Minutes. On written demand of the Corporation, any member may inspect, copy, and make extracts of the accounting books and records and minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by a member's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 4. Articles of Incorporation and Bylaws. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and the bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

Article XIV Reports

Section 1. Annual Reports. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the Corporation's fiscal year, beginning with the 2007-2008 fiscal year. That report shall contain all of the following information in appropriate detail:

- a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year
- b. The principal changes in assets and liabilities, including trust funds
- c. The Corporation’s revenue or receipts, both unrestricted and restricted to particular purposes
- d. The Corporation’s expenses or disbursements for both general and restricted purposes
- e. Any information required under these bylaws
- f. An independent accountant’s report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation’s books and records

Section 2. Statement of Transactions and indemnifications. As part of the annual report to all members, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation’s fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following:

- a. Any transaction (1) in which the Corporation, or its parent or subsidiary, was party; (2) in which an *interested person* had a direct or indirect material financial interest; and (3) which involved more than \$50,000 or was one of several transactions with the same *interested person* involving, in the aggregate, more than \$50,000. For this purpose, an *interested person* is either of the following:
 - (a) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest)
 - (b) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary (The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, and the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.)

Article XV Amendments of Bylaws

Section 1. Requirements for Amending Bylaws. The Board of Directors may adopt, amend, or repeal any of these bylaws by more than a two-thirds vote of all membership constituting the Board of directors, unless otherwise required by law, at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter(s) that created the California public charter school(s) operated by River Charter Schools or make any provisions of these bylaws inconsistent with that/those charter(s), the Corporation’s articles of incorporation, or any laws.

Article XVI
Fiscal Year

Section 1. Corporation's Fiscal Year. The fiscal year of the Corporation for the River Charter Schools shall begin on July 1 of each year and end on June 30 of the following year.

Certificate of Secretary

I hereby certify that I am the duly elected and acting Secretary of the River Charter Schools, Inc., a California nonprofit public benefit corporation; that these bylaws are the bylaws of this Corporation, as adopted by the Board of Directors on March 11, 2019; and that these bylaws have not been amended or modified since that date.

Executed on March 11, 2019 at West Sacramento, California

/s/

~~Jody Bogle, Secretary~~


MATT BEST, BOARD CHAIRMAN



Conflict of Interest Code

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for **River Charter Schools (RCS)**.

Individuals holding designated positions shall file statements of economic interests with **RCS**, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by **RCS**.

**APPENDIX A
DESIGNATED POSITIONS**

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
President/Superintendent	1, 2
Chairman of the Board	1, 2
Chief Financial Officer	1, 2
Secretary/Office Manager	1, 2
Chief Business Officer	1, 2
Principal(s)	3
Dean of Instruction	3
Business Analyst	3
HR/Payroll Specialist	3
IT Specialist	3
Learning Center Coordinator	3
Special Programs Coordinator	3
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Superintendent or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

Board Policy # 19-01

Adopted/Ratified: January 17, 2019

Revision Date Approved:

**APPENDIX B
DISCLOSURE CATEGORIES**

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within a two-mile radius:
 - of any school district that has authorized a RCS charter school, or
 - of any facility utilized by RCS's charter schools, or
 - of a proposed site for a RCS facility.
- b. Investments and business positions in business entities, or sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by RCS.

Category 3

Designated positions assigned to this category must report:

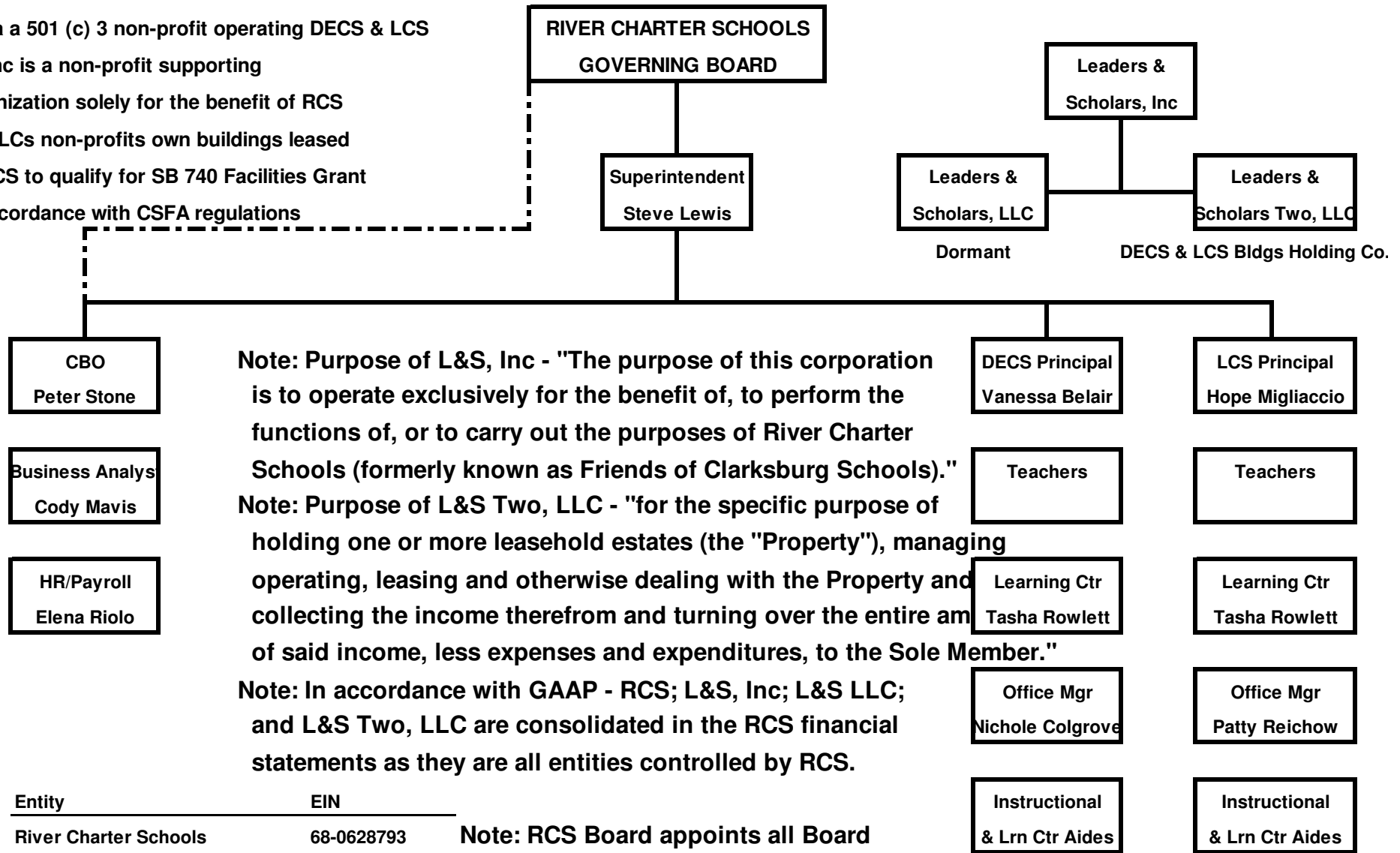
- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Appendix C

RCS is a 501 (c) 3 non-profit operating DECS & LCS

L&S Inc is a non-profit supporting organization solely for the benefit of RCS

L&S LLCs non-profits own buildings leased to RCS to qualify for SB 740 Facilities Grant in accordance with CSFA regulations



Note: Purpose of L&S, Inc - "The purpose of this corporation is to operate exclusively for the benefit of, to perform the functions of, or to carry out the purposes of River Charter Schools (formerly known as Friends of Clarksburg Schools)."

Note: Purpose of L&S Two, LLC - "for the specific purpose of holding one or more leasehold estates (the "Property"), managing operating, leasing and otherwise dealing with the Property and collecting the income therefrom and turning over the entire amount of said income, less expenses and expenditures, to the Sole Member."

Note: In accordance with GAAP - RCS; L&S, Inc; L&S LLC; and L&S Two, LLC are consolidated in the RCS financial statements as they are all entities controlled by RCS.

Note: RCS Board appoints all Board Members of Leaders & Scholars, Inc. and L&S, Inc is the sole member of both L&S Two, LLC and L&S, LLC.

Entity	EIN
River Charter Schools	68-0628793
Leaders & Scholars, Inc	46-5341370
Leaders & Scholars, LLC	36-4783908
Leaders & Scholars Two, LLC	38-4016817

Appendix D

Delta Elementary Charter School - 2018-2019 Budget Narrative & Financial Summary

2018-2019 Third Forecast

	2018-2019 2nd Forecast	2018-2019 3rd Forecast	Increase/ (Decrease)
Revenue			
1) Revenue Limit Sources	3,321,680	3,294,331	(27,349)
2) Federal Revenue	150,475	150,475	-
3) Other State Revenue	469,353	455,853	(13,500)
4) Other Local Revenue	107,107	107,107	-
Total Revenues	4,048,615	4,007,766	(40,849)
Expenses			
1) Certificated Salaries	1,087,328	1,109,256	21,928
2) Classified Salaries	346,988	362,214	15,226
3) Employee Benefits	472,641	505,875	33,234
4) Books and Supplies	263,397	229,045	(34,352)
5) Services & Other Op Exp	719,004	674,976	(44,028)
6) Depreciation	70,000	70,000	-
7) Other Outgo	741,444	756,393	14,949
Total Expenses	3,700,802	3,707,759	6,957
Excess of Rev Over Expenses with Restricted	347,813	300,007	(47,806)
Less: Restricted Money not spent			
Unrestricted Excess of Rev Over Expenses	347,813	300,007	(47,806)
Beginning Total Fund Balance	2,683,114	2,683,114	-
Excess of Rev Over Expenses	347,813	300,007	(47,806)
Ending Total Fund Balance	3,030,927	2,983,121	(47,806)

2018-2019 Third Forecast

LCFF revenue has been calculated using the LCFF calculator 20.1a.

Other State Revenue includes an decrease to SB740 Program reimbursement funding, to account for the cap in the program due to state-wide underfunding of the entire program.

Both Certificated and Classified salaries reflects an adjustment to actuals and the expense of additional SPED salaries.

Employee Benefits reflects the addition of SPED salary benefits and other adjustments.

Books and supplies are down as we created a plan for tech replacement and were able to purchase capitalizable Smart Boards this year.

Services & Other Operating Expenses are down primarily as we adjusted SPED needs from contractors to employees.

Other Outgo is up primarily as we have finalized the DECS allocation from Home Office.

Enrollment/ADA

	2018-2019 2nd Forecast	2018-2019 3rd Forecast	Increase/ (Decrease)	% Increase
Total Possible Enrollment	416	416	-	0.0%
Enrollment Projection	406	406	-	0.0%
Enrollment as a % of Possible	97.6%	97.6%	-	0.0%
ADA	392.29	392.29	-	0.0%
ADA as a % of Enrollment	96.6%	96.6%	-	0.0%
ADA as a % of Possible Total	94.3%	94.3%	-	0.0%

	2018-2019 3rd Forecast	ADA Per ADA
State Aid	1,143,876	2,916
EPA	78,458	200
Prior Year Adj	-	-
Charter in-lieu of property taxes	2,071,997	5,282
Total	3,294,331	8,398

These figures have been taken from the FCMAT LCFF calculator v.20.1a for DECS using 392.29 as the ADA.

**Delta Elementary Charter School - 2019-2020 Budget
Narrative & Financial Summary**

2019 - 2020 Budget

	2018-2019 3rd Forecast	2019-2020 Budget	Increase/ (Decrease)
Revenue			
1) Revenue Limit Sources	3,294,331	3,398,955	104,624
2) Federal Revenue	150,475	146,625	(3,850)
3) Other State Revenue	455,853	408,616	(47,237)
4) Other Local Revenue	107,107	131,000	23,893
Total Revenues	4,007,766	4,085,196	77,430
Expenses			
1) Certificated Salaries	1,109,256	1,269,647	160,391
2) Classified Salaries	362,214	444,551	82,337
3) Employee Benefits	505,875	587,089	81,214
4) Books and Supplies	229,045	194,310	(34,735)
5) Services & Other Op Exp	674,976	657,836	(17,140)
6) Depreciation	70,000	96,000	26,000
7) Other Outgo	756,393	551,539	(204,854)
Total Expenses	3,707,759	3,800,972	93,213
Excess of Rev Over Expenses with Restricted	300,007	284,224	(15,783)
Less: Restricted Money not spent			
Unrestricted Excess of Rev Over Expenses	300,007	284,224	(15,783)
Beginning Total Fund Balance	2,683,114	2,983,121	300,007
Excess of Rev Over Expenses	300,007	284,224	(15,783)
Ending Total Fund Balance	2,983,121	3,267,345	284,224

2019 - 2020 Budget

LCFF Revenue is projected to increase approximately \$250 per ADA totaling over \$104K

The one-time Low Performing Student Block Grant (18-19, approx \$57K) is the largest difference between Federal and State revenue, with small offsets in other programs like SB740 and Lottery.

Our Salary Step Chart for teachers has increased across the board 3.5% plus average 4% step increases plus added a Full Time professional development coach position

Classified pay rates have been increased by 4% and shifted three contractor positions to full time and brought IT tech over to DECS from the Home Office to be dedicated to DECS

The benefits increase is just based on the increase in salaries times the various benefits rates. Company medical contribution has been increased to \$775 per month from \$750.

A batch of replacement Chromebooks and other small equipment were purchased in 18-19, and will not need repurchasing for a few years.

Contractor services for SPED will shift partly to salaries.

Depreciation is expected to increase with the purchase of Smart Boards midway through 18-19 and the purchase of additional Smart Boards in 19-20.

Other outgo is down as Home Office Allocation to DECS per Board Policy decreases in part as enrollment increases at LCS.

<u>Enrollment/ADA</u>	2018-2019 3rd Forecast	2019-2020 Budget	Increase/ (Decrease)	% Increase
Total Possible Enrollment	416	416	-	0.0%
Enrollment Projection	406	406	-	0.0%
Enrollment as a % of Possible	97.6%	97.6%	-	0.0%
ADA	392.29	392.29	-	0.0%
ADA as a % of Enrollment	96.6%	96.6%	-	0.0%
ADA as a % of Possible Total	94.3%	94.3%	-	0.0%

Revenue Limit Summary

	2019-2020 Budget	ADA Per ADA
State Aid	1,253,038	3,194
EPA	78,458	200
Prior Year Adj	-	-
Charter in-lieu of property taxes	2,067,459	5,270
Total	3,398,955	8,664

These figures have been taken from the FCMAT LCFF calculator v.20.1a for DECS using 392.29 as the ADA.

**CHARTER SCHOOL PRELIMINARY BUDGET 2019-2020
FINANCIAL REPORT - ALTERNATIVE FORM**

Period Covered: 7-1-18- 6-30-2019 (Forecast for 18-19,Budget for 19-20 and Forecast for 20-21)

CHARTER SCHOOL CERTIFICATION

Charter School Name: Delta Elementary Charter School
CDS#: 34 67413 0114660
Charter Approving Entity: River Delta Unified School District
County: Sacramento
Charter #: 0853

For information regarding this report, please contact:

For Approving Entity:

For Charter School:

Elizabeth Keema Aston
Name

Peter Stone
Name

Chief Business Officer
Title

Chief Business Officer
Title

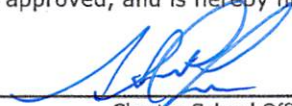
707-374-1700
Telephone

916-744-1956
Telephone

ekaston@riverdelta.k12.ca.us
E-mail address

pstone@rivercharterschools.org
E-mail address:

2019-2020 CHARTER SCHOOL PRELIMINARY BUDGET - ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code Section 47604.33(a)*.

Signed: 
Charter School Official
(Original signature required)

Date: 6/21/19

Printed Name: Stephen Lewis

Title: Superintendent/Principal

To the entity that approved the charter school:

2019-2020 CHARTER SCHOOL PRELIMINARY BUDGET - ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code Section 47604.33(a)*.

Signed: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed Name: _____

Title: _____

To the County Superintendent of Schools:

2019-2020 CHARTER SCHOOL PRELIMINARY BUDGET - ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code Section 47604.33(a)*.

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

Printed Name: _____

Title: _____

CHARTER SCHOOL

FINANCIAL REPORT -- ALTERNATIVE FORM

Date: 21-Jun-19

Charter School Name: Delta Elementary Charter

CDS #: 34 67413 0114660

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

Charter# 0853

County: SACRAMENTO

Description	Object Code	Estimated Actuals 2018-19			Adopted Budget 2019-20		
		Total	Unrestricted	Restricted	Total	Unrestricted	Restricted
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	1,179,796.00	1,143,876.00		1,143,876.00	1,253,038.00	1,253,038.00
Education Protection Account State Aid-Current Yr	8012	79,104.00	78,458.00		78,458.00	78,458.00	78,458.00
State Aid - Prior Years	8019				-		-
Transfer to Charter in Lieu of Property Taxes	8096	2,034,891.00	2,071,997.00		2,071,997.00	2,067,459.00	2,067,459.00
Other LCFF Transfers	8091, 9097				-		-
Total, LCFF Soureecs		3,293,791.00	3,294,331.00	-	3,294,331.00	3,398,955.00	3,398,955.00
2. Federal Revenues (see Note in Section L)							
No Child Left Behind	8290	37,700.00		51,798.00	51,798.00	52,000.00	52,000.00
Special Education - Federal	8181, 8182	51,625.00		51,625.00	51,625.00	51,625.00	51,625.00
Child Nutrition - Federal	8220				-		-
Donated Food Commodities	8221						
Other Federal Revenues	8110, 8260-8299	37,000.00		47,052.00	47,052.00	43,000.00	43,000.00
Total, Federal Revenues		126,325.00	-	150,475.00	150,475.00	-	146,625.00
3. Other State Revenues							
Special Education - State	StateRevSE	199,188.00		199,188.00	199,188.00	199,188.00	199,188.00
All Other State Revenues	StateRevAO	209,094.00	124,117.00	132,548.00	256,665.00	65,865.00	209,428.00
Total, Other State Revenues		408,282.00	124,117.00	331,736.00	455,853.00	65,865.00	342,751.00
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	111,000.00	107,107.00		107,107.00	131,000.00	131,000.00
Total, Local Revenues		111,000.00	107,107.00	-	107,107.00	131,000.00	131,000.00
5. TOTAL REVENUES		3,939,398.00	3,525,555.00	482,211.00	4,007,766.00	3,595,820.00	4,085,196.00
B. EXPENDITURES (SEE note in Section L)							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	1,015,762.00	949,452.00	58,040.00	1,007,492.00	1,074,880.00	1,163,812.00
Certificated Pupil Support Salaries	1200	-			-		-
Certificated Supervisors' and Administrators' Salaries	1300	101,764.00	101,764.00		101,764.00	105,835.00	105,835.00
Other Certificated Salaries	1900				-		-

CHARTER SCHOOL

FINANCIAL REPORT -- ALTERNATIVE FORM

Date: 21-Jun-19

Charter School Name: Delta Elementary Charter

CDS #: 34 67413 0114660

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

Charter# 0853

County: SACRAMENTO

Description	Object Code	Estimated Actuals 2018-19			Adopted Budget 2019-20			
		Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Total, Certificated Salaries		1,117,526.00	1,051,216.00	58,040.00	1,109,256.00	1,180,715.00	88,932.00	1,269,647.00
2. Non-certificated Salaries								
Non Certificated Instructional Salaries	2100	174,182.00	104,299.00	87,710.00	192,009.00	90,643.00	124,559.00	215,202.00
Non Certificated Support Salaries	2200	96,659.00	122,735.00		122,735.00	125,261.00		125,261.00
Certificated Supervisors' and Administrators' Sal.	2300	-			-			-
Clerical and Office Salaries	2400	42,471.00	29,470.00	18,000.00	47,470.00	51,729.00		51,729.00
Other Noncertificated Salaries	2900	19,009.00			-	34,359.00	18,000.00	52,359.00
Total, Non-certificated Salaries		332,321.00	256,504.00	105,710.00	362,214.00	301,992.00	142,559.00	444,551.00
3. Employee Benefits								
STRS	3101-3102	173,442.00	180,587.00		180,587.00	212,031.00		212,031.00
PERS	3201-3202	70,636.00	65,423.00		65,423.00	92,022.00		92,022.00
OASDI / Medicare / Alternative	3301-3302	46,887.00	45,689.00		45,689.00	53,226.00		53,226.00
Health and Welfare Benefits	3401-3402	125,831.00	149,647.00		149,647.00	188,319.00		188,319.00
Unemployment Insurance	3501-3502	-	8,249.00		8,249.00	8,372.00		8,372.00
Workers' Compensation Insurance	3601-3602	22,071.00	17,931.00		17,931.00	19,377.00		19,377.00
OPEB, Allocated	3701-3702	-			-			-
OPEB, Active Employees	3751-3752	-			-			-
Other Employee Benefits	3901-3902	38,349.00	38,349.00		38,349.00	13,742.00		13,742.00
Total, Employee Benefits		477,216.00	505,875.00	-	505,875.00	587,089.00	-	587,089.00
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	-			-			-
Books and Other Reference Materials	4200	77,010.00	62,202.00	17,798.00	80,000.00	56,992.00	21,518.00	78,510.00
Materials and Supplies	4300	78,893.00	73,900.00		73,900.00	75,800.00		75,800.00
Noncapitalized Equipment	4400	23,929.00	46,093.00	29,052.00	75,145.00	15,000.00	25,000.00	40,000.00
Food	4700	-			-			-
Total, Books and Supplies		179,832.00	182,195.00	46,850.00	229,045.00	147,792.00	46,518.00	194,310.00
5. Services and Other Operating Expenditures								
Subagreements for Services	5100	-			-			-

CHARTER SCHOOL

FINANCIAL REPORT -- ALTERNATIVE FORM

Date: 21-Jun-19

Charter School Name: Delta Elementary Charter

CDS #: 34 67413 0114660

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

Charter# 0853

County: SACRAMENTO

Description	Object Code	Estimated Actuals 2018-19			Adopted Budget 2019-20			
		Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Travel and Conferences	5200	4,162.00	5,250.00		5,250.00	6,000.00		6,000.00
Dues and Memberships	5300	4,162.00	6,000.00		6,000.00	6,000.00		6,000.00
Insurance	5400	31,920.00	25,526.00		25,526.00	24,348.00		24,348.00
Operations and Housekeeping Services	5500	53,459.00	61,000.00	8,000.00	69,000.00	66,220.00	8,000.00	74,220.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	172,096.00	63,800.00	105,000.00	168,800.00	69,060.00	105,000.00	174,060.00
Transfer of Direct Costs	5700-5799	511,887.00						
Professional/Consulting Services and Operating Expend.	5800	34,064.00	215,239.00	156,861.00	372,100.00	247,255.00	96,617.00	343,872.00
Communications	5900		26,550.00	1,750.00	28,300.00	27,586.00	1,750.00	29,336.00
Total, Services and Other Operating Expenditures		811,750.00	403,365.00	271,611.00	674,976.00	446,469.00	211,367.00	657,836.00
6. Capital Outlay								
Objects 6100-6170, 6200-6500 modified accrual basis only)								
Land and Land Improvements	6100-6170							
Buildings and Improvements of Buildings	6200							
Books and Media for New School Libraries or Major Expansion of School Libraries	6300							
Equipment	6400							
Equipment Replacement	6500							
Depreciation Expense (for full accrual only)	6900	71,000.00	70,000.00		70,000.00	96,000.00		96,000.00
Total, Capital Outlay		71,000.00	70,000.00	-	70,000.00	96,000.00	-	96,000.00
7. Other Outgo								
Tuition to Other Schools	7110-7143				-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	55,938.00	47,943.00		47,943.00	48,990.00		48,990.00
Transfers of Apportionments to Other LEAs- Spec. Ed.	7221-7223SE		71,379.00		71,379.00	100,980.00		100,980.00
Transfers of Apportionments to Other LEAs- All Other	7221-7223AO				-			-
All Other Transfers	7281-7299	556,305.00	637,071.00		637,071.00	400,569.00		400,569.00
Transfer of Indirect Costs	7300-7399							
Debt Service:								
Interest	7438	1,000.00	-		-	1,000.00		1,000.00
Principal (for modified accrual basis only)	7439							
Total, Other Outgo		613,243.00	756,393.00	-	756,393.00	551,539.00	-	551,539.00
8. TOTAL EXPENDITURES		3,602,888.00	3,225,548.00	482,211.00	3,707,759.00	3,311,596.00	489,376.00	3,800,972.00
C. EXCESS (DEFICIENCY)		336,510.00	300,007.00	-	300,007.00	284,224.00	-	284,224.00
D. OTHER FINANCING SOURCES/ USES								

CHARTER SCHOOL

FINANCIAL REPORT -- ALTERNATIVE FORM

Date: 21-Jun-19

Charter School Name: Delta Elementary Charter

CDS #: 34 67413 0114660

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

Charter# 0853

County: SACRAMENTO

Description	Object Code	Estimated Actuals 2018-19			Adopted Budget 2019-20			
		Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
1. Other Sources	8930-8979	-			-			-
2. Less: Other Uses	7630-7699	-			-			-
3. Contribution between unrestricted and restricted accounts (must net to zero)	8980-8999	-			-			-
4. Total Other Financing Sources/Uses		-	-	-	-	-	-	-
E. Net Increase (Decrease) In Fund Balance /net position (C+D4)		336,510.00	300,007.00	-	300,007.00	284,224.00	-	284,224.00
F. Fund Balance Reserves								
1. a. Beginning Fund Balance, July 1	9791	2,566,952.00	2,566,952.00		2,566,952.00	2,983,121.00	-	2,983,121.00
b. Adjustments/Restatements	9793, 9795	116,162.00	116,162.00		116,162.00			-
c. Adjusted Beginning Fund Balance/Net Position		2,683,114.00	2,683,114.00	-	2,683,114.00	2,983,121.00	-	2,983,121.00
2. Ending Funding Balance, June 30 (E+F.1c.)		3,019,624.00	2,983,121.00	-	2,983,121.00	3,267,345.00	-	3,267,345.00

Charter School Name: Delta Elementary Charter

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

County: SACRAMENTO

Description	Object Code	Forecast 2020-21			Forecast 2021-22		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	1,358,714.00		1,358,714.00	1,456,703.00		1,456,703.00
Education Protection Account State Aid-Current Yr	8012	78,458.00		78,458.00	78,458.00		78,458.00
State Aid - Prior Years	8019			-			-
Transfer to Charter in Lieu of Property Taxes	8096	2,067,459.00		2,067,459.00	2,067,459.00		2,067,459.00
Other LCFF Transfers	8091, 9097			-			-
Total, LCFF Sources		3,504,631.00	-	3,504,631.00	3,602,620.00	-	3,602,620.00
2. Federal Revenues (see Note in Section L)							
No Child Left Behind	8290		52,000.00	52,000.00		52,000.00	52,000.00
Special Education - Federal	8181, 8182		51,625.00	51,625.00		51,625.00	51,625.00
Child Nutrition - Federal	8220			-			-
Donated Food Commodities	8221						
Other Federal Revenues	8110, 8260-8299		43,000.00	43,000.00		43,000.00	43,000.00
Total, Federal Revenues		-	146,625.00	146,625.00	-	146,625.00	146,625.00
3. Other State Revenues							
Special Education - State	StateRevSE		199,188.00	199,188.00		199,188.00	199,188.00
All Other State Revenues	StateRevAO	66,054.00	146,004.00	212,058.00	66,254.00	148,494.00	214,748.00
Total, Other State Revenues		66,054.00	345,192.00	411,246.00	66,254.00	347,682.00	413,936.00
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	131,000.00		131,000.00	131,000.00		131,000.00
Total, Local Revenues		131,000.00	-	131,000.00	131,000.00	-	131,000.00
5. TOTAL REVENUES		3,701,685.00	491,817.00	4,193,502.00	3,799,874.00	494,307.00	4,294,181.00
B. EXPENDITURES (SEE note in Section L)							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	1,090,973.00	91,760.00	1,182,733.00	1,147,489.00	94,884.00	1,242,373.00
Certificated Pupil Support Salaries	1200			-			-
Certificated Supervisors' and Administrators' Salaries	1300	109,010.00		109,010.00	112,280.00		112,280.00
Other Certificated Salaries	1900			-			-

Charter School Name: Delta Elementary Charter

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

County: SACRAMENTO

Description	Object Code	Forecast 2020-21			Forecast 2021-22		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Total, Certificated Salaries		1,199,983.00	91,760.00	1,291,743.00	1,259,769.00	94,884.00	1,354,653.00
2. Non-certificated Salaries							
Non Certificated Instructional Salaries	2100	95,895.00	128,142.00	224,037.00	102,127.00	131,867.00	233,994.00
Non Certificated Support Salaries	2200	130,791.00		130,791.00	136,978.00		136,978.00
Certificated Supervisors' and Administrators' Sal.	2300			-			-
Clerical and Office Salaries	2400	54,094.00		54,094.00	56,997.00		56,997.00
Other Noncertificated Salaries	2900	36,453.00	18,000.00	54,453.00	38,631.00	18,000.00	56,631.00
Total, Non-certificated Salaries		317,233.00	146,142.00	463,375.00	334,733.00	149,867.00	484,600.00
3. Employee Benefits							
STRS	3101-3102	233,805.00		233,805.00	245,192.00		245,192.00
PERS	3201-3202	108,430.00		108,430.00	118,727.00		118,727.00
OASDI / Medicare / Alternative	3301-3302	54,496.00		54,496.00	57,109.00		57,109.00
Health and Welfare Benefits	3401-3402	199,043.00		199,043.00	210,400.00		210,400.00
Unemployment Insurance	3501-3502	8,394.00		8,394.00	8,437.00		8,437.00
Workers' Compensation Insurance	3601-3602	19,840.00		19,840.00	20,791.00		20,791.00
OPEB, Allocated	3701-3702			-			-
OPEB, Active Employees	3751-3752			-			-
Other Employee Benefits	3901-3902	16,000.00		16,000.00	16,494.00		16,494.00
Total, Employee Benefits		640,008.00	-	640,008.00	677,150.00	-	677,150.00
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100			-			-
Books and Other Reference Materials	4200	58,603.00	21,518.00	80,121.00	60,206.00	21,518.00	81,724.00
Materials and Supplies	4300	75,800.00		75,800.00	75,800.00		75,800.00
Noncapitalized Equipment	4400	5,000.00	25,000.00	30,000.00	7,500.00	25,000.00	32,500.00
Food	4700			-			-
Total, Books and Supplies		139,403.00	46,518.00	185,921.00	143,506.00	46,518.00	190,024.00
5. Services and Other Operating Expenditures							
Subagreements for Services	5100			-			-

Charter School Name: Delta Elementary Charter

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

County: SACRAMENTO

Description	Object Code	Forecast 2020-21			Forecast 2021-22		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Travel and Conferences	5200	6,000.00		6,000.00	6,000.00		6,000.00
Dues and Memberships	5300	6,000.00		6,000.00	6,000.00		6,000.00
Insurance	5400	25,809.00		25,809.00	27,357.00		27,357.00
Operations and Housekeeping Services	5500	70,612.00	10,000.00	80,612.00	74,275.00	12,000.00	86,275.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	68,181.00	110,000.00	178,181.00	71,865.00	110,000.00	181,865.00
Transfer of Direct Costs	5700-5799						
Professional/Consulting Services and Operating Expend.	5800	233,741.00	85,352.00	319,093.00	253,202.00	76,062.00	329,264.00
Communications	5900	28,571.00	2,045.00	30,616.00	26,928.00	4,976.00	31,904.00
Total, Services and Other Operating Expenditures		438,914.00	207,397.00	646,311.00	465,627.00	203,038.00	668,665.00
6. Capital Outlay							
Objects 6100-6170, 6200-6500 modified accrual basis only)							
Land and Land Improvements	6100-6170						
Buildings and Improvements of Buildings	6200						
Books and Media for New School Libraries or Major Expansion of School Libraries	6300						
Equipment	6400						
Equipment Replacement	6500						
Depreciation Expense (for full accrual only)	6900	102,000.00		102,000.00	104,500.00		104,500.00
Total, Capital Outlay		102,000.00	-	102,000.00	104,500.00	-	104,500.00
7. Other Outgo							
Tuition to Other Schools	7110-7143			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	50,046.00		50,046.00	51,026.00		51,026.00
Transfers of Apportionments to Other LEAs- Spec. Ed.	7221-7223SE	95,252.00		95,252.00	92,829.00		92,829.00
Transfers of Apportionments to Other LEAs- All Other	7221-7223AO			-			-
All Other Transfers	7281-7299	381,131.00		381,131.00	378,708.00		378,708.00
Transfer of Indirect Costs	7300-7399						
Debt Service:							
Interest	7438	1,000.00		1,000.00	1,000.00		1,000.00
Principal (for modified accrual basis only)	7439						
Total, Other Outgo		527,429.00	-	527,429.00	523,563.00	-	523,563.00
8. TOTAL EXPENDITURES		3,364,970.00	491,817.00	3,856,787.00	3,508,848.00	494,307.00	4,003,155.00
C. EXCESS (DEFICIENCY)		336,715.00	-	336,715.00	291,026.00	-	291,026.00
D. OTHER FINANCING SOURCES/ USES							

Charter School Name: Delta Elementary Charter

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

County: SACRAMENTO

Description	Object Code	Forecast 2020-21			Forecast 2021-22		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
1. Other Sources	8930-8979			-			-
2. Less: Other Uses	7630-7699			-			-
3. Contribution between unrestricted and restricted accounts (must net to zero)	8980-8999			-			-
4. Total Other Financing Sources/Uses		-	-	-	-	-	-
E. Net Increase (Decrease) In Fund Balance /net position (C+D4)		336,715.00	-	336,715.00	291,026.00	-	291,026.00
F. Fund Balance Reserves							
1. a. Beginning Fund Balance, July 1	9791	3,267,345.00	-	3,267,345.00	3,604,060.00	-	3,604,060.00
b. Adjustments/Restatements	9793, 9795			-			-
c. Adjusted Beginning Fund Balance/Net Position		3,267,345.00	-	3,267,345.00	3,604,060.00	-	3,604,060.00
2. Ending Funding Balance, June 30 (E+F.1c.)		3,604,060.00	-	3,604,060.00	3,895,086.00	-	3,895,086.00

DECS 18-19 3rd Qtr and 2019-2020 Budget Plan

	17-18	18-19	19-20	20-21	21-22
Audited	3rd Forecast	Forecast Undup 29.2% (LCFF v20.1a)	Forecast 29.2% (LCFF v20.1a)	Forecast Undup 29.2% (LCFF v20.1a)	Forecast Undup 29.2% (LCFF v20.1a)
W/ LCFF + any sig update	ADA	392.29	392.29	392.29	392.29
Enroll: 412		406	406	406	406
8000 · REV LIMIT					
801100 · LCFF	1,039,723	1,143,876	1,253,038	1,358,714	1,456,703
801200 · EPA	79,924	78,458	78,458	78,458	78,458
801900 · Prior Year Adjustments	-4,240				
809600 · Local In-Lieu Prop Tax	2,034,991	2,071,997	2,067,459	2,067,459	2,067,459
Total 8000 · REV LIMIT	3,150,398	3,294,331	3,398,955	3,504,631	3,602,620
8200 · FEDERAL REV					
818100 · Federal Special ED - IDEA	52,863	51,625	51,625	51,625	51,625
829015 · Title I	37,901	34,485	35,000	35,000	35,000
829020 · Title II	8,004	7,313	7,000	7,000	7,000
829040 · Title IV	0	10,000	10,000	10,000	10,000
829060 · Title VI REAP	45,035	47,052	43,000	43,000	43,000
829090 · Charter School Start Up Grant		0	0	0	0
Total 8200 · FEDERAL REV	143,803	150,475	146,625	146,625	146,625
8400 · OTH STATE REV					
855000 · Mandated Cost Reimbrs	65,352	9,587	6,630	6,818	7,018
859025 · Non-Prop 20 Lottery	65,335	56,955	59,236	59,236	59,236
859027 · Prop 20 Lottery	25,116	17,798	21,518	21,518	21,518
859030 · SB740 Facility Grant	55,000	114,750	122,045	124,486	126,976
859032 · Energy Prop 39		0	0	0	0
859037 · Cost Reimb "Common Core"		0	0	0	0
859050 · St Prior Year Adj	305	270	0	0	0
859080 · Educator Effectiveness		0	0	0	0
859090 · Other State	970	57,305	0	0	0
872900 · Special Ed-State	191,591	199,188	199,188	199,188	199,188
Total 8400 · OTH STATE REV	403,669	455,853	408,616	411,246	413,935
8600 · OTHER LOCAL REV					
869910 · Corp Grants	10,291	19,000	10,000	10,000	10,000
869920 · Local Donations	40,030	30,000	33,000	33,000	33,000
869930 · Local Fundraisers					
869934 · Exp Fundraise	-34,430	-1,000	0	0	0
869938 · Inc Fundraise	55,982	5,000	17,500	17,500	17,500
Total 869930 · Local Fundraisers	21,552	4,000	17,500	17,500	17,500
869950 · Other Local Revenue	19,735	3,648	15,000	15,000	15,000
869960 · Bus Income	43,636	35,859	39,500	39,500	39,500
869960 · Lunch-Parent Payments		0	0	0	0
869980 · After School Income	18,509	14,600	16,000	16,000	16,000
Total 869930 · Other Local Revenue	153,753	107,107	131,000	131,000	131,000
Total 8600 · OTHER LOCAL REV	153,753	107,107	131,000	131,000	131,000
	3,851,622	4,007,766	4,085,196	4,193,502	4,294,180
Total Revenue	3,851,622	4,007,766	4,085,196	4,193,502	4,294,180
1000 · CERTIFICATED SALARIES					

DECS 18-19 3rd Qtr and 2019-2020 Budget Plan

	17-18	18-19	19-20	20-21	21-22
110000 · Teachers	859,390	909,352	1,024,780	1,052,007	1,103,389
111000 · Teachers - SPED		58,040	88,932	91,760	94,884
115000 · Teachers Extra Duty	0	0		0	0
113000 · Tchr Substitutes	11,410	25,000	30,000	18,866	24,000
115000 · Tchr Stipends	16,100	15,100	20,100	20,100	20,100
130000 · Administration	97,850	101,764	105,835	109,010	112,280
Total 1000 · CERTIFICATED SALARIES	984,750	1,109,256	1,269,647	1,291,743	1,354,653
2000 · CLASSIFIED SALARIES					
210000 · Instr Aides	188,927	138,784	125,643	130,895	137,127
210100 · Instr Aides - SPED		53,225	89,559	93,142	96,867
211500 · CIs Extra Duty		21,169	18,840	19,220	19,700
220000 · CIs Support	105,035	54,533	57,130	59,961	63,285
221000 · CIs Support - Bus		47,033	49,291	51,610	53,993
230000 · CIs Admin		0	0	0	0
240000 · Office Staff	44,519	47,470	51,729	54,094	56,997
241000 · Tech Serv			52,359	54,453	56,631
Total 2000 · CLASSIFIED SALARIES	338,481	362,214	444,551	463,375	484,600
3000 · EMPLOYEE BENEFITS					
16.70% 310100 · STRS certificated only	129,425	180,587	212,031	233,805	245,192
0.00% 320100 · PERS certificated only	13,354	0	0	0	0
20.70% 320200 · PERS classified	36,359	65,423	92,022	108,430	118,727
1.43% 330300 · Medicare cert & class	18,950	21,071	24,547	25,133	26,338
6.45% 340300 · Social Sec class	22,103	24,618	28,679	29,363	30,771
0.05% 350100 · CA SUI certificated	9,510	565	646	658	690
0.05% 350200 · CA SUI classified	1,997	184	226	236	247
0.44% 350300 · CA SUI Experience Charges	0	7,500	7,500	7,500	7,500
1.13% 360100 · Workers Comp certificated	27,420	13,516	14,352	14,602	15,313
1.13% 360200 · Workers Comp classified		4,415	5,025	5,238	5,478
8.41% 370100 · Health Ins certificated	82,335	99,324	106,755	113,160	119,949
15.12% 370200 · Health Ins classified	26,444	33,108	67,202	71,234	75,508
0.35% 380100 · Dental Ins certificated	7,665	9,270	4,396	4,484	4,574
1.65% 380200 · Dental Ins classified	6,009	5,590	7,342	7,489	7,639
0.08% 390100 · Vision Ins certificated	1,631	1,766	1,023	1,043	1,064
0.36% 390200 · Vision Ins classified	1,149	589	1,601	1,633	1,666
1.0% 399100 · Other certificated	21,053	30,017	10,300	11,777	12,092
1.0% 399200 · Other classified	0	8,332	3,441	4,223	4,402
399300 · Other General Benefits	-3,924	0	0	0	0
Total 3000 · EMPLOYEE BENEFITS	401,481	505,875	587,089	640,009	677,150
4000 · BOOKS/SUPP/MATERIALS					
431100 · Exp Std/Book/Mat	95,594	80,000	78,510	80,121	81,724
431504 · Exp Tchr Acct	5,188	4,100	5,000	5,000	5,000
432000 · Office Supplies	26,944	34,000	30,000	30,000	30,000
432100 · Bus Exp	48,229	24,000	24,000	24,000	24,000
433000 · Staff Events	58	1,800	1,800	1,800	1,800
435000 · Other Supplies	18,565	10,000	15,000	15,000	15,000
440000 · Non-Capitalized Equip	39,218	75,145	40,000	30,000	32,500
Total 4000 · BOOKS/SUPP/MATERIALS	233,795	229,045	194,310	185,921	190,024
5000 · OPERATING EXPENSES					

DECS 18-19 3rd Qtr and 2019-2020 Budget Plan

	17-18	18-19	19-20	20-21	21-22
520000 · Conference/Travel	4,525	2,750	3,500	3,500	3,500
521000 · Mileage	1,583	2,500	2,500	2,500	2,500
530000 · Dues/Subscription	5,392	6,000	6,000	6,000	6,000
540000 · Insurance	24,237	25,526	24,348	25,809	27,357
550000 · Janitorial/Operations	12,322	13,000	13,000	13,100	13,000
555005 · Maintenance	2,985	21,000	25,000	30,000	35,000
550500 · Alarm Service	3,938	4,800	5,000	5,250	5,250
551000 · Utilities	21,481	24,000	24,720	25,462	26,225
551500 · Trash/Water	7,035	6,200	6,500	6,800	6,800
560000 · Rent	63,751	153,000	156,060	159,181	162,365
562000 · Copier/Equip/Leases	16,701	15,800	18,000	19,000	19,500
580000 · Prof/Consulting Srvc	1,998	2,000	19,616	2,000	2,000
581000 · Legal Fees	19,375	8,000	33,000	15,000	15,000
582000 · Audit Fees	0	0	0	0	0
582500 · Business Services	0	0	5,000	6,000	7,500
583000 · IT Cloud Services	8,174	6,500	7,000	9,500	10,000
584000 · Advertisement	0	6,000	0	0	0
586000 · Bank/Service Fees	1,271	600	800	970	1,050
587000 · Fingerprinting Livescan	119	800	800	800	800
588000 · Contracted Instruct Srvc	0	9,700	9,700	9,700	9,700
588001 · General	11,481	34,000	30,000	30,000	30,000
588005 · BTSA	0	7,200	5,400	5,400	5,400
588010 · Professional Dev	36,794	10,000	30,000	30,000	30,000
588015 · SELPA Aides Contract	0	47,000	0	0	0
588020 · SELPA Contractors	226,755	230,000	191,244	198,372	206,422
589000 · Other Services	11,073	9,000	10,000	10,000	10,000
589900 · Payroll/HR Services	1,200	1,300	1,311	1,351	1,391
591000 · Telephone	8,866	9,300	8,487	8,742	9,004
592000 · Internet Connection	12,416	18,000	20,000	21,000	22,000
593000 · Postage/Mailing	476	1,000	849	874	900
Total 5000 · OPERATING EXPENSES	503,947	674,976	657,836	646,311	668,665
6000 · CAPITAL OUTLAY					
690000 · Depreciation	110,430	70,000	96,000	102,000	104,500
Total 6000 · CAPITAL OUTLAY	110,430	70,000	96,000	102,000	104,500
7000 · OTHER OUTGO					
714100 · District/Oversight	31,502	32,943	33,990	35,046	36,026
714110 · District/Transportation	8,265	15,000	15,000	15,000	15,000
722110 · Special Ed Encroachment		0	0	0	0
723100 · Transfers In RCS	652,287	637,071	400,569	381,131	378,708
723105 · Transfers In RCS- SELPA	69,300	71,379	100,980	95,252	92,829
743800 · Interest Exp	19,869	0	1,000	1,000	1,000
Total 7000 · OTHER OUTGO	781,223	756,393	551,539	527,429	523,563
Total Expense	3,354,107	3,707,760	3,800,972	3,856,788	4,003,155
Net Income	497,516	300,006	284,225	336,714	291,026
favorable/(unfavorable) to Bond Budget==>		-50,089	-66,582	-74,540	-71,199
18-19 Budget		336,513	357,999	381,947	480,924
favorable/(unfavorable) to 18-19 Budget==>		(36,506)	(73,774)	(45,233)	(189,898)

DECS 18-19 3rd Qtr and 2019-2020 Budget Plan

Reserves		17-18	18-19	19-20	20-21	21-22
	Net Income		300,006	284,225	336,714	291,026
Ending Fund Balance	Net Assets as of June 30	2,683,114	2,983,120	3,267,345	3,604,059	3,895,085
Ending Fund Balance	Net Assets as % of Total Revenue	70%	74%	80%	86%	91%

2018-2019 Forecast	Object	Beginning Balances	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Adj	Total
ESTIMATES THROUGH THE MONTH OF JUNE																	
A. BEGINNING CASH			1,915,291	1,929,421	1,460,351	1,675,715	1,463,331	1,394,039	1,543,297	1,729,083	1,500,824	1,678,272	1,848,665	2,243,721			
B. RECEIPTS																	
LCFF /Revenue Limit Sources																	
Principal Apportionment		8010-8019	65,395	65,395	141,761	117,711	117,711	121,935	143,567		126,368	152,122			170,369		1,222,334
In Lieu of Property Taxes		8020-8079	-	-	369,838	164,372	-	328,744	164,372	164,372	290,498	140,847	160,510	140,847	147,597		2,071,997
Miscellaneous Funds		8080-8099	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Federal Revenue		8100-8299	-	-	-	-	12,758	7,500	25,610	-	5,930	-	47,409	-	51,268		150,475
Other State Revenue		8300-8599	9,780	-	27,384	17,874	24,130	49,101	38,227	37,758	34,528	133,603	45,952	37,516			455,853
Other Local Revenue		8600-8799	24,142	16,922	13,671	17,219	6,439	5,348	6,882	7,171	3,758	2,532	734	2,289			107,107
Interfund Transfers In		8910-8929	-	-	-	-	-	-	-	-	-	-	-	-			-
All Other Financing Sources		8930-8979	-	-	-	-	-	-	-	-	-	-	-	-			-
TOTAL RECEIPTS			99,317	82,317	552,654	317,176	161,038	512,628	378,658	209,301	461,082	429,104	254,605	180,652	369,234	-	4,007,766
C. DISBURSEMENTS																	
Certificated Salaries		1000-1999	8,430	98,935	95,965	101,090	95,595	103,605	94,635	96,805	99,322	97,085	111,520	106,270			1,109,256
Classified Salaries		2000-2999	2,806	31,300	33,561	32,737	33,106	32,923	27,055	32,314	33,432	31,156	35,083	36,741			362,214
Employee Benefits		3000-3999	5,610	39,469	39,037	71,294	39,385	40,700	39,071	39,386	37,506	40,767	40,511	40,511	32,628		505,875
Books and Supplies		4000-4999	44,584	12,337	33,838	10,986	15,377	7,737	5,496	28,040	10,316	18,767	18,670	18,670	4,226		229,045
Services		5000-5999	39,870	35,920	82,715	53,876	69,380	35,890	53,334	37,312	83,856	28,095	54,352	35,565	64,811		674,976
Capital Outlay		6000-6599	-	-	-	-	-	-	-	-	-	-	-	-		70,000	70,000
Other Outgo		7000-7499	48,534	35,635	40,321	56,884	35,790	47,454	51,775	70,563	69,161	76,368	109,859	55,972	58,076		756,393
Interfund Transfers Out		7600-7629	-	-	-	-	-	-	-	-	-	-	-	-			-
All Other Financing Uses		7630-7699	-	-	-	-	-	-	-	-	-	-	-	-			-
TOTAL DISBURSEMENTS			149,834	253,596	325,437	326,866	288,634	268,308	271,365	304,421	333,594	292,238	369,995	293,730	159,741	70,000	3,707,759
D. BALANCE SHEET ITEMS																	
Assets and Deferred Outflows (positive # increase for cash, decrease for asset-- negative # decrease for cash, increase for asset)																	Ending Balances
Beg Cash Balance		9111-9199	1,915,291														2,468,211
Accounts Receivable		9200-9299	407,909	46,229	12,214	220,608	(96,879)	25,000	15,000	84,596	25,335	6,464	59,034	(29,675)	39,626	(369,234)	38,318
Due From Intercompany		9310	187,554	21,586	(313,073)	(133,486)	(221,835)	18,304	(67,367)	34,037	(131,610)	85,998	(508)	500,000	275,000		67,047
Stores		9320	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Prepaid Expenditures		9330	12,798	12,798	-	-	-	-	-	-	-	-	-	-	-		12,798
Other Current Assets		9340	-	-	(117,711)	117,711	-	-	-	-	-	-	-	-	-		-
Fixed Assets Purchase			274,734	-	-	-	-	-	-	-	-	-	-	-	50,000		50,000
Depreciation ADD Back (EOY)			-	-	-	-	-	-	-	-	-	-	-	-	-	70,000	70,000
SUBTOTAL			2,798,286	80,613	(300,859)	(30,589)	(201,003)	43,304	(52,367)	118,633	(106,275)	92,462	58,526	470,325	364,626	(369,234)	70,000
Liabilities and Deferred Inflows (positive # decrease for cash, and decrease for liability-- negative # increase for cash, increase for liability)																	
Accounts Payable		9500-9599	67,215	30,962	(3,068)	(18,735)	1,692	(15,000)	42,695	40,140	26,864	42,501	25,000	(40,122)	13,175	(159,741)	(13,637)
Due To Intercompany		9610	-	(21,883)	-	-	-	-	-	-	-	-	-	-	21,883		-
Current Portion Loans		9640	0	-	-	-	-	-	-	-	-	-	-	-	-		0
Long Term Debt			-	-	-	-	-	-	-	-	-	-	-	-	-		-
Unearned Revenues		9650	41,070	-	-	-	-	-	-	-	-	-	-	-	-		41,070
Deferred Inflows of Resources		9690	6,887	6,887	-	-	-	-	-	-	-	-	-	(8,000)			(1,113)
SUBTOTAL			115,172	15,966	(3,068)	(18,735)	1,692	(15,000)	42,695	40,140	26,864	42,501	25,000	(40,122)	27,058	(159,741)	-
TOTAL BALANCE SHEET ITEMS (Assets - Liabilities)			2,683,114	64,647	(297,791)	(11,854)	(202,695)	58,304	(95,062)	78,493	(133,139)	49,961	33,526	510,447	337,568	(209,493)	70,000
E. NET INCREASE/DECREASE (B - C - D)			14,130	(469,070)	215,364	(212,384)	(69,292)	149,258	185,786	(228,259)	177,449	170,392	395,056	224,490			552,920
F. ENDING CASH (A + E)			1,929,421	1,460,351	1,675,715	1,463,331	1,394,039	1,543,297	1,729,083	1,500,824	1,678,272	1,848,665	2,243,721	2,468,211			
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS																	2,468,211
STATIC BALANCE- INTERCO LCS			187,554	165,968	479,041	612,527	834,362	816,058	883,425	849,387	980,997	894,999	895,507	395,507	120,507	120,507	

Increases in assets or liabilities are shown as a negative number

Decreases in assets or liabilities are shown as a positive number

Ending Fund Balance	Unrestricted	2,683,114													(300,007)		(300,007)	2,983,121
	Temp Restricted																	
	NET ASSETS	2,683,114													(300,007)		(300,007)	2,983,121
Ending Fund Balance	Liabilities	2,798,286	15,966	(3,068)	(18,735)	1,692	(15,000)	42,695	40,140	26,864	42,501	25,000	(40,122)	27,058	(459,748)		(314,757)	3,113,044

2019-2020 Forecast	Object	Beginning Balances	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Adj	Total		
ESTIMATES THROUGH THE MONTH OF JUNE																			
A. BEGINNING CASH			2,468,211	2,429,337	1,918,515	2,087,601	1,854,419	1,749,657	1,866,645	2,007,999	1,913,812	2,153,451	2,166,636	2,750,285					
B. RECEIPTS																			
LCFF /Revenue Limit Sources																			
Principal Apportionment		8010-8019	70,395	70,395	70,395	70,395	90,395	120,000	125,000	130,000	130,000	130,000	120,000	120,000	84,521		1,331,496		
In Lieu of Property Taxes		8020-8079	-	-	369,838	164,372	-	328,744	164,372	164,372	290,498	140,847	160,510	140,847	143,059		2,067,459		
Miscellaneous Funds		8080-8099	-	-	-	-	-	-	-	-	-	-	-	-	-		-		
Federal Revenue		8100-8299	-	-	-	-	12,758	7,500	25,610	-	25,000	25,000	47,409	-	3,348		146,625		
Other State Revenue		8300-8599	9,780	-	27,384	17,874	24,130	49,101	38,227	37,758	34,528	35,000	45,952	37,516	51,366		408,616		
Other Local Revenue		8600-8799	24,142	16,922	13,671	17,219	10,000	7,053	10,000	7,171	10,000	2,532	10,000	2,289			131,000		
Interfund Transfers In		8910-8929	-	-	-	-	-	-	-	-	-	-	-	-	-		-		
All Other Financing Sources		8930-8979	-	-	-	-	-	-	-	-	-	-	-	-	-		-		
TOTAL RECEIPTS			104,317	87,317	481,288	269,860	137,283	512,398	363,209	339,301	490,026	333,379	383,871	300,652	282,294	-	4,085,196		
C. DISBURSEMENTS																			
Certificated Salaries		1000-1999	10,000	114,513	114,513	114,513	114,513	114,513	114,513	114,513	114,513	114,513	114,513	114,513			1,269,647		
Classified Salaries		2000-2999	3,000	40,141	40,141	40,141	40,141	40,141	40,141	40,141	40,141	40,141	40,141	40,141			444,551		
Employee Benefits		3000-3999	6,000	48,050	48,050	48,050	48,050	48,050	48,050	48,050	48,050	48,050	48,050	48,050	52,539		587,089		
Books and Supplies		4000-4999	40,000	13,644	13,644	13,644	13,644	13,644	13,644	13,644	13,644	13,644	13,644	13,644	4,226		194,310		
Services		5000-5999	40,000	49,000	49,000	49,000	49,000	49,000	49,000	49,000	49,000	49,000	49,000	49,000	78,836		657,836		
Capital Outlay		6000-6599	-	-	-	-	-	-	-	-	-	-	-	-		96,000	96,000		
Other Outgo		7000-7499	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	131,539		551,539		
Interfund Transfers Out		7600-7629	-	-	-	-	-	-	-	-	-	-	-	-			-		
All Other Financing Uses		7630-7699	-	-	-	-	-	-	-	-	-	-	-	-			-		
TOTAL DISBURSEMENTS			134,000	300,348	300,348	300,348	300,348	300,348	300,348	300,348	300,348	300,348	300,348	300,348	267,140	96,000	3,800,972		
D. BALANCE SHEET ITEMS																			
Assets and Deferred Outflows (positive # increase for cash, decrease for asset-- negative # decrease for cash, increase for asset)																	Ending Balances		
Beg Cash Balance		9111-9199	2,468,211														3,081,669		
Accounts Receivable		9200-9299	369,591	7,911	12,214	220,608	(96,879)	25,000	15,000	84,596	25,335	6,464	5,662	(39,996)	11,256	(282,294)	(5,123)	374,714	
Due From Intercompany		9310	120,507	21,586	(313,073)	(133,486)	(221,835)	18,304	(67,367)	34,037	(131,610)	85,998	(508)	500,000	275,000		67,047	53,460	
Stores		9320	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prepaid Expenditures		9330	-	12,798	-	-	-	-	-	-	-	-	-	-	-	-	12,798	(12,798)	
Other Current Assets		9340	-	-	-	(117,711)	117,711	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets Purchase			154,734	-	-	-	-	-	-	-	-	-	-	50,000	-	-	50,000	104,734	
Depreciation ADD Back (EOY)			-	-	-	-	-	-	-	-	-	-	-	-	96,000	96,000	96,000	(96,000)	
SUBTOTAL			3,113,043	42,295	(300,859)	(30,589)	(201,003)	43,304	(52,367)	118,633	(106,275)	92,462	5,154	460,004	336,256	(282,294)	96,000	220,722	3,505,779
Liabilities and Deferred Inflows (positive # decrease for cash, and decrease for liability-- negative # increase for cash, increase for liability)																			
Accounts Payable		9500-9599	80,852	44,599	(3,068)	(18,735)	1,692	(15,000)	42,695	40,140	26,864	42,501	25,000	(40,122)	13,175	(267,140)		(107,399)	188,251
Due To Intercompany		9610	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Current Portion Loans		9640	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Long Term Debt			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenues		9650	41,070	-	-	-	-	-	-	-	-	-	-	-	-	-	-	41,070	
Deferred Inflows of Resources		9690	8,000	6,887	-	-	-	-	-	-	-	-	-	(8,000)	-	-	(1,113)	9,113	
SUBTOTAL			129,922	51,486	(3,068)	(18,735)	1,692	(15,000)	42,695	40,140	26,864	42,501	25,000	(40,122)	5,175	(267,140)	-	(108,512)	238,434
TOTAL BALANCE SHEET ITEMS (Assets - Liabilities)			2,983,121	(9,191)	(297,791)	(11,854)	(202,695)	58,304	(95,062)	78,493	(133,139)	49,961	(19,846)	500,126	331,081	(15,154)	96,000	329,234	
E. NET INCREASE/DECREASE (B - C - D)				(38,874)	(510,822)	169,086	(233,182)	(104,762)	116,988	141,354	(94,186)	239,639	13,185	583,649	331,385			613,458	
F. ENDING CASH (A + E)				2,429,337	1,918,515	2,087,601	1,854,419	1,749,657	1,866,645	2,007,999	1,913,812	2,153,451	2,166,636	2,750,285	3,081,669				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS																		3,081,669	
STATIC BALANCE- INTERCO LCS			120,507	98,921	411,994	545,480	767,315	749,011	816,378	782,340	913,950	827,952	828,460	328,460	53,460	53,460			

Increases in assets or liabilities are shown as a negative number

Decreases in assets or liabilities are shown as a positive number

Ending Fund Balance	Unrestricted	2,983,121													(284,224)		(284,224)	3,267,346
	Temp Restricted	-																-
	NET ASSETS	2,983,121													(284,224)		(284,224)	3,267,346
Ending Fund Balance	NET ASSETS + Liabilities	3,134,927	51,486	(3,068)	(18,735)	1,692	(15,000)	42,695	40,140	26,864	42,501	25,000	(40,122)	5,175	(551,364)		(392,736)	3,505,780

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Delta Elementary Charter School	Vanessa Belair, Principal	vbelair@deltacharter.org 916.744.1200

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Mission

The Mission of Delta Elementary Charter School in Clarksburg is to provide a family-oriented, community-based intimate learning environment that is devoted to the academic, social, linguistic, and personal success of each child.

Vision

Delta Elementary Charter School seeks to capitalize on one of the last true small communities in Yolo County and surrounding counties. They are committed to building a collaborative learning community of parents, teachers, community members, farmers and students, all dedicated toward the goal of increasing pupil achievement at Delta Elementary Charter School, a special place to learn. The School's educational program has been developed to provide expanded educational choice and opportunities for families in Clarksburg and surrounding communities. Delta Elementary Charter School offers a school setting that reflects the community's desire to have access to a rigorous academic program that includes project-based learning, visual and performing arts, technology, and agriculture integration programs. The student-centered approach at Delta Elementary Charter School benefits all students, regardless of socio-economic background.

Student Enrollment

Delta Elementary Charter School will strive to enroll a student body that is representative of the diversity of the surrounding community. The school offers a school setting that reflects the community's desire to have access to a rigorous academic program that includes visual and performing arts, technology, athletics, and agriculture. The school will continue to focus on parent and community involvement, reach out to all stakeholders, and ensure that the educational needs of all students are being met. Delta Elementary Charter School's student population includes:

- 25.7% Students from low-income families
- 12.8% Students with Special Needs
- 12.6% English Learners
- The following ethnic demographics:
 - 48.3% White
 - 37.13% Latino
 - 1.7% African American
 - 1.7% Asian
 - 1.0% American Indian or Alaskan Native
 - 1.0% Filipino
 - 1.0% Two or More Races
 - 0.2% Native Hawaiian or Pacific Islander

How Learning Best Occurs

Delta Elementary Charter School believes that learning best occurs in a student-centered environment where the teachers involve and challenge the students with issues that the students regard as important and meaningful. Toward this end, Lighthouse provides:

- A safe and nurturing environment where diversity is celebrated (ethnic, racial, cultural, philosophical, and/or individual)
- An educational environment that builds on student strengths through enrichment activities, independent research, problem solving, critical thinking, music, art, science, and technology.
- A school that treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students
- An educational experience that prepares pupils for successful learning opportunities and prepares them for successful college and/or careers
- A haven where students can build sustained and caring relationships with their fellow students, teachers, and community members
- An environment where all school community members (students, teachers, parents, community volunteers, and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization
- Thematic programs that support tiered instruction and activities that allow for multi- disciplinary learning coupled with alternative responses and solutions.

Furthermore, Delta Elementary Charter School ensures that:

- Focus is placed on individual personalized learning, which can provide flexibility for the students to pursue their intellectual interests.
- Parents are actively involved as participants in support of their child's education.
- Community volunteers are actively engaged in the education and development of youth in their community.
- Students, teachers, and families understand the metrics for success and share high expectations for success.
- Students receive tiered instruction and are involved in activities that allow for alternative solutions.
- Teaching methodologies encourage students to think creatively and critically.
- Technology is integrated into the curriculum as a tool to help students achieve academic success.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

In alignment with the River Charter Schools Strategic Plan, the Delta Elementary Charter School LCAP focuses on four core goals:

Goal 1: Rigorous Curriculum Aligned to Standards

Delta Elementary Charter School provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops content knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

Goal 2: Addressing Gaps to Ensure Equity

Delta Elementary Charter School will close the achievement gap, if any, between subgroups of students and the general population, including students from low-income families, who are English Language Learners, and who are Latino.

Goal 3: Student and Family Engagement

Students and families at Delta Elementary Charter School are engaged and empowered, in service of supporting students' overall development and well-being.

Goal 4: Authentic Connections to Community

The school program leverages authentic connections to the local community that develop awareness of career and college opportunities for students.

In addition, River Charter Schools and Delta Elementary Charter School hold a fifth foundational Goal as follows:

Goal 5: Strong and Sound Organization

Delta Elementary Charter School is a sound organization with the staff, curriculum, and capital in place to support and advance the goals, actions, and measures as detailed in the LCAP.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Delta Elementary Charter School made significant progress in its Goal areas as follows:

Goal 1: Rigorous Curriculum Aligned to Standards

- **Content Area Depth** - In grades 4 - 6, teachers specialize in the core content areas to deepen rigor and alignment, teaching both groups of students a single area at each grade level.
- **Professional Development** - The Instructional Coach position was increased to three days per week, to provide teachers with increased observation, feedback, and coaching of practice. A schoolwide focus on math, informed by data, was held the first part of the school year. Once growth was realized, this shifted to more personalized support of teachers based on observational data and included observation and coaching, modelling, and co-planning.
- **Technology** - The school moved to a 2:1 technology ratio, purchasing 90 new touch screen ChromeBooks. Every two classrooms now share a Chrome Cart and teachers all have a Smart Board in their classroom.
- **Data Informed Instruction** - Continued practice in supporting the most struggling students to make rapid growth toward proficiency. Added a lens of providing shorter term, targeted support to students just short of proficiency to get them to grade level. Teachers worked with groups of 7 - 10 students, using data to identify their gaps and provide instruction that moved them forward.
- **Student Engagement & Rigor** - Authentic and rigorous lessons that leveraged visual and kinesthetic learning were employed, to increase student engagement while maintaining standards alignment

This has resulted in an increase in the percentage of students meeting their projected growth targets in ELA and Math, as measured by the NWEA MAP. Results of this work will be further evaluated through SBAC results, which will be available Fall 2019.

Goal 2: Addressing Gaps to Ensure Equity

- **Response to Intervention** - Moved to a full inclusion model, with push-in services replacing pull-out to the greatest degree possible. This has decreased transition time and increased instructional time for students with special needs.
- **Reading** - SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) was Implemented 4 days a week in Grades 1 - 3, to support students reading below grade level and English Learners (ELs).

Results of this work will be evaluated through disaggregation of SBAC results, which will be available Fall 2019.

Goal 3: Student and Family Engagement

- **Positive School Culture** - Positive Behavior Intervention & Supports (PBIS) and Restorative Justice (RJ) practices continue to be an area of strength that will be refined and maintained.
- **Student Leadership** - The Student Council orchestrated community volunteering projects, including a gift card collection for victims of the Paradise fire and a police appreciation week. Every Monday, students select a focus on which to educate the community.
- **Clubs and Sports** - Started Girls on the Run.
- **Family Engagement** - PBL nights, art and music nights, a talent show, monthly coffees with the Principal, and parent-teacher conferences all continued to engage families in the life of the school, in addition to an active School Site Council (SSC) and English Language Advisory Committee (ELAC). Added a DECS family picnic in April, as both a community event and fundraiser.

This has resulted in family and student satisfaction ratings of between 89% and 98% in terms of safety, being expected and supported to do their best, being able to approach teachers with problems, and being involved in decision-making.

Goal 4: Authentic Connections to the Community

- **Learning Garden** - Overhauled the Learning Garden to promote sustainability and increase access, including bed replacement, weed abatement measures, and ADA access.
- **Community Outreach** - Conducted community outreach with local agribusiness and community leaders, including field trips to local farms and orchards, community service centers (fire station), and voting precincts.

This has resulted in a more robust on site program, that engages students in learning connected to the community.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Delta Elementary Charter School has no performance indicators that are “Red” or “Orange” overall, nor any that have a “Not Met” rating.

To promote continuous improvement, Delta Elementary Charter School will continue to work on growth in its Goal areas as follows:

Goal 1: Rigorous Curriculum Aligned to Standards

- **Professional Development** - The Instructional Coach position will be increased to five days per week, with an initial schoolwide focus on writing, informed by data.
- **Instructional Time** – Purposeful changes have been made to the bell schedule, to allow for dedicated and uninterrupted morning learning blocks in the core subjects of math and ELA for 90 minutes in K - 3 and 120

minutes in 4 - 6. Enrichment classes (music, garden, art, PE) are now scheduled outside of these blocks, to minimize instructional time lost in transitions.

Goal 2: Addressing Gaps to Ensure Equity

- **Response to Intervention** - Continue push-in model to increase efficacy of interventions and increase instructional time for students with special needs.
- **English Learners** - Designated ELD support will be shifted to a push-in model, to increase instructional time for ELs.
- **Writing** - A schoolwide focus on writing will be held, to support all students and especially ELs in translating their verbal communication into written to demonstrate their knowledge and understanding of content.

Goal 3: Student and Family Engagement

- **Positive School Culture** - Roll out Playworks year-long plan with students to promote health, wellness, and PBIS.
- **Student Leadership** - Implement the Junior Coaches program in Playworks for Grades 4 - 6.
- **Clubs and Sports** - Develop own intramural sports program next year, after exiting the district program.
- **Student and Family Engagement** – Continue current systems, structures, and programming as they are yielding high attendance rates and stakeholder satisfaction.

Goal 4: Authentic Connections to the Community

- **Learning Garden and Community Outreach** - Continue current systems, structures, and programming as they are yielding a connection between the classroom and the local community and economy. Explore hosting a community agriculture event on site (requires district approval), to bring farmers and ranchers on site with equipment, crops, and animals to celebrate these career options and connections to the local community.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Delta Elementary Charter School has no student group at two or more performance levels below the “all student” performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Increased and improved services for students from low-income families and English Language Learners will be provided as follows:

- Regular benchmark assessments using NWEA and STAR Reading to monitor student subgroup data, identifying needs and adjusting resources accordingly
- An Individualized Learning Block, supporting students those who require intervention (are not meeting status or growth targets) as well as those requiring Designated ELD.
- Increased teacher expertise in the Common Core State Standards and serving English Language Learners, through targeted professional development, observation, and coaching by the Principal, GLAD trained staff, and consultants.
- Increased mental health services within a trauma-informed practice, with professional development to support implementation of restorative practices.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not Applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal 1: Rigorous Curriculum Aligned to Standards

Provide a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops concept knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: n/a

Annual Measureable Outcomes

Expected

Percent of students who meet or exceed standard in ELA as measured by the SBAC will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.

Percent of students who meet or exceed standard in Math as measured by the SBAC will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.

Percent of students who meet projected growth target in ELA as measured by the NWEA MAP will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.

Percent of students who meet projected growth target in Math as measured by the NWEA MAP will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.

Percent of teachers who agree or strongly agree that the school supports their professional development as measured by annual survey will grow by +1% annually until goal of 80% is met.

Actual

Percent of students who met or exceeded standard in ELA as measured by the SBAC was:

- Overall - 57.7%
 - FRL - 35.2%
 - EL - 16.7%
 - Latino - 49.0

Percent of students who meet or exceed standard in Math as measured by the SBAC was:

- Overall - 50.4
 - FRL - 30.6
 - EL - 4.0
 - Latino - 33.0

Percent of students who meet projected growth target in ELA as measured by the NWEA MAP was:

- Overall – 56%, an increase of +2%, meeting the goal

[Sub-group reports not available for NWEA MAP in 2018-19]

Percent of students who meet projected growth target in Math as measured by the NWEA MAP was:

- Overall – 51%, an increase of 5%, meeting the goal

[Sub-group reports not available for NWEA MAP in 2018-19]

Percent of teachers who agree or strongly agree that the school supports their professional development as measured by annual survey was:

- 100%, meeting the goal

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1a. Acquire and implement rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS).</p>	<p>1a. Continued implementation of rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS). Authentic and rigorous lessons that leveraged visual and kinesthetic learning were employed, to increase student engagement while maintaining standards alignment. In grades 4 - 6, teachers specialize in the core content areas to deepen rigor and alignment, teaching both groups of students a single area at each grade level.</p>	<p>\$12000 LCFF Supplemental 431000 Curriculum Materials</p>	<p>\$12877 LCFF Supplemental 431000 Curriculum Materials</p>

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1b. Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.</p>	<p>1b. Provided ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS. The Instructional Coach position was increased to three days per week to support this work. A schoolwide focus on math, informed by data, was held the first part of the school year. Once growth was realized, this shifted to more personalized support of teachers based on observational data and included observation and coaching, modelling, and co-planning.</p>	<p>\$20000 LCFF Supplemental 588000 Professional Development</p>	<p>\$17122 LCFF Supplemental 588000 Professional Development</p>

Action 1c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1c. Provide training in Guided Language Acquisition Design (GLAD) for teachers new to DECS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.</p>	<p>1c. There were no previously untrained teachers in GLAD in 2018-19. Provided ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.</p>	<p>\$0 LCFF Supplemental 588000 Professional Development (GLAD Training)</p>	<p>\$0 LCFF Supplemental 588000 Professional Development (GLAD Training)</p>

Action 1d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1d. Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.</p>	<p>1d. Teachers that hold a preliminary credential were provided Beginning Teacher Support and Assessment (BTSA) to keep them on course to clear their credential during the term of their licensure.</p>	<p>\$1000 LCFF Supplemental 588000 Professional Development (GLAD Training)</p>	<p>\$7100 LCFF Supplemental 588000 Professional Development (GLAD Training)</p>

Action 1e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1e. Increase and improve technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections.</p>	<p>1e. Increased and improved technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections. The school moved to a 2:1 technology ratio, purchasing 90 new touch screen ChromeBooks. Every two classrooms now share a Chrome Cart and teachers all have a Smart Board in their classroom.</p>	<p>\$18000 LCFF Supplemental Funded in Action 5b</p>	<p>\$21606 LCFF Supplemental Funded in Action 5b</p>

Action 1f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1f. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.</p>	<p>1f. Monitored student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS. Continued practice in supporting the most struggling students to make rapid growth toward proficiency. Added a lens of providing shorter term, targeted support to students just short of proficiency to get them to grade level. Teachers worked with groups of 7 - 10 students, using data to identify their gaps and provide instruction that moved them forward.</p>	<p>\$92006 \$3150 \$945 LCFF Supplemental 431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits</p>	<p>\$11304 \$4500 \$945 LCFF Supplemental 431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits</p>

Action 1g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1g. Differentiate instruction through Centers to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.</p>	<p>1g. Differentiated instruction through the What I Need Now (WINN) Individualized Learning Block to ensure all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) was Implemented 4 days a week in Grades 1 - 3, to support students reading below grade level and English Learners (ELs).</p>	<p>\$23450 \$7035 \$38146 \$11444 LCFF Supplemental 210000 Instructional Aides 300000 Associated Benefits 110000 Learning Center Director 300000 Associated Benefits</p>	<p>\$24700 \$7035 \$49590 LCFF Supplemental 210000 Instructional Aides 300000 Associated Benefits 723105 Learning Center Director</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights of the implementation in **Goal 1** are as follows:

- **Content Area Depth** - In grades 4 - 6, teachers specialize in the core content areas to deepen rigor and alignment, teaching both groups of students a single area at each grade level.
- **Professional Development** - The Instructional Coach position was increased to three days per week, to provide teachers with increased observation, feedback, and coaching of practice. A schoolwide focus on math, informed by data, was held the first part of the school year. Once growth was realized, this shifted to more personalized support of teachers based on observational data and included observation and coaching, modelling, and co-planning.
- **Technology** - The school moved to a 2:1 technology ratio, purchasing 90 new touch screen ChromeBooks. Every two classrooms now share a Chrome Cart and teachers all have a Smart Board in their classroom.
- **Data Informed Instruction** - Continued practice in supporting the most struggling students to make rapid growth toward proficiency. Added a lens of providing shorter term, targeted support to students just short of proficiency to get them to grade level. Teachers worked with groups of 7 - 10 students, using data to identify their gaps and provide instruction that moved them forward.
- **Student Engagement & Rigor** - Authentic and rigorous lessons that leveraged visual and kinesthetic learning were employed, to increase student engagement while maintaining standards alignment.

This has resulted in strong increases in student growth on the NWEA MAP, as well as 100% of teachers feeling their professional was supported.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights of the effectiveness in **Goal 1** are as follows:

- **Academic Achievement** – The percent of students who met their projected growth target on the NWEA MAP increased in both ELA and Math overall.
- **Professional Development** – 100% of teachers felt their professional development was supported.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 1g, the Intervention Coordinator was an External Partner, rather than on staff. As such, this was a 7000 series expense (replacing the 1000 and 3000 series expenses). The total amount was not a material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Goal, Actions, and Measures will continue as written in 2019-20. The Instructional Coach position will expand, increasing expenditures to support the work in this Goal Area.

Goal 2

Goal 2: Addressing Gaps to Ensure Equity

Close the achievement gap, if any, between students who are from low-income families, are English Language Learners, and who are Latino and the general population.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: n/a

Annual Measureable Outcomes

Expected

The achievement gap between subgroups and the general population of students who meet or exceed in ELA as measured by the SBAC will decrease by -1% until the goal of 0% is met.

The achievement gap between subgroups and the general population of students who meet or exceed in Math as measured by the SBAC will decrease by -1% until the goal of 0% is met.

The achievement gap between subgroups and the general population of students who meet projected growth target in ELA as measured by the NWEA will decrease by -1% until the goal of 0% is met.

The achievement gap between subgroups and the general population of students who meet projected growth target in Math as measured by the NWEA will decrease by -1% until the goal of 0% is met.

o

The percent of English Learners making annual progress will increase by 1.5% annually until the goal of 85% is met.

100% of 4th, 5th and 6th grade students will participate in project based learning that promotes college awareness, readiness, and the development of a college-going identity as measured by annual curriculum audit.

Actual

The achievement gap between subgroups and the general population of students who meet or exceed in ELA as measured by the SBAC was:

- FRL – -3.8
- ELL – 4.0
- Latino – 8.4

The achievement gap between subgroups and the general population of students who meet or exceed in Math as measured by the SBAC was:

- FRL – 3.1
- ELL – -8.58
- Latino – 4.95

Sub-group reports were not available for NWEA MAP in 2018-19. As such, the achievement gap cannot be analyzed for NWEA MAP.

Sub-group reports were not available for NWEA MAP in 2018-19. As such, the achievement gap cannot be analyzed for NWEA MAP.

The percent of English Learners making annual progress was:

- TBD - Not yet reported on CA Dashboard

The percent of 4th, 5th and 6th grade students who participated in project based learning that promotes college awareness, readiness, and the development of a college-going identity as measured by annual curriculum audit was:

- 100%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2a. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).</p>	<p>2a. Monitored student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).</p>	<p>Funded in Action 1f LCFF Supplemental 431100 Software (NWEA) 110000 Lead Teacher Stipend 300000 Associated Benefits</p>	<p>Funded in Action 1f LCFF Supplemental 431100 Software (NWEA) 110000 Lead Teacher Stipend 300000 Associated Benefits</p>

Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2b. Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:</p> <ul style="list-style-type: none"> ○ Coaching classroom teachers on appropriate accommodations (Tier 1) ○ Coordinating push-in support for small groups and individual students (Tier 2) ○ Coordinating pull out services for small groups and individual students (Tier 3) 	<p>2b. Monitored academic and social-emotional data within a Response to Intervention (RTI) model in twelve-week cycles to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Moved to a full inclusion model, with push-in services replacing pull-out to the greatest degree possible. This has decreased transition time and increased instructional time for students with special needs.</p>	<p>Funded in Action 1g LCFF Supplemental 110000 Intervention Coordinator 300000 Benefits</p>	<p>Funded in Action 1g LCFF Supplemental 110000 Intervention Coordinator 300000 Benefits</p>

Action 2c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2c. Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (ELPAC), adjusting supports as needed to achieve optimal trajectory.</p>	<p>2c. Monitored language development of ELLs using disaggregated data from English Language Proficiency Assessments (Fall CELDT, Spring ELPAC), adjusting supports as needed to achieve optimal trajectory. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) was Implemented 4 days a week in Grades 1 - 3, to support students reading below grade level and English Learners (ELs).</p>	<p>\$15403 \$4621 LCFF Supplemental 210000 EL Coordinator 300000 Associated Benefits</p>	<p>\$15403 \$4621 LCFF Supplemental 210000 EL Coordinator 300000 Associated Benefits</p>

Action 2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2d. Differentiate instruction through Centers to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.</p>	<p>2d. Differentiated instruction through the What I Need Now (WINN) Individualized Learning Block to ensure all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) was Implemented 4 days a week in Grades 1 - 3, to support students reading below grade level and English Learners (ELs).</p>	<p>Funded in Action 1g LCFF Supplemental 210000 Instructional Aides 300000 Associated Benefits</p>	<p>Funded in Action 1g LCFF Supplemental 210000 Instructional Aides 300000 Associated Benefits</p>

Action 2e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2e. Engage 4 th , 5 th , and 6 th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity	2e. Engaged 4th, 5th, and 6th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity.	Funded in Action 5c LCFF Base & Categorical 432504 Transportation (College Visits)	Funded in Action 5c LCFF Base & Categorical 432504 Transportation (College Visits)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights of the implementation in **Goal 2** are as follows:

- **Response to Intervention** - Moved to a full inclusion model, with push-in services replacing pull-out to the greatest degree possible. This has decreased transition time and increased instructional time for students with special needs.
- **Reading** - SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) was Implemented 4 days a week in Grades 1 - 3, to support students reading below grade level and English Learners (ELs).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights of the effectiveness in **Goal 2** are as follows:

- **Achievement Gap** – This will be measured by looking at disaggregated SBAC ELA and Math data in Fall 2019. While NWEA MAP data has been used in some previous years, the disaggregated data was not available for 2018-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Goal, Actions, and Measures will continue as written in 2018-19. Funding from the Low Performing Students Block Grant will be added to further support this Goal Area.

Goal 3

Goal 3: Student and Family Engagement

Students and families feel safe, engaged, and empowered, in service of supporting students' overall development and well-being.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: n/a

Annual Measureable Outcomes

Expected

Percent of students who feel socially and emotionally safe, engaged, and empowered at school as measured by annual survey will increase by +1% until goal of 90% is met.

Percent of families who feel their students are socially and emotionally safe, engaged, and empowered at school as measured by annual survey will increase by +1% until goal of 90% is met.

Percent of families who feel actively engaged in the school as measured by annual survey will increase by +1% until goal of 90% is met.

Student attendance rate will increase by +1% until goal of 95% or higher is met.

Student chronic truancy rate will decrease by -1% until goal of 5% or less is met.

Actual

Percent of students who feel socially and emotionally safe, engaged, and empowered at school as measured by annual survey was:

- Safe – 93%, an increase of +1%, meeting goal
- Expected to do their best – 96%, a decrease of -3%, meeting goal
- Can go to teacher with a problem – 90%, an increase of 2%, meeting goal

Percent of families who feel their students are socially and emotionally safe, engaged, and empowered at school as measured by annual survey was:

- Safe – 98%, an increase of +3%, meeting goal
- Environment where children can succeed – 97%, a decrease of -3%, meeting goal

Percent of families who feel actively engaged in the school as measured by annual survey was:

- 89%, a decrease of -2%, narrowly missing goal

Student attendance rate was:

- 94.6%, an increase of 2.2%, meeting goal

Student chronic truancy rate was:

- 8.8%, an increase of 7.8%, not meeting goal

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3a. Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done.	3a. Taught and coached students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done. Positive Behavior Intervention & Supports (PBIS) and Restorative Justice (RJ) practices continue to be an area of strength that will be refined and maintained.	Funded in Action 5a LCFF Base & Categorical 110000 Teachers	Funded in Action 5a LCFF Base & Categorical 110000 Teachers

Action 3b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3b. Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students	3b. Counseling Interns were not available in 2018-19 to increase access to social and emotional therapy for small groups and individual students. For 2019-20, the school has entered into a contract with Wellness Together to provide support two days a week on campus.	Funded in Action 5c LCFF Base & Categorical 500000 Counseling Partnership	Funded in Action 5c LCFF Base & Categorical 500000 Counseling Partnership

Action 3c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3c. Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school	3c. Conducted weekly class meetings every Friday, to actively solicit student input on strengths and challenges in the daily life of the school.	Funded in Action 5a LCFF Base & Categorical 110000 Teachers	Funded in Action 5a LCFF Base & Categorical 110000 Teachers

Action 3d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3d. Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making	3d. Facilitated a Student Council, to leverage student voice and empowerment in planning and decision-making. The Student Council orchestrated community volunteering projects, including a gift card collection for victims of the Paradise fire and a police appreciation week. Every Monday, students select a focus on which to educate the community.	Funded in Action 5a LCFF Base & Categorical 110000 Principal	Funded in Action 5a LCFF Base & Categorical 110000 Principal

Action 3e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3e. Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights</p>	<p>3e. Maintained multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement. PBL nights, art and music nights, a talent show, monthly coffees with the Principal, and parent-teacher conferences all continued to engage families in the life of the school, in addition to an active School Site Council (SSC) and English Language Advisory Committee (ELAC). Added a DECS family picnic in April, as both a community event and fundraiser.</p>	<p>Funded in Action 5b LCFF Base & Categorical 435000 Materials and Supplies</p>	<p>Funded in Action 5b LCFF Base & Categorical 435000 Materials and Supplies</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights of the implementation in **Goal 3** are as follows:

- **Positive School Culture** - Positive Behavior Intervention & Supports (PBIS) and Restorative Justice (RJ) practices continue to be an area of strength that will be refined and maintained.
- **Student Leadership** - The Student Council orchestrated community volunteering projects, including a gift card collection for victims of the Paradise fire and a police appreciation week. Every Monday, students select a focus on which to educate the community.
- **Clubs and Sports** - Started Girls on the Run.
- **Family Engagement** - PBL nights, art and music nights, a talent show, monthly coffees with the Principal, and parent-teacher conferences all continued to engage families in the life of the school, in addition to an active School Site Council (SSC) and English Language Advisory Committee (ELAC). Added a DECS family picnic in April, as both a community event and fundraiser.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights of the implementation in **Goal 3** are as follows:

- **Stakeholder Satisfaction** - High levels of student and family satisfaction were achieved, including feeling safe, being expected to do their best, and having a staff that is approachable if they have a problem.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Goal, Actions, and Measures will continue as written in 2019-20. Additional expenditures will be made to support an external partnership to provide mental health services on campus two days a week.

Goal 4

Goal 4: Authentic Connections to Community

Local agri-business is integrated into the curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities: n/a

Annual Measureable Outcomes

Expected

100% of grade levels have agri-business integration in their curriculum, as measured by annual curriculum audit.

Actual

100% of grade levels have agri-business integration in their curriculum, as measured by annual curriculum audit.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4a. Hire a Learning Garden Coordinator to oversee and implement actions as described below to support Goal 4.	4a. Learning Garden Coordinator oversaw and implemented actions as described below to support Goal 4. Overhauled the Learning Garden to promote sustainability and increase access, including bed replacement, weed abatement measures, and ADA access.	Funded in Action 5a LCFF Base & Categorical 110000 Learning Center Coordinator	Funded in Action 5a LCFF Base & Categorical 110000 Learning Center Coordinator

Action 4b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4b. Conduct community outreach with local agribusiness, bringing experts into the classroom and students out into the fields and farms.	4b. Conducted community outreach with local agribusiness, bringing experts into the classroom and students out into the fields and farms. This included field trips to local farms and orchards, community service centers (fire station), and voting precincts.	Funded in Action 5c LCFF Base & Categorical 432504 Transportation	Funded in Action 5c LCFF Base & Categorical 432504 Transportation

Action 4c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4c. Support curriculum development and professional development for teachers in use of the learning garden and agri-business integration into the curriculum.	4c. Supported curriculum development and professional development for teachers in use of the learning garden and agri-business integration into the curriculum	Funded in Action 5a LCFF Base & Categorical 110000 Learning Center Coordinator	Funded in Action 5a LCFF Base & Categorical 110000 Learning Center Coordinator

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights of the implementation in **Goal 4** are as follows:

- **Learning Garden** - Overhauled the Learning Garden to promote sustainability and increase access, including bed replacement, weed abatement measures, and ADA access.
- **Community Outreach** - Conducted community outreach with local agribusiness and community leaders, including field trips to local farms and orchards, community service centers (fire station), and voting precincts.

This has resulted in increased connection between the classroom and community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights of the effectiveness in **Goal 4** are as follows:

- **Community Connection** – The overhaul of the Learning Garden strengthened the learning opportunities on campus that are connected to the community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Goal, Actions, and Measures will continue as written in 2019-20.

Goal 5

Goal 5: Sound Organization

Lighthouse Charter School is a sound organization with the staff, curriculum, and facility in place to support and advance the goals, actions, and measures as detailed in the LCAP.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities: n/a

Annual Measureable Outcomes

Expected

Annual budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update.

Actual

Annual budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update.

- Met

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 5a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	4a. Hired and developed a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	\$1117526 \$332321 \$477214 LCFF Base & Categorical 1000 Certificated Staff 2000 Classified Staff 3000 Benefits	\$1109256 \$362214 \$505875 LCFF Base & Categorical 1000 Certificated Staff 2000 Classified Staff 3000 Benefits

Action 5b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5b. Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.	4b. Acquired and maintained non-classroom based books, materials, and supplies necessary to support strong school operations.	\$140633 LCFF Base & Categorical 4000 Books, Supplies, and Materials	\$183258 LCFF Base & Categorical 4000 Books, Supplies, and Materials

Action 5c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	4c. Provided coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	\$781749 LCFF Base & Categorical 5000 Operating Expenses	\$650754 LCFF Base & Categorical 5000 Operating Expenses

Action 5d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5d. Maintain depreciating capital as necessary to support strong school operations.	4d. Maintained depreciating capital as necessary to support strong school operations.	\$71000 LCFF Base & Categorical 6000 Capital Outlay	\$70000 LCFF Base & Categorical 6000 Capital Outlay

Action 5e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	4e. Funded district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	\$613243 LCFF Base & Categorical 7000 Other Outgo	\$796803 LCFF Base & Categorical 7000 Other Outgo

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights of the implementation in **Goal 5** are as follows:

- **Organizational Strength** – Delta Elementary was a sound organization with the staff, curriculum, and facility in place to support and advance the goals, actions, and measures as detailed in the LCAP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights of the effectiveness in **Goal 5** are as follows:

- **Organizational Strength** – Delta Elementary was a sound organization with the staff, curriculum, and facility in place to support and advance the goals, actions, and measures as detailed in the LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Goal, Actions, and Measures will continue as written in 2019-20.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Delta Elementary Charter School regularly engaged stakeholders in the LCAP Process over the 2018-19 School Year. The school conducted needs assessments, as well established a calendar for stakeholder reporting aligned to when key benchmark dates for academic and school culture data.

- Board Meetings were held monthly, with Lighthouse reporting to the Board twice on the actions and measures to date in pursuit of the goals set forth in the LCAP. The 2018-19 LCAP Annual Update and 2019-20 LCAP was reviewed in public hearing on **May 20, 2019** and approved in public hearing on **June 10, 2019**.
- School Site Council Meetings were held throughout the school year to assess needs, review progress toward actions including measures and expenditures, and provide input to inform the 2018-19 LCAP. On **April 30, 2019** the SSC reviewed and provided input on the 2018-19 LCAP Annual Update and 2019-20 LCAP, prior to it's first review by the Board.
- The nationally normed Teacher's College Staff, Family, and Student Surveys were administered to gather data across indicators from each of the stakeholder groups from **February 4th – 28th, 2019**.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Delta Elementary Charter School will continue its focus across goal areas, based on stakeholders priorities to:

- **Goal 1: Rigorous Curriculum Aligned to Standards**
 - **Project-Based Learning (PBL)** - Continued implementation of the PBL model.
 - **Professional Development (PD)** - Teacher retention has been strong, so the desired focus is on continued strengthening of practice
- **Goal 2: Addressing Gaps to Ensure Equity**
 - **Mental Health** - Increasing supports for socio-emotional learning for students, as well as the build out of a trauma-informed model that explicitly teaches and fosters the development of students' social emotional learning skills (i.e. self-awareness, self-management, growth mindset, responsible decision making, social awareness, and relationship skills) and provides teachers with professional development to implement these practices.
 - **Data-Driven Practice** - Differentiated reporting on MAP data to hone in on the needs of students who are ELs or FRL.
- **Goal 3: Student and Family Engagement**
 - **Family Engagement** - Supporting families in their understanding of socio-emotional skills and how to support their children in development at home.
 - **Student Engagement** - Continue to build out student leadership structures in upper grades.
- **Goal 4: Authentic Connections to Community**
 - **Learning Garden** - Consider how to take what is learned in the learning garden and engage the larger DECS community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Goal 1: Rigorous Curriculum Aligned to Standards

Provide a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops concept knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: n/a

Identified Need:

To lay the foundation for college and career success, students must have mastery of core content knowledge, conceptual understanding across disciplines, and the ability to think critically.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students who meet or exceed standard in ELA as measured by the SBAC will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.	Overall – 51.8% FRL – 35.0% ELL – 10.7% Latino – 42.2% White – 57.0%	Overall – 48.6% FRL – 30.6% ELL – 17.4% Latino – 42.3% White – 52.9%	Overall – 57.7% FRL – 35.2% ELL – 16.7% Latino – 49.0% White – 67.3%	2018-19 +1%, or goal met
Percent of students who meet or exceed standard in Math as measured by the SBAC will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.	Overall – 43.7% FRL – 31.3% ELL – 10.7% Latino – 34.3% White – 50.9%	Overall – 43.7% FRL – 31.3% ELL – 10.7% Latino – 34.3% White – 50.9%	Overall – 50.4% FRL – 30.6% ELL – 4.0% Latino – 33.0% White – 68.3%	2018-19 +1%, or goal met
Percent of students who meet projected growth target in ELA as measured by the NWEA MAP will grow by +1% annually until goal of 80% is met, overall and for all	Overall – 49.6% FRL – 39.8% Latino – 42.9%	Overall – 53% FRL – 63% Latino – Not available	Overall – 56% FRL – Not available Latino – Not available	2018-19 +1%, or goal met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
numerically significant subgroups.				
Percent of students who meet projected growth target in Math as measured by the NWEA MAP will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.	Overall – 39.9% FRL – 39.8% Latino – 33.3%	Overall – 46% FRL – 45% Latino – Not available	Overall – 51% FRL – Not available Latino – Not available	2018-19 +1%, or goal met
Percent of teachers who agree or strongly agree that the school supports their professional development has supported their development as measured by annual survey will grow by +1% annually until goal of 80% is met.	92%	100%	100%	2018-19 +1%, or goal met

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1a. Acquire and implement rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS).

2018-19 Actions/Services

1a. Acquire and implement rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS).

2019-20 Actions/Services

1a. Acquire and implement rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7500	\$12000	\$0
Source	LCFF Supplemental	LCFF Supplemental	LCFF Base & Categorical
Budget Reference	431000 Curriculum Materials	431000 Curriculum Materials	Funded in Action 5b

Action 1b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1b. Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.

2018-19 Actions/Services

1b. Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.

2019-20 Actions/Services

1b. Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10000	\$20000	\$25000 \$8750 \$17000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental LCFF Supplemental Title I & IV
Budget Reference	588000 Professional Development	588000 Professional Development	210000 Instructional Coach 300000 Associated Benefits 210000 Instructional Coach

Action 1c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1c. Provide training in Guided Language Acquisition Design (GLAD) for teachers new to DECS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.

2018-19 Actions/Services

1c. Provide training in Guided Language Acquisition Design (GLAD) for teachers new to DECS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.

2019-20 Actions/Services

1c. Provide training in Guided Language Acquisition Design (GLAD) for teachers new to DECS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3600	\$0	\$0
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	588000 Professional Development (GLAD Training)	588000 Professional Development (GLAD Training)	Funded in 2c

Action 1d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1d. Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.

2018-19 Actions/Services

1d. Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.

2019-20 Actions/Services

1d. Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$10000	\$10000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	588000 Professional Development (BTSA Training)	588000 Professional Development (BTSA Training)	588000 Professional Development (BTSA Training)

Action 1e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1e. Increase and improve technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections.

2018-19 Actions/Services

1e. Increase and improve technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections.

2019-20 Actions/Services

1e. Increase and improve technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10000	\$18000	\$5000 \$43000
Source	LCFF Base & Categorical	LCFF Supplemental	LCFF Supplemental Title VI REAP
Budget Reference	440000 Technology (Differentiation)	440000 Technology (Differentiation)	440000 Technology

Action 1f

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1f. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.

2018-19 Actions/Services

1f. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.

2019-20 Actions/Services

1f. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4686 \$3150 \$1350	\$9200 \$3150 \$945	\$10000 \$3150 \$1103
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits	431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits	431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits

Action 1g

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1g. Differentiate instruction through Centers to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

2018-19 Actions/Services

1g. Differentiate instruction through Individualized Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

2019-20 Actions/Services

1g. Differentiate instruction through Individualized Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22676 \$9718 \$49000 \$21000	\$23450 \$7035 \$38146 \$11444	\$25000 \$8750 \$35000 \$40000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental LCFF Supplemental Title I LCFF Supplemental
Budget Reference	210000 Instructional Aides 300000 Associated Benefits 110000 Learning Center Director 300000 Associated Benefits	210000 Instructional Aides 300000 Associated Benefits 110000 Learning Center Director 300000 Associated Benefits	210000 Instructional Aides 300000 Associated Benefits 210000 Instructional Aides 723105 Intervention Coordinator

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Goal 2: Addressing Gaps to Ensure Equity

Close the achievement gap, if any, between students who are from low-income families, are English Language Learners, and who are Latino and the general population.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: n/a

Identified Need:

Strategies to support specific subgroups of students must be employed to ensure all are progressing at their optimal pace, with achievement actively monitored and interventions deployed to address achievement gaps. Currently, there is a distinct gap in achievement (especially in ELA) and a moderate gap in annual growth.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The achievement gap between subgroups and the general population of students who meet or exceed in ELA as measured by the SBAC will decrease by -1% until the goal of 0% is met.	FRL – (-17%) ELL – (-41%) Latino – (-10%)	FRL – (-18.0%) ELL – (-31.2%) Latino – (-6.3%)	FRL – TBD ELL – TBD Latino – TBD	2018-19 -1%, or goal met
The achievement gap between subgroups and the general population of students who meet or exceed in Math as measured by the SBAC will decrease by -1% until the goal of 0% is met.	FRL – (-12%) ELL – (-33%) Latino – (-9%)	FRL – (-14.6%) ELL – (-25.0%) Latino – (-7.3%)	FRL – TBD ELL – TBD Latino – TBD	2018-19 -1%, or goal met
The achievement gap between subgroups and the general population of students who meet projected growth target in ELA as measured by the NWEA will decrease by -1%	FRL – (-10%) Latino – (-6%)	FRL – +10% Latino – Not available	Subgroup data not available in 2018-19	2018-19 -1%, or goal met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
until the goal of 0% is met.				
The achievement gap between subgroups and the general population of students who meet projected growth target in Math as measured by the NWEA will decrease by -1% until the goal of 0% is met.	FRL – 0% Latino – (-6%)	FRL – (-1%) Latino – Not available	Subgroup data not available in 2018-19	2018-19 -1%, or goal met
The percent of English Learners making annual progress will increase by 1.5% annually until the goal of 85% is met.	71.7%	TBD [Not yet reported on CA Dashboard]	TBD [Not yet reported on CA Dashboard]	2018-19 +1.5%, or goal met
100% of 4th, 5th and 6th grade students will participate in project based learning that promotes college awareness, readiness, and the development of a college-going identity as measured by	2017-18 will be baseline year	100%	100%	2018-19 +1%, or goal met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
annual curriculum audit.				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2a. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).

2018-19 Actions/Services

2a. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).

2019-20 Actions/Services

2a. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 1f	Funded in Action 1f	Funded in Action 1f
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	431100 Software (NWEA) 110000 Lead Teacher Stipend	431100 Software (NWEA) 110000 Lead Teacher Stipend	431100 Software (NWEA) 110000 Lead Teacher Stipend 300000 Associated Benefits

Action 2b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2b. Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:

- Coaching classroom teachers on appropriate accommodations (Tier 1)
- Coordinating push-in support for small groups and individual students (Tier 2)
- Coordinating pull out services for small groups and individual students (Tier 3)

2018-19 Actions/Services

2b. Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:

- Coaching classroom teachers on appropriate accommodations (Tier 1)
- Coordinating push-in support for small groups and individual students (Tier 2)
- Coordinating pull out services for small groups and individual students (Tier 3)

2019-20 Actions/Services

2b. Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:

- Coaching classroom teachers on appropriate accommodations (Tier 1)
- Coordinating push-in support for small groups and individual students (Tier 2)
- Coordinating pull out services for small groups and individual students (Tier 3)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in 5a	Funded in 5a	Funded in 1g
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Supplemental
Budget Reference	100000 Certificated Staff 200000 Classified Staff 300000 Associated Benefits	100000 Certificated Staff 200000 Classified Staff 300000 Associated Benefits	723105 Intervention Coordinator

Action 2c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2c. Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (CELDT, transitioning to ELPAC), adjusting supports as needed to achieve optimal trajectory.

2018-19 Actions/Services

2c. Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (CELDT, transitioning to ELPAC), adjusting supports as needed to achieve optimal trajectory.

2019-20 Actions/Services

2c. Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (CELDT, transitioning to ELPAC), adjusting supports as needed to achieve optimal trajectory.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18200 \$7800	\$15403 \$4621	\$17307 \$6057 \$15403 \$4621
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical LCFF Base & Categorical Low Performing Students Block Grant Low Performing Students Block Grant
Budget Reference	110000 EL Coordinator 300000 Benefits	110000 EL Coordinator 300000 Benefits	110000 EL Coordinator 300000 Benefits 110000 EL Coordinator 300000 Benefits

Action 2d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2d. Differentiate instruction through Individualized Learning Block (DECS) and Centers (Lighthouse) to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole (also 1g).

2018-19 Actions/Services

2d. Differentiate instruction through Individualized Learning Block (DECS) and Centers (Lighthouse) to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole (also 1g).

2019-20 Actions/Services

2d. Differentiate instruction through Individualized Learning Block (DECS) and Centers (Lighthouse) to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole (also 1g).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 1g	Funded in Action 1g	Funded in Action 1g
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	210000 Instructional Aides	210000 Instructional Aides	210000 Instructional Aides 300000 Associated Benefits 110000 Learning Center Director 300000 Associated Benefits

Action 2e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2e. Engage 4th, 5th, and 6th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity

2018-19 Actions/Services

2e. Engage 4th, 5th, and 6th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity

2019-20 Actions/Services

2e. Engage 4th, 5th, and 6th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5c	Funded in Action 5c	Funded in Action 5c
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	432504 Transportation (College Visits)	432504 Transportation (College Visits)	432504 Transportation (Field Work and College Visits)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Goal 3: Student and Family Engagement

Students and families feel safe, engaged, and empowered, in service of supporting students' overall development and well-being.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: n/a

Identified Need:

When students and families feel safe, engaged, and empowered they are able to be partners in supporting students' overall development and well-being. There is currently a high level of safety, engagement and empowerment which needs to continue as we advance our mission.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students who feel socially and emotionally safe, engaged, and empowered at school as measured by annual survey will increase by +1% until goal of 90% is met.	<p>Students who feel:</p> <ul style="list-style-type: none"> • Safe – 90.9% • Their teacher expects them to do their best – 95.3% • They can go to their teacher when they have a problem – 87.8% 	<p>Students who feel:</p> <ul style="list-style-type: none"> • Safe – 92% • Their teacher expects them to do their best – 99% • They can go to their teacher when they have a problem – 88% 	<p>Students who feel:</p> <ul style="list-style-type: none"> • Safe – 93% • Their teacher expects them to do their best – 96% • They can go to their teacher when they have a problem – 90% 	2018-19 +1%, or goal met
Percent of families who feel their students are socially and emotionally safe, engaged, and empowered at school as measured by annual survey will increase by +1% until goal of 90% is met.	<p>Families who feel the school:</p> <ul style="list-style-type: none"> • Helps ensure their child is safe – 98% • Creates and environment where children can succeed – 96% 	<p>Families who feel the school:</p> <ul style="list-style-type: none"> • Helps ensure their child is safe – 95% • Creates and environment where children can succeed – 100% 	<p>Families who feel the school:</p> <ul style="list-style-type: none"> • Helps ensure their child is safe – 98% • Creates and environment where children can succeed – 97% 	2018-19 +1%, or goal met
Percent of families who feel actively engaged in the school as measured by annual survey will increase by +1% until goal of 90% is met.	<p>Families who feel the school:</p> <ul style="list-style-type: none"> • Involves families in important decision-making – n/a 	<p>Families who feel the school:</p> <ul style="list-style-type: none"> • Involves families in important decision-making – 91% 	<p>Families who feel the school:</p> <ul style="list-style-type: none"> • Involves families in important decision-making – 89% 	2018-19 +1%, or goal met
Student attendance rate will increase by	96.2%	97%	TBD	2018-19 +1%, or goal met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
+1% until goal of 95% or higher is met				
Student chronic truancy rate will decrease by -1% until goal of 5% or less is met	5.5%	4%	TBD	2018-19 -1%, or goal met

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3a. Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done.

2018-19 Actions/Services

3a. Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done.

2019-20 Actions/Services

3a. Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	110000 Teachers	110000 Teachers	110000 Teachers 220000 Support Staff 300000 Associated Benefits

Action 3b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

3b. Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students

2018-19 Actions/Services

3b. Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students

2019-20 Actions/Services

3b. Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5c	Funded in Action 5c	\$20000
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Supplemental
Budget Reference	5800 Sac State Partnership	5800 Sac State Partnership	580000 Wellness Together Partnership

Action 3c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3c. Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school

2018-19 Actions/Services

3c. Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school

2019-20 Actions/Services

3c. Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	110000 Teachers	110000 Teachers	110000 Teachers 200000 Support Staff 300000 Associated benefits

Action 3d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3d. Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making

2018-19 Actions/Services

3d. Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making

2019-20 Actions/Services

3d. Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	110000 Principal	110000 Principal	110000 Principal 300000 Associated Benefits

Action 3e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3e. Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights

2018-19 Actions/Services

3e. Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights

2019-20 Actions/Services

3e. Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5b	Funded in Action 5b	Funded in Action 5b
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	435000 Materials and Supplies	435000 Materials and Supplies	435000 Materials and Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Goal 4: Authentic Connections to Community

Develop authentic connections to the local community that develop awareness of career and college opportunities for students

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities: n/a

Identified Need:

Students benefit from experiences that make their learning authentic and relevant, and in turn support career and college knowledge.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of grade levels have at least one project-based learning unit or enrichment project that provided authentic connections to the community, as measured by annual curriculum audit.	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

4a. Learning Garden Coordinator oversees and implements actions as described below to support Goal 4.

2018-19 Actions/Services

4a. Learning Garden Coordinator oversees and implements actions as described below to support Goal 4.

2019-20 Actions/Services

4a. Learning Garden Coordinator oversees and implements actions as described below to support Goal 4.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	\$5000	\$5000 \$1750 \$5000
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Supplemental LCFF Supplemental Low Performing Students Grant Program
Budget Reference	110000 Learning Garden Coordinator	110000 Learning Garden Coordinator	110000 Learning Garden Coordinator 300000 Associated Benefits 110000 Learning Garden Coordinator

Action 4b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

4b. Conduct community outreach with local agribusiness, bringing experts into the classroom and students out into the fields and farms.

2018-19 Actions/Services

4b. Conduct community outreach with local agribusiness, bringing experts into the classroom and students out into the fields and farms.

2019-20 Actions/Services

4b. Conduct outreach into community to identify authentic opportunities to extend learning beyond the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5c	Funded in Action 5c	Funded in Action 5c
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	432504 Transportation (Farm Visits)	432504 Transportation (Farm Visits)	432504 Transportation (Farm Visits)

Action 4c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

4c. Support curriculum development and professional development for teachers in use of the learning garden and agri-business integration into the curriculum.

2018-19 Actions/Services

4c. Support curriculum development and professional development for teachers in use of the learning garden and agri-business integration into the curriculum.

2019-20 Actions/Services

4c. Backwards map units to integrate opportunities into the curriculum, with a focus on authentic opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 4a
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Supplemental
Budget Reference	110000 Learning Garden Coordinator	110000 Learning Garden Coordinator	110000 Learning Garden Coordinator 300000 Associated Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Goal 4: Sound Organization

Lighthouse Charter School is a sound organization with the staff, curriculum, and facility in place to support and advance the goals, actions, and measures as detailed in the LCAP.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities: n/a

Identified Need:

To achieve Goals 1 – 3, Lighthouse must be a sound organization.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update	Met	Meet	Meet	Meet

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 5a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

5a. Hire and develop a certificated and classified staff to support implementation of

2018-19 Actions/Services

5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.

2019-20 Actions/Services

5a. Hire and develop a certificated and classified staff to support implementation of

2017-18 Actions/Services

the goals and actions as detailed in the LCAP.

2018-19 Actions/Services

2019-20 Actions/Services

the goals and actions as detailed in the LCAP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$961330 \$281325 \$366475	\$1071230 \$293468 \$453169	\$1256497 \$316841 \$547308
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff 3000 Benefits	1000 Certificated Staff 2000 Classified Staff 3000 Benefits	1000 Certificated Staff 2000 Classified Staff 3000 Benefits

Action 5b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

5b. Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.

2018-19 Actions/Services

5b. Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.

2019-20 Actions/Services

5b. Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$154156	\$140633	\$93310
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	4000 Books, Supplies, and Materials	4000 Books, Supplies, and Materials	4000 Books, Supplies, and Materials

Action 5c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

2018-19 Actions/Services

5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

2019-20 Actions/Services

5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$667949	\$781749	\$568836
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	5000 Operating Expenses	5000 Operating Expenses	5000 Operating Expenses

Action 5d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

5d. Maintain depreciating capital as necessary to support strong school operations.

2018-19 Actions/Services

5d. Maintain depreciating capital as necessary to support strong school operations.

2019-20 Actions/Services

5d. Maintain depreciating capital as necessary to support strong school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$135000	\$71000	\$96000
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	6000 Capital Outlay	6000 Capital Outlay	6000 Capital Outlay

Action 5e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

2018-19 Actions/Services

5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

2019-20 Actions/Services

5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$768053	\$613243	\$511539
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	7000 Other Outgo	7000 Other Outgo	7000 Other Outgo

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 184,874

5.75%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Delta Elementary Charter School will utilize all LCAP funds to support each of the eight state priorities. Supplemental and concentration dollars will be used to support subgroups of students at the school to ensure they achieve at the level of their peers, including students who are from low-income families, are English Language Learners (ELLs), and are Latino. As DECS is a small school, expenditures are made in a combination of both targeted and school-wide manners. Schoolwide expenditures are focused on improving instruction for all students, including student subgroups.

Targeted expenditures are focused on unique services and supports for the student subgroups. These expenditures include the following:

- Acquisition of additional curriculum and instructional materials to support alignment with the CCSS, NGSS, CSS, and ELDS and that provide systematic supports and differentiation for subgroups
- Professional development for teachers, specific to supporting the language development and proficiency of ELLs, utilizing Project Based Learning, Common Core instruction, and developing teachers' practice.
- Ongoing Professional Development, Observation, and Coaching for teachers, including strategies for differentiation and acceleration of learning for all students
- Increased technology, to support assessment, data-based instruction, and personalized learning paths
- Targeted support services, via small group instruction during WINN Block and through push-in support

Increased and improved services for students from low-income families and English Language Learners will be provided as follows:

- Increased teacher expertise in serving English Language Learners, through targeted professional development, observation, and coaching on ELD strategies including but not limited to Guided Language Acquisition Design (GLAD) by GLAD trained staff.
- Monitoring of student subgroup data, identifying needs and adjusting resources accordingly using an RTI process and trauma-informed model
- Dedicated small group instruction during WINN Block, to provide intervention supports and scaffolds as needed
- Increased mental health services within a trauma-informed model

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Delta Elementary Charter School

CDS code:

34 67413 0114660

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Delta Elementary Charter School (DECS) participates in the following programs:

- Title I, Part A
- Title II, Part A
- Title IV, Part A

Sections for only these programs are completed on the following pages.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Delta Elementary Charter School (DECS) has developed a comprehensive plan informed by stakeholder input for serving all students at our school - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. This plan is reflected across accountability documents – the LCAP, LCAP Federal Addendum, and Element B of the Charter Petitions – to ensure alignment. The four applicable goal areas are as follows:

- **Goal 1: Rigorous Curriculum Aligned to Standards**
Delta Elementary Charter School provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops content knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.
- **Goal 2: Addressing Gaps to Ensure Equity**
Delta Elementary Charter School will close the achievement gap, if any, between subgroups of students and the general population, including students from low-income families, who are English Language Learners, and who are Latino.
- **Goal 3: Student and Family Engagement**
Students and families at Delta Elementary Charter School are engaged and empowered, in service of supporting students' overall development and well-being.
- **Goal 4: Authentic Connections to the Community**
The school program leverages authentic connections to the local community that develop awareness of career and college opportunities for students.

Specific actions are identified within four goal areas, with federal funds used to supplement and enhance the base funding levels of actions within each goal area that are aligned with each Federal Program. These primarily occur as follows:

- **Title I, Part A** – Increases the amount of intervention specialist to support small group learning during the "What I Need Now" (WINN) Individualized Learning Block (Goal 2) and increases the frequency of Instructional Coaching of teachers to support practice and differentiation (Goals 1 and 2).

- **Title II, Part A** – Increases the frequency of Instructional Coaching of teachers to support practice and differentiation (Goals 1 and 2).
- **Title IV, Part A** – Supports partnerships to provide Mental Health Services in the school, as well as Professional Development for teachers in Trauma-informed Practices, Response to Intervention, and teaching Diverse Learners.

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Delta Elementary Charter School (DECS) has developed a comprehensive plan informed by stakeholder input for serving all students at our school - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. This plan is reflected across accountability documents – the LCAP, LCAP Federal Addendum, and Element B of the Charter Petitions – to ensure alignment. State and Local Funds, as well as Federal Funds, are identified by source in the LCAP Expenditures for each Action they support.

The LCAP process is used on an ongoing process to monitor actions and expenditures in support of goals, including the aligned allocation of all revenue streams.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) actively engages families in the life of the school, both in terms of their child's education and involvement in decision-making.

As detailed in **Goal 3** of the LCAP, students and families at DECS are engaged and empowered, in service of supporting students' overall development and well-being. Specific to supporting parent and family engagement:

- **Action 3e** - Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning

The school is not qualified for CSI or TSI, so family engagement in development of those plans is not addressed.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) actively monitors disaggregated data for students, then provides differentiated supports to ensure ALL students receive support and achievement gaps are addressed for our most vulnerable students.

As detailed in **Goal 1** of the LCAP, DECS provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops content knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. Specific to identification:

- **Action 1f** - Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.
- **Action 1g** - Differentiate instruction through "What I Need Know" (WINN) Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

As detailed in **Goal 2** of the LCAP, DECS will close the achievement gap, if any, between subgroups of students and the general population, including students from low-income families, who are English Language Learners, and who are Latino. Specific to identification:

- **Action 2a** - Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f)
- **Action 2b** - Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:
 - Coaching classroom teachers on appropriate accommodations (Tier 1)
 - Coordinating push-in support for small groups and individual students (Tier 2)
 - Coordinating pull out services for small groups and individual students (Tier 3)

- **Action 2c** - Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (ELPAC), adjusting supports as needed to achieve optimal trajectory.
- **Action 2d** - Differentiate instruction through “What I Need Know” (WINN) Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

DECS does not operate a Targeted Assistance Program for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs, so those portions of the prompt are not applicable.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) supports homeless students and families in the application and enrollment process, to ensure barriers do not exist for these children. To support success once enrolled, the following Goals and Actions are in place.

As detailed in **Goal 1** of the LCAP, DECS provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops content knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. Specific to monitoring and supporting success of homeless youth:

- **Action 1f** - Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.
- **Action 1g** - Differentiate instruction through “What I Need Know” (WINN) Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

As detailed in **Goal 2** of the LCAP, DECS will close the achievement gap, if any, between subgroups of students and the general population, including students from low-income families, who are English Language Learners, and who are Latino. Specific to monitoring and supporting success of homeless youth:

- **Action 2a** - Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f)
- **Action 2b** - Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:
 - Coaching classroom teachers on appropriate accommodations (Tier 1)
 - Coordinating push-in support for small groups and individual students (Tier 2)
 - Coordinating pull out services for small groups and individual students (Tier 3)

- **Action 2d** - Differentiate instruction through “What I Need Know” (WINN) Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole

As detailed in **Goal 3** of the LCAP, students and families at Delta Elementary Charter School are engaged and empowered, in service of supporting students’ overall development and well-being. Specific to monitoring and supporting success of homeless youth:

- **Action 3b** - Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students.
- **Action 3e** - Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) actively works to develop student agency, that will promote success of our K-6 students in their secondary school careers.

- **Action 2e** - Engage 4th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity.
- **Action 3a** - Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done
- **Action 3c** - Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school
- **Action 3d** - Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As detailed in **Goal 1** of the LCAP, Delta Elementary Charter School provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops content knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. Specific to monitoring and supporting success of gifted students:

- **Action 1f** - Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.
- **Action 1g** - Differentiate instruction through “What I Need Know” (WINN) Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) actively supports teachers in their professional development and improvement.

As detailed in **Goal 1** of the LCAP, DECS provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops content knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. Specific to teacher preparation as a part of this goal:

- **Action 1b** - Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.
- **Action 1c** - Provide training in Guided Language Acquisition Design (GLAD) for teachers new to DECS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.
- **Action 1d** - Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Not applicable to charter schools]

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) actively supports teachers in their professional development and improvement.

As detailed in **Goal 1** of the LCAP, DECS provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops content knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. Specific to teacher preparation as a part of this goal:

- **Action 1f** - Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.] Actions and distribution of resources specifically include coaching to elevate teacher practice.
- **Action 2b** - Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:
 - Coaching classroom teachers on appropriate accommodations (Tier 1)
 - Coordinating push-in support for small groups and individual students (Tier 2)
 - Coordinating pull out services for small groups and individual students (Tier 3)This specifically includes coaching of teachers on delivery of Tier 1, 2, and 3 accommodations.

DECS employs an Instructional Coach on site to ensure all teachers receive frequent, actionable feedback based on observation and analysis of student outcomes (student work and data). Summer onboarding ensures all teachers are prepared prior to beginning instruction.

A whole school focus is held in areas identified through data analysis as an area of need, then individual teachers are provided with targeted support based on observations of their practice and co-analysis of student data.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title III, Part A]

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title III, Part A]

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title III, Part A]

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title III, Part A]

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) receives \$10,000 in Title IV monies.

DECS is committed to providing a well-rounded education for students that develops the whole child – academically, socio-emotionally, and behaviorally.

These funds will be used to support our partnership with Wellness Together to provide mental health services on campus, as well as provide professional development for teachers in Trauma-informed Practices, Response to Intervention, and teaching Diverse Learners. This work directly supports safe and healthy students.

Appendix F-1

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Leaders & Scholars, Inc., a California nonprofit public benefit corporation.
2. Article II of the Articles of Incorporation of this Corporation is amended to read as follows:

This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

The specific purpose of this Corporation is that it shall be operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of the River Charter Schools, a California nonprofit public benefit corporation operating one or more California public charter schools.


This Corporation is organized and operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these Articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

No substantial part of the activities of this Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 5/20/16


Rina DiMare, President

Date: 5/20/16


Warren Bogle, Secretary

FILED
Secretary of State
State of California

APR 01 2014

ARTICLES OF INCORPORATION
OF
LEADERS & SCHOLARS, INC.

1 CC

ARTICLE I

The name of the Corporation is: Leaders & Scholars, Inc.

ARTICLE II

This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

The specific purpose of this Corporation is that it shall be operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of Friends of Clarksburg Schools, a California nonprofit public benefit corporation operating one or more California public charter schools.

This Corporation is organized and operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these Articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

No substantial part of the activities of this Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

ARTICLE III

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney
Young, Minney & Corr, LLP
701 University Avenue, Suite 150
Sacramento, CA 95825

ARTICLE IV

The property of this Corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II of these Articles of Incorporation.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation laws of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all powers shall be exercised by or under the direction of the board of directors.

ARTICLE V

The number of directors shall be provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

ARTICLE VI

The authorized number and qualifications of members of this Corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof shall be set forth in the bylaws.

ARTICLE VII

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of its debts and liabilities of the Corporation shall be distributed to a non-profit fund, foundation, or association which is operated exclusively for educational, public, or charitable purposes and which has established its tax exempt status under Section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VIII

The initial street address of the Corporation is:

36230 North School Street

Clarksburg, CA 95612

The initial mailing address of the Corporation is:

P.O. Box 303
Clarksburg, CA 95612

Date: 9/1/14

Kimberly Rodriguez
Kimberly Rodriguez, Incorporator

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I hereby certify that the foregoing transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

APR - 2 2014

Date:

AME

Debra Bowen

DEBRA BOWEN, Secretary of State

**BYLAWS
OF
LEADERS & SCHOLARS, INC.**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Leaders & Scholars, Inc.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 36230 North School Street, Clarksburg, CA 95612. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to operate exclusively for the benefit of, to perform the functions of, or to carry out the purposes of River Charter Schools (formerly known as Friends of Clarksburg Schools). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

Specifically, the public and charitable purposes of the Corporation are to direct attention and effort toward providing funding to support the educational purposes of River Charter Schools and the development of other charter schools that may later be formed. The primary recipient of donations shall be River Charter Schools.

If River Charter Schools (a) shall cease to be an organization described in Internal Revenue Code sections 170(b)(1)(A)(iv), 501(c)(3), and 509(a)(1) or 509(a)(2), or (b) shall substantially abandon the charitable and educational purposes that this corporation is organized to support, the directors shall designate a publicly supported educational or charitable organization as described in Internal Revenue Code sections 170(b)(1)(A), 501(c)(3), and 509(a)(1) or 509(a)(2), in substitution for River Charter Schools, for purposes of Article II of the Articles of Incorporation and Section 1 of this Article.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context states otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject

to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (referred to herein as the "Board of Directors" or the "Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DIRECTORS AND TERMS. The number of directors shall be no less than two (2) and no more than seven (7). For purposes of ensuring that the Corporation aligns its goals and objectives with educational mission and goals of River Charter Schools, all of the directors shall be appointed by the existing River Charter Schools Board of Directors. All Directors are designated at the Corporation's annual meeting of the Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest, however, any violation of this Section shall not affect the validity or enforceability of transactions entered into by the Corporation.

Section 5. DIRECTORS TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the River Charter Schools Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the River Charter Schools Board of Directors, at any meeting of the River Charter Schools Board of Directors at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the River Charter Schools Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. REMOVAL OF DIRECTORS. Directors may only be removed by the River Charter Schools Board of Directors. The Charter School's Board of Directors may remove a director with or without cause, by an affirmative vote of the majority of the River Charter Schools Board of Directors at a duly held meeting at which a quorum is present.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors shall be filled by the River Charter Schools Board of Directors.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 13. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video

screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.
- (b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

Section 14. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held on the first Tuesday of each quarter at 6:00 p.m., unless the first Tuesday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws.

Section 15. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors but may only be conducted if two-thirds of the Board of Directors vote that a situation warranting a special or emergency meeting exists.

Section 16. NOTICE OF MEETINGS. Regular meetings of the Board may be held without notice if conducted pursuant to these Bylaws. Special meetings of the Board shall be held upon four (4) days written notice by first-class mail or forty-eight (48) hours notice delivered personally or by telephone, facsimile, or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the Corporation. Notice of time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

Section 17. WAIVER OF NOTICE AND CONSENT TO HOLD MEETINGS. The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with corporate records or made a part of the minutes of the meeting.

Section 18. ACTION WITHOUT MEETING. Any action that the Board is required or permitted to take may be taken without a meeting if all Board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the Corporation is a party and who is an "interested director" as defined in Corporations Code section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the Board. All such consents shall be filed with the minutes of the proceedings of the Board.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of directors.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors shall serve without compensation except that directors may receive such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 2 of this Article. Directors may not be compensated for rendering services to the Corporation in any capacity other than director unless such compensation is reasonable and is allowable under the provisions of Section 4 of this Article.

Section 22. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of

the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- (b) Fill vacancies on the Board of Directors or any committee of the Board;
- (c) Fix compensation of the directors for serving on the Board of Directors or on any committee;
- (d) Amend or repeal bylaws or adopt new bylaws;
- (e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- (f) Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- (g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected;
- (h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors' actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a chairman of the Board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article VIII, Section 4, of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all members' meetings and, in the absence of the chairman of the Board, or if none, at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, of committees of the Board, and of members' meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the number of members present or represented at members' meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members, of the Board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. **CONTRACTS WITH DIRECTORS AND OFFICERS.** No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in

Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c) the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer’s, director’s, employee’s, or agent’s status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its members, Board, and committees of the Board; and
- (c) Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS’ RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and

documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an “interested person” had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an “interested person” is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XI of these Bylaws.

ARTICLE XVI EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

Section 1. EXECUTION OF INSTRUMENTS. The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. CHECKS AND NOTES. Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the President of the Corporation.

Section 3. DEPOSITS. All funds of the Corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. GIFTS. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for charitable or public purposes of this Corporation.

**ARTICLE XVII
BYLAW AMENDMENTS**

The Board of Directors may adopt, amend or repeal any of these Bylaws, except Article III, Sections 3, 10, and 12 of Article VII, and Article XVII, by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws. Article III, Sections 3, 10 and 12 of Article VII and Article XVII can only be amended by an affirmative vote of the majority of the River Charter Schools Board of Directors at a duly held meeting at which a quorum is present.

**ARTICLE XVIII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Leaders & Scholars, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the River Charter Schools Board of Directors on May 9 2016 and the Leaders & Scholars, Inc. Board of Directors on May 20 2016; and that these bylaws have not been amended or modified since that date.

Executed on 5/20/16 at CLARKSBURY, California.



Warren Bogle, Secretary

LLC-2 **Amendment to Articles of Organization of a Limited Liability Company (LLC)**

To change information of record for your California LLC, you can fill out this form, and submit for filing along with:

- A \$30 filing fee.
- A separate, non-refundable \$15 service fee also must be included, if you **drop off** the completed form.
- To file this form, the status of your LLC must be active on the records of the California Secretary of State, or if suspended, this form can only be filed to list a new LLC name. To check the status of the LLC, go to BusinessSearch.sos.ca.gov.

Important! To change the LLC addresses, or to change the name or address of the LLC's agent for service of process, you must file a Statement of Information (Form LLC-12). To get Form LLC-12, go to www.sos.ca.gov/business/be/statements.htm.

Items 4-6: **Only** fill out the information that is changing. Attach extra pages if you need more space or need to include any other matters.

This Space For Office Use Only

For questions about this form, go to www.sos.ca.gov/business/be/filing-tips.htm.

① **LLC's Exact Name** (on file with CA Secretary of State)

LEADERS & SCHOLARS, LLC.

② **LLC File No.** (issued by CA Secretary of State)

201409310195

Purpose

- ③ The purpose of the limited liability company is to engage in any lawful act or activity for which a limited liability company may be organized under the California Revised Uniform Limited Liability Company Act.

New LLC Name (List the proposed LLC name exactly as it is to appear on the records of the California Secretary of State.)

④ _____

Proposed LLC Name The proposed new name **must** include: LLC, L.L.C., Limited Liability Company, Limited Liability Co., Ltd. Liability Co. or Ltd. Liability Company; and **may not** include: bank, trust, trustee, incorporated, inc., corporation, or corp., insurer, or insurance company.

Management (Check only one.)

- ⑤ The LLC will be managed by:
- One Manager More Than One Manager All Limited Liability Company Member(s)

Amendment to Text of the Articles of Organization (List both the current text, and the text as amended by this filing.)

- ⑥ See Attachment

Read and sign below: Unless a greater number is provided for in the Articles of Organization, this form must be signed by at least one manager, if the LLC is manager-managed or at least one member, if the LLC is member-managed. If the signing manager or member is a trust or another entity, go to www.sos.ca.gov/business/be/filing-tips.htm for more information. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are part of this document.

▶ Rina DiMare Rina DiMare, President of Leaders & Scholars, Inc., _____

Sign here Print your name here Your business title Member

Make check/money order payable to: **Secretary of State**
 Upon filing, we will return one (1) uncertified copy of your filed document for free, and will certify the copy upon request and payment of a \$5 certification fee.

By Mail
 Secretary of State
 Business Entities, P.O. Box 944228
 Sacramento, CA 94244-2280

Drop-Off
 Secretary of State
 1500 11th Street., 3rd Floor
 Sacramento, CA 95814

**ATTACHMENT TO LLC-2
AMENDMENT TO ARTICLES OF ORGANIZATION
OF
LEADERS & SCHOLARS, LLC.**

The following additional provisions are made a part of the Articles of Organization (LLC-1) of Leaders & Scholars, LLC:

1. Leaders & Scholars, LLC (the "Company") is organized and shall be operated exclusively for charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code.

2. The Company shall be operated exclusively to further charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code of its member.

3. The member of the Company shall at all times be an organization that is exempt from taxations under Section 501(c)(3) of the Internal Revenue Code or under Section 23701d of the California Revenue and Taxation Code and that qualifies for exemption under Section 214 of the California Revenue and Taxation Code, or as to property used exclusively for public schools, community colleges, state colleges and state universities under subdivision (b). Any such organization is hereafter referred to as a "qualifying organization."

4. The Company shall permit no transfers, direct or indirect, of a membership interest in the Company to any person or entity that is not a qualifying organization.

5. The property of the Company is irrevocably dedicated to charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code.

6. Upon the dissolution or winding up of the Company, its assets remaining after payment or provision for payment of all debts and liability of the Company shall be distributed to Leaders & Scholars, Inc., a California nonprofit public benefit corporation, provided that if such organization at that time no longer qualifies as an organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code or under Section 23701d of the California Revenue and Taxation Code and that qualifies for exemption under Section 214 of the California Revenue and Taxation Code, then the share that otherwise would have gone to such organization shall be distributed to: (i) a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and that has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code or Section 23701d of the California Revenue and Taxation Code; (ii) a governmental entity; or (iii) any combination of organization or entities described in clauses (i) or (ii) of this Section 6.

7. Any and all amendments to the Articles of Organization or the Operating Agreement of the Company shall be consistent with Section 214 of the California Revenue and Taxation Code.

8. To the fullest extent permitted by law, for the purpose of qualifying for the Welfare Exemption under the rules of the California Board of Equalization, this limited liability company is prohibited from merging or converting into a for-profit entity.

9. The Company shall not make or permit the making of any distribution to any member that ceases to be an organization described in Section 214 of the California Revenue and Taxation Code or that otherwise ceases to be a “qualifying organization.”

10. The activities of the Company shall be limited to those permitted under Section 23701h of the California Revenue and Taxation Code.

To form a limited liability company in California, you can fill out this form, and submit for filing along with:

- A \$70 filing fee.
- A separate, non-refundable \$15 service fee also must be included, if you drop off the completed form.

Important! LLCs in California may have to pay a minimum \$800 yearly tax to the California Franchise Tax Board. For more information, go to <https://www.ftb.ca.gov>.

LLCs may not provide "professional services," as defined by California Corporations Code sections 13401(a) and 13401.3.

Note: Before submitting the completed form, you should consult with a private attorney for advice about your specific business needs.

FILED

Secretary of State
State of California

APR 02 2014

This Space For Office Use Only

For questions about this form, go to www.sos.ca.gov/business/be/filing-tips.htm.

LLC Name (List the proposed LLC name exactly as it is to appear on the records of the California Secretary of State.)

① Leaders & Scholars, LLC.

Proposed LLC Name

The name must include: LLC, L.L.C., Limited Liability Company, Limited Liability Co., Ltd. Liability Co. or Ltd. Liability Company; and may not include: bank, trust, trustee, incorporated, inc., corporation, or corp., insurer, or insurance company. For general entity name requirements and restrictions, go to www.sos.ca.gov/business/be/name-availability.htm.

Purpose

- ② The purpose of the limited liability company is to engage in any lawful act or activity for which a limited liability company may be organized under the California Revised Uniform Limited Liability Company Act.

LLC Addresses

- ③ a. 36230 North School Street Clarksburg CA 95612
Initial Street Address of Designated Office in CA - Do not list a P.O. Box *City (no abbreviations)* *State Zip*
- b. P.O. Box 303 Clarksburg CA 95612
Initial Mailing Address of LLC, if different from 3a *City (no abbreviations)* *State Zip*

Service of Process (List a California resident or a California registered corporate agent that agrees to be your initial agent to accept service of process in case your LLC is sued. You may list any adult who lives in California. You may not list an LLC as the agent. Do not list an address if the agent is a California registered corporate agent as the address for service of process is already on file.)

- ④ a. Paul C. Minney
Agent's Name
- b. 701 University Ave., Ste. 150 Sacramento CA 95825
Agent's Street Address (if agent is not a corporation) - Do not list a P.O. Box *City (no abbreviations)* *State Zip*

Management (Check only one.)

- ⑤ The LLC will be managed by:
- One Manager More Than One Manager All Limited Liability Company Member(s)

This form must be signed by each organizer. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are made part of these articles of organization.

Organizer - Sign here

Randy Perry

Print your name here

Make check/money order payable to: **Secretary of State**
Upon filing, we will return one (1) uncertified copy of your filed document for free, and will certify the copy upon request and payment of a \$5 certification fee.

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Sacramento, CA 94244-2280

Drop-Off
Secretary of State
1500 11th Street, 3rd Floor
Sacramento, CA 95814

OPERATING AGREEMENT
OF
LEADERS & SCHOLARS, LLC.
a California limited liability company

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OPERATING AGREEMENT

OF

LEADERS & SCHOLARS, LLC.

a California limited liability company

THIS OPERATING AGREEMENT is made effective as of April 2, 2014, by Leaders & Scholars, Inc., a California nonprofit public benefit corporation (the “Sole Member”), and is made with reference to the following:

A. The Sole Member desires to form a limited liability company under and pursuant to the California Revised Uniform Limited Liability Company Act set forth in California Corporations Code sections 17701.01-17713.13, as amended from time to time (the “Act”).

B. Articles of Organization for Leaders & Scholars, LLC. (the “Company”) were filed with the California Secretary of State on April 2, 2014.

C. The Sole Member establishes this Operating Agreement in order to complete the organization of the Company and provide for the governance of the Company and the conduct of the Company’s business.

NOW, THEREFORE, the Sole Member declares the following to be the Operating Agreement (“Agreement”) of the Company:

**ARTICLE I
ORGANIZATION**

1.1 Formation. The Sole Member has caused the Articles of Organization to be filed with the California Secretary of State, and the formation of the Company shall be effective as of the date of said filing.

1.2 Name. The name of the Company is Leaders & Scholars, LLC. The Company shall conduct its business and affairs under said name or such other name as the Sole Member may determine from time to time.

1.3 Agent for Service of Process. The name and address for the agent for service of process on the Company is Paul C. Minney, 701 University Ave., Ste. 150, Sacramento, California 95825. The Sole Member may from time to time change the Company’s agent for service of process.

1.4 Principal Place of Business. The principal office of the Company shall be located at 36230 North School Street, Clarksburg, California 95612, or at such other place as the Sole Member may determine from time to time.

1.5 Term. The term of the Company shall commence on the filing of the Articles of Organization with the California Secretary of State and shall continue until the Company is dissolved and wound-up and liquidated pursuant to this Agreement or by operation of law.

1.6 Purpose. The Company is organized and will operate:

(a) for the specific purpose of holding one or more leasehold estates (the "Property"), managing, operating, leasing and otherwise dealing with the Property and collecting the income therefrom and turning over the entire amount of said income, less expenses and expenditures, to the Sole Member, which is an organization exempt from federal income tax under Internal Revenue Code §501(c)(3) and from state corporate tax under California Revenue and Taxation Code §23701d.

(b) the Company is organized and operated to further the charitable and/or educational purpose of Leaders & Scholars, Inc., a California non-profit public benefit corporation;;

(c) the Company is organized and operated exclusively for charitable purposes;

(d) the Company is operated exclusively to further the exempt purpose(s) as specified in California Revenue and Taxation Code Section 214; and

(e) to do any and all things and to engage in any and all other activities and transactions necessary, convenient, appropriate or incidental to the accomplishment of the foregoing purposes or otherwise for the protection and benefit of the Company.

Notwithstanding the foregoing and any other provisions of this Agreement, the actions, activities and transactions of the Company will be limited to those permitted under the California Revenue and Taxation Code §23701h.

1.7 Tax Status.

(a) The Sole Member is currently, and shall be until this Agreement is terminated or amended, an organization described in Internal Revenue Code §501(c)(3) and California Revenue and Taxation Code §23701d and that qualifies for exemption from real property taxes under California Revenue and Taxation Code Section 214;

(b) It is the intention of the Sole Member that the Company be disregarded as an entity separate from the Sole Member solely for federal and all relevant state tax purposes. All provisions of the Articles of Organization and this Agreement are to be construed so as to preserve that tax status, and the Company shall not take any action to be characterized as other than a disregarded entity for federal tax purposes pursuant to Treasury Regulations Section 301.7701.

(d) The property owned by the Company is irrevocable dedicated to charitable purposes.

ARTICLE II MEMBERSHIP

2.1 Admission. Simultaneously with the effective date of this Agreement, the Sole Member is admitted as the sole member of the Company. The address of the Sole Member is PO Box 303, 36230 North School Street, Clarksburg, California 95612.

2.2 Membership Interest. The Sole Member shall own the sole membership interest in the Company, which includes all rights in the Company collectively, including the Sole Member's economic interest, any right to vote or participate in management and any right to information concerning the business and affairs of the Company. The Sole Member may only transfer its membership interest in the Company to another qualifying organization. For purposes of this Agreement, a "qualifying organization" is an organization described in Section 501(c)(3) of the Internal Revenue Code and section 23701d of the Revenue and Taxation Code and that qualifies for exemption from real property taxes under California Revenue and Taxation Code Section 214.

2.3 Capital Contributions. The Sole Member may contribute cash or other property to the Company as Sole Member shall determine from time to time.

2.4 Limited Liability. The Sole Member shall not be bound by, or be personally liable for, the expenses, liabilities or obligations of the Company, except as otherwise provided in the Act.

ARTICLE III MANAGEMENT

3.1 Management.

3.1.1 The management of the business and assets of the Company shall be vested solely in the Sole Member, who shall have sole power and authority to manage, control and conduct the business and affairs of the Company and may exercise all powers of the Company.

3.1.2 The Sole Member may appoint a Chairperson, a Vice Chairperson, a President, Chief Executive Officer, one or more Vice Presidents, a Secretary, a Chief Financial Officer and such other officers as the Sole Member may deem necessary or advisable to manage the day-to-day business affairs of the Company ("Officers") and such Officers shall have the titles, powers and duties as shall be determined by the Sole Member.

3.1.3 Without limiting the foregoing **Paragraphs 3.1.1 and 3.1.2**, the Sole Member shall have the right, in its sole and absolute discretion to, or to cause the Company to, as applicable:

(a) take all actions necessary or convenient to the accomplishment of the Company's purposes set forth in **Paragraph 1.6**;

(b) enter into any loan, credit, guarantee or other similar financing arrangements, including the opening, maintaining and closing bank accounts, in order to receive or borrow funds to fulfill the Company's purposes and objectives;

(c) enter into agreements for the purchase, sale, lease and sublease, and renovation of real property which agreements may include such representations, warranties, covenants, indemnities and guarantees as Sole Member deems necessary or advisable;

(d) own, lease and dispose of real property;

(e) mortgage, pledge or otherwise encumber its property; and

(f) make and perform such other agreements, undertakings and transfers of property as Sole Member deems necessary or advisable.

3.2 Meetings. No annual, regular or special meetings of the Sole Member or Officers are required.

**ARTICLE IV
ALLOCATIONS AND DISTRIBUTIONS**

4.1 Allocations. All profits and losses, each item thereof, and all other items attributable to the membership interest shall be allocated to the Sole Member for tax, accounting and all other purposes.

4.2 Distributions. At such times as the Sole Member deems appropriate, the Sole Member shall cause the Company to distribute cash or other property held by the Company to the Sole Member.

**ARTICLE V
COMPANY ADMINISTRATION**

5.1 Books and Records.

5.1.1 The books and records of the Company shall be kept and maintained at the Company's principal office in California, shall reflect all of the Company transactions, and shall be appropriate and adequate for the Company's business.

5.1.2 Without limiting the requirements set forth in **Paragraph 5.1.1**, the Company shall maintain at its principal office in California all of the following:

(a) A current list of the full name and last known business or residence address of the Sole Member, together with the capital contribution and share in profits or losses of the Sole Member;

(b) A copy of the Articles of Organization, as amended;

(c) Copies of the Company's Federal, state and local income tax or information returns and reports, if any, for the six (6) most recent taxable years;

(d) Executed counterparts of this Agreement, as amended;

(e) Any powers of attorney under which the Articles of Organization or any amendments thereto are executed;

(f) Financial statements of the Company for the six (6) most recent fiscal years;
and

(g) The books and records of the Company as they relate to the Company's internal affairs for the current and past four (4) fiscal years.

5.2 Accounting. Books and records of the Company shall be kept on the method of accounting selected by the Sole Member and applied on a consistent basis in the preparation of its financial reports and for tax purposes. The taxable and fiscal year of the Company shall be June

30.

5.3 Banking. All funds of the Company shall be deposited in the name of the Company in one or more distinct separate accounts with one or more recognized financial institutions and at such locations, all as shall be determined by the Sole Member. Any withdrawal from such accounts shall require the signature of the Sole Member or such other person or persons authorized to do so by the Sole Member.

5.4 Assets. All Assets of the Company, whether real or personal, shall be held in the name of the Company.

ARTICLE VI TRANSFERS

6.1 Transfers. The Sole Member may assign, sell, gift, transfer or otherwise dispose of ("Transfer") all or any part of its membership interest at any time (the transferee hereinafter referred to as "Permitted Transferee"). A Permitted Transferee shall become a substituted member automatically upon such assignment.

6.2 Duties of Substituted Member. Any person admitted to the Company as a substituted member shall be subject to all of the provisions of this Agreement that apply to the Sole Member from whom the membership interest was assigned.

6.3 Non-Qualifying Organizations. Direct or indirect transfer of any membership interest in the Company to other than a qualifying organization is prohibited.

ARTICLE VII INDEMNIFICATION

To the extent of Company assets, the Company agrees to defend the Sole Member, any Officer, any entity controlling, or directly or indirectly related to, Company ("Affiliate"), (including, without limitation, any director, officer, employee, or agent of the Sole Member acting on behalf of the Company) (collectively "Indemnitees") against all claims or demands and to indemnify and hold each of the foregoing harmless against all liabilities, losses, damages, expenses, costs or any other economic detriment suffered, paid, or incurred, foreseen or unforeseen, arising from any claim, demand, action, suit or proceeding, whether civil, criminal, administrative, or investigative, or whether threatened, pending or completed, which pertain to any Indemnitee, as described above, in such capacity, to the fullest extent permitted by applicable law in effect on the date hereof and to such greater extent as applicable law may hereafter from time to time permit. The Sole Member shall not be subject to personal liability or required to fund or cause to be funded any obligation of the Company described in the immediately preceding sentence.

ARTICLE VIII

DISSOLUTION

8.1 Events of Dissolution. The Company shall dissolve upon the earliest to occur of:

- (a) the decision of the Sole Member;
- (b) the entry of a decree of judicial dissolution under California Corporations Code section 17707.03.

8.2 Winding up. Upon dissolution of the Company, the Company shall engage in no further business other than that necessary to wind up the business and affairs of the Company. The Sole Member shall wind up the affairs of the Company and give written notice of the commencement of winding up by mail to all known creditors and claimants against the Company whose addresses appear in the records of the Company. After paying or adequately providing for the payment of all known debts of the Company, including, without limitation, debts and liabilities to the Sole Member as a creditor of the Company, the remaining assets of the Company shall be distributed to the Sole Member.

8.3 Distribution of Asset. Upon dissolution, all assets shall be distributed to an organization(s) organized and operated exclusively for charitable purposes, as specified in California Revenue and Taxation Code Section 214, and which has established its tax-exempt status under section 501(c)(3) of the Internal Revenue Code, or under section 23701d of the Revenue and Taxation Code.

8.4 Limitation on Distribution of Assets. The Company shall not distribute any assets to members who cease to be organizations described in section 214.

ARTICLE IX GENERAL

9.1 Amendment. This Agreement may be amended only in a writing signed by the Sole Member. Any amendments to The Articles Of Organization or this Operating Agreement must be consistent with California Revenue and Taxation Code Section 214.

9.2 Merger. The Company is prohibited from merging with, or converting into, a for-profit entity.

9.3 Binding Agreement. Subject to any restrictions on transfers set forth in this Agreement, this Agreement shall inure to the benefit of and be binding upon the Sole Member and her respective legal representatives, successors, and Permitted Transferees.

9.4 Headings. The Article and Paragraph headings are included solely for convenience of reference and in no way describe, define, limit, extend or interpret the scope, intent or extent of this Agreement, or any provision hereof. If there is any conflict between such headings and the

text of this Agreement, the text shall control.

9.5 Number and Gender. Unless the context clearly indicates otherwise, the singular shall include the plural and vice versa. In all cases the masculine gender shall include the neuter and feminine genders and vice versa.

9.6 Severability. If any provision of this Agreement or the application thereof to any “person” (as defined in the Act) or circumstance shall be held invalid or unenforceable to any extent, the remainder of this Agreement, or the application of such provisions to persons or circumstances other than those to which it is held invalid or unenforceable, shall not be affected thereby, and the intent of this Agreement shall be enforced to the greatest extent permitted by law.

9.7 References to this Agreement. Numbered or lettered Articles and Paragraphs herein contained refer to Articles and Paragraphs of this Agreement unless otherwise expressly stated.

9.8 Parties in Interest. Except as otherwise expressly provided in this Agreement, nothing contained in this Agreement shall be deemed to confer any right or benefit on any person who is not a party to this Agreement.

9.9 Entire Agreement. This Agreement constitutes the whole and entire agreement with respect to the subject matter of this Agreement.

9.11 Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which shall constitute one agreement binding on the parties hereto, notwithstanding that all of the parties are not signatories to the same counterpart.

9.12 Governing Law. The laws of the State of California (without regard to otherwise governing principles of conflicts of law or choice of law) shall govern the validity of this Agreement, the construction of its terms, and the interpretation and enforcement of the rights and duties of the parties hereof.

IN WITNESS WHEREOF, the Sole Member has executed this Agreement effective as of the effective date set forth above.

SOLE MEMBER:

**Leaders & Scholars, Inc.,
a California nonprofit public benefit corporation**

By: 
Rina Dimare, President

June 28, 2017

Appendix F-5

201624510412

LLC-1

Articles of Organization of a Limited Liability Company (LLC)

To form a limited liability company in California, you can fill out this form, and submit for filing along with:

- A \$70 filing fee.
- A separate, non-refundable \$15 service fee also must be included, if you drop off the completed form.

Important! LLCs in California may have to pay a minimum \$800 yearly tax to the California Franchise Tax Board. For more information, go to https://www.ftb.ca.gov.

LLCs may not provide "professional services," as defined by California Corporations Code sections 13401(a) and 13401.3.

Note: Before submitting the completed form, you should consult with a private attorney for advice about your specific business needs.

FILED
Secretary of State
State of California
AUG 25 2016

This Space For Office Use Only

For questions about this form, go to www.sos.ca.gov/business/be/filing-tips.htm.

LLC Name (List the proposed LLC name exactly as it is to appear on the records of the California Secretary of State.)

1 Leaders & Scholars Two, LLC

Proposed LLC Name

The name must include: LLC, L.L.C., Limited Liability Company, Limited Liability Co., Ltd. Liability Co. or Ltd. Liability Company; and may not include: bank, trust, trustee, incorporated, inc., corporation, or corp., insurer, or insurance company. For general entity name requirements and restrictions, go to www.sos.ca.gov/business/be/name-availability.htm.

Purpose

2 The purpose of the limited liability company is to engage in any lawful act or activity for which a limited liability company may be organized under the California Revised Uniform Limited Liability Company Act.

LLC Addresses

3 a. 36230 North School Street

Clarksburg

CA 95612

Initial Street Address of Designated Office in CA - Do not list a P.O. Box

City (no abbreviations)

State Zip

b. P.O. Box 66

Clarksburg

CA 95612

Initial Mailing Address of LLC, if different from 3a

City (no abbreviations)

State Zip

Service of Process (List a California resident or a California registered corporate agent that agrees to be your initial agent to accept service of process in case your LLC is sued. You may list any adult who lives in California. You may not list an LLC as the agent. Do not list an address if the agent is a California registered corporate agent as the address for service of process is already on file.)

4 a. Paul C. Minney

Agent's Name

b. 655 University Ave., Ste. 150

Sacramento

CA 95825

Agent's Street Address (if agent is not a corporation) - Do not list a P.O. Box

City (no abbreviations)

State Zip

Management (Check only one.)

5 The LLC will be managed by:

One Manager checkbox

One Manager

More Than One Manager checkbox

More Than One Manager

All Limited Liability Company Member(s) checkbox

All Limited Liability Company Member(s)

This form must be signed by each organizer. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are made part of these articles of organization.

Rina DiMare signature and Organizer - Sign here label

Rina DiMare name and Print your name here label

Make check/money order payable to: Secretary of State

Upon filing, we will return one (1) uncertified copy of your filed document for free, and will certify the copy upon request and payment of a \$5 certification fee.

By Mail

Secretary of State
Business Entities, P.O. Box 944228
Sacramento, CA 94244-2280

Drop-Off

Secretary of State
1500 11th Street., 3rd Floor
Sacramento, CA 95814



I hereby certify that the foregoing transcript of _____ page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

SEP 01 2016

Date: _____

A handwritten signature in cursive script, appearing to read "Alex Padilla".

ALEX PADILLA, Secretary of State

LLC-2

Amendment to Articles of Organization of a Limited Liability Company (LLC)

To change information of record for your California LLC, you can fill out this form, and submit for filing along with:

- A \$30 filing fee.
- A separate, non-refundable \$15 service fee also must be included, if you **drop off** the completed form.
- To file this form, the status of your LLC must be active on the records of the California Secretary of State, or if suspended, this form can only be filed to list a new LLC name. To check the status of the LLC, go to BusinessSearch.sos.ca.gov.

Important! To change the LLC addresses, or to change the name or address of the LLC's agent for service of process, you must file a Statement of Information (Form LLC-12). To get Form LLC-12, go to www.sos.ca.gov/business/be/statements.htm.

Items 4-6: **Only** fill out the information that is changing. Attach extra pages if you need more space or need to include any other matters.

This Space For Office Use Only

For questions about this form, go to www.sos.ca.gov/business/be/filing-tips.htm.

① **LLC's Exact Name** (on file with CA Secretary of State)
LEADERS & SCHOLARS TWO, LLC

② **LLC File No.** (Issued by CA Secretary of State)
201624510412

Purpose

③ The purpose of the limited liability company is to engage in any lawful act or activity for which a limited liability company may be organized under the California Revised Uniform Limited Liability Company Act.

New LLC Name (List the proposed LLC name exactly as it is to appear on the records of the California Secretary of State.)

④ _____
Proposed LLC Name The proposed new name must include: LLC, L.L.C., Limited Liability Company, Limited Liability Co., Ltd. Liability Co. or Ltd. Liability Company, and may not include: bank, trust, trustee, incorporated, inc., corporation, or corp., insurer, or insurance company.

Management (Check only one.)

⑤ The LLC will be managed by:
 One Manager More Than One Manager All Limited Liability Company Member(s)

Amendment to Text of the Articles of Organization (List both the current text, and the text as amended by this filing.)

⑥ See Attachment

Read and sign below: Unless a greater number is provided for in the Articles of Organization, this form must be signed by at least one manager, if the LLC is manager-managed or at least one member, if the LLC is member-managed. If the signing manager or member is a trust or another entity, go to www.sos.ca.gov/business/be/filing-tips.htm for more information. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are part of this document.

▶ *Rina DiMare*
Sign here

Rina DiMare, President of Leaders & Scholars, Inc.,
Print your name here Member
Your business title

Make check/money order payable to: **Secretary of State**
Upon filing, we will return one (1) uncertified copy of your filed document for free, and will certify the copy upon request and payment of a \$5 certification fee.

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Secretary of State
Business Entities, P.O. Box 944228
Sacramento, CA 94244-2280

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Secretary of State
1500 11th Street., 3rd Floor
Sacramento, CA 95814

**ATTACHMENT TO LLC-2
AMENDMENT TO ARTICLES OF ORGANIZATION
OF
LEADERS & SCHOLARS TWO, LLC**

The following additional provisions are made a part of the Articles of Organization of Leaders & Scholars Two, LLC:

1. Leaders & Scholars Two, LLC. (the "Company") is organized and shall be operated exclusively for charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code.

2. The Company shall be operated exclusively to further charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code of its member.

3. The member of the Company shall at all times be an organization that is exempt from taxations under Section 501(c)(3) of the Internal Revenue Code or under Section 23701d of the California Revenue and Taxation Code and that qualifies for exemption under Section 214 of the California Revenue and Taxation Code, or as to property used exclusively for public schools, community colleges, state colleges and state universities under subdivision (b). Any such organization is hereafter referred to as a "qualifying organization."

4. The Company shall permit no transfers, direct or indirect, of a membership interest in the Company to any person or entity that is not a qualifying organization.

5. The property of the Company is irrevocably dedicated to charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code.

6. Upon the dissolution or winding up of the Company, its assets remaining after payment or provision for payment of all debts and liability of the Company shall be distributed to Leaders & Scholars, Inc., a California nonprofit public benefit corporation, provided that if such organization at that time no longer qualifies as an organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code or under Section 23701d of the California Revenue and Taxation Code and that qualifies for exemption under Section 214 of the California Revenue and Taxation Code, then the share that otherwise would have gone to such organization shall be distributed to: (i) a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and that has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code or Section 23701d of the California Revenue and Taxation Code; (ii) a governmental entity; or (iii) any combination of organization or entities described in clauses (i) or (ii) of this Section 6.

7. Any and all amendments to the Articles of Organization or the Operating Agreement of the Company shall be consistent with Section 214 of the California Revenue and Taxation Code.

8. To the fullest extent permitted by law, for the purpose of qualifying for the Welfare Exemption under the rules of the California Board of Equalization, this limited liability company is prohibited from merging or converting into a for-profit entity.

9. The Company shall not make or permit the making of any distribution to any member that ceases to be an organization described in Section 214 of the California Revenue and Taxation Code or that otherwise ceases to be a "qualifying organization."

10. The activities of the Company shall be limited to those permitted under Section 23701h of the California Revenue and Taxation Code.

OPERATING AGREEMENT
OF
LEADERS & SCHOLARS TWO, LLC
a California limited liability company

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OPERATING AGREEMENT

OF

LEADERS & SCHOLARS TWO, LLC

a California limited liability company

THIS OPERATING AGREEMENT is made effective as of September 20, 2016, by Leaders & Scholars, Inc., a California nonprofit public benefit corporation (the "Sole Member"), and is made with reference to the following:

A. The Sole Member desires to form a limited liability company under and pursuant to the California Revised Uniform Limited Liability Company Act set forth in California Corporations Code sections 17701.01-17713.13, as amended from time to time (the "Act").

B. Articles of Organization for Leaders & Scholars Two, LLC (the "Company") were filed with the California Secretary of State on September 20, 2016.

C. The Sole Member establishes this Operating Agreement in order to complete the organization of the Company and provide for the governance of the Company and the conduct of the Company's business.

NOW, THEREFORE, the Sole Member declares the following to be the Operating Agreement ("Agreement") of the Company:

ARTICLE I ORGANIZATION

1.1 Formation. The Sole Member has caused the Articles of Organization to be filed with the California Secretary of State, and the formation of the Company shall be effective as of the date of said filing.

1.2 Name. The name of the Company is Leaders & Scholars Two, LLC. The Company shall conduct its business and affairs under said name or such other name as the Sole Member may determine from time to time.

1.3 Agent for Service of Process. The name and address for the agent for service of process on the Company is Paul C. Minney, 655 University Ave., Ste. 150, Sacramento, California 95825. The Sole Member may from time to time change the Company's agent for service of process.

1.4 Principal Place of Business. The principal office of the Company shall be located at 36230 North School Street, Clarksburg, California 95612, or at such other place as the Sole Member may determine from time to time.

1.5 Term. The term of the Company shall commence on the filing of the Articles of Organization with the California Secretary of State and shall continue until the Company is dissolved and wound-up and liquidated pursuant to this Agreement or by operation of law.

1.6 Purpose. The Company is organized and will operate:

1.6.1 for the specific purpose of holding one or more leasehold estates (the "Property"), managing, operating, leasing and otherwise dealing with the Property and collecting the income therefrom and turning over the entire amount of said income, less expenses and expenditures, to the Sole Member;

1.6.2 the Company is organized and operated to further the charitable and/or educational purpose of Leaders & Scholars, Inc., a California non-profit public benefit corporation;

1.6.3 the Company is organized and operated exclusively for charitable purposes;

1.6.4 the Company is operated exclusively to further the exempt purpose(s) as specified in California Revenue and Taxation Code Section 214; and

1.6.5 to do any and all things and to engage in any and all other activities and transactions necessary, convenient, appropriate or incidental to the accomplishment of the foregoing purposes or otherwise for the protection and benefit of the Company.

Notwithstanding the foregoing and any other provisions of this Operating Agreement, the actions, activities and transactions of the Company will be limited to those permitted under California Revenue and Taxation Code §23701h.

1.7 Tax Status.

1.7.1 The Sole Member is currently, and shall be until this Agreement is terminated or amended, an organization described in Internal Revenue Code §501(c)(3) and California Revenue and Taxation Code §23701d and that qualifies for exemption from real property taxes under California Revenue and Taxation Code Section 214;

1.7.2 It is the intention of the Sole Member that the Company be disregarded as an entity separate from the Sole Member solely for federal and all relevant state tax purposes. All provisions of the Articles of Organization and this Agreement are to be construed so as to preserve that tax status, and the Company shall not take any action to be characterized as other than a disregarded entity for federal tax purposes pursuant to Treasury Regulations Section 301.7701.

1.7.3 The property owned by the Company is irrevocable dedicated to charitable purposes.

ARTICLE II MEMBERSHIP

2.1 Admission. Simultaneously with the effective date of this Agreement, the Sole Member is admitted as the sole member of the Company. The address of the Sole Member is P.O. Box 66, Clarksburg, California 95612.

2.2 Membership Interest. The Sole Member shall own the sole membership interest in the Company, which includes all rights in the Company collectively, including the Sole Member's economic interest, any right to vote or participate in management and any right to information concerning the business and affairs of the Company. The Sole Member may only transfer its membership interest in the Company to another qualifying organization. For purposes of this Agreement, a "qualifying organization" is an organization described in Section 501(c)(3) of the Internal Revenue Code and section 23701d of the Revenue and Taxation Code and that qualifies for exemption from real property taxes under California Revenue and Taxation Code Section 214.

2.3 Capital Contributions. The Sole Member may contribute cash or other property to the Company as Sole Member shall determine from time to time.

2.4 Limited Liability. The Sole Member shall not be bound by, or be personally liable for, the expenses, liabilities or obligations of the Company, except as otherwise provided in the Act.

ARTICLE III MANAGEMENT

3.1 Management.

3.1.1 The management of the business and assets of the Company shall be vested solely in the Sole Member, who shall have sole power and authority to manage, control and conduct the business and affairs of the Company and may exercise all powers of the Company, subject to Section 3.1.2.

3.1.2 The Sole Member may appoint any one or more of the following officers (or no officers at all): a Chairperson, a Vice Chairperson, a President, Chief Executive Officer, one or more Vice Presidents, a Secretary, a Chief Financial Officer and such other officers as the Sole Member may deem necessary or advisable to manage the day-to-day business affairs of the Company ("Officers") and such Officers shall have the titles, powers and duties as shall be determined by the Sole Member.

3.1.3 Without limiting the foregoing **Paragraphs 3.1.1 and 3.1.2**, the Sole Member shall have the right, in its sole and absolute discretion to, or to cause the Company to, as applicable:

(a) take all actions necessary or convenient to the accomplishment of the Company's purposes set forth in **Paragraph 1.6**;

(b) enter into any loan, credit, guarantee or other similar financing arrangements, including the opening, maintaining and closing bank accounts, in order to receive or borrow funds to fulfill the Company's purposes and objectives;

(c) enter into agreements for the purchase, sale, lease, sublease, and renovation of real property which agreements may include such representations, warranties, covenants, indemnities and guarantees as Sole Member deems necessary or advisable;

(d) own, lease and dispose of real property (including fee and leasehold interests);

(e) mortgage, pledge or otherwise encumber its property;

(f) sublease its property to the Sole Member; and

(g) make and perform such other agreements, undertakings and transfers of property as Sole Member deems necessary or advisable.

3.2 Meetings. No annual, regular or special meetings of the Sole Member or Officers are required.

ARTICLE IV ALLOCATIONS AND DISTRIBUTIONS

4.1 Allocations. All profits and losses, each item thereof, and all other items attributable to the membership interest shall be allocated to the Sole Member for tax, accounting and all other purposes.

4.2 Distributions. At such times as the Sole Member deems appropriate, the Sole Member shall cause the Company to distribute cash or other property held by the Company to the Sole Member.

ARTICLE V COMPANY ADMINISTRATION

5.1 Books and Records.

5.1.1 The books and records of the Company shall be kept and maintained at the Company's principal office in California, shall reflect all of the Company transactions, and shall be appropriate and adequate for the Company's business.

5.1.2 Without limiting the requirements set forth in Paragraph 5.1.1, the Company shall maintain at its principal office in California all of the following:

(a) A current list of the full name and last known business or residence address

of the Sole Member, together with the capital contribution and share in profits or losses of the Sole Member;

- (b) A copy of the Articles of Organization, as amended;
 - (c) Copies of the Company's Federal, state and local income tax or information returns and reports, if any, for the six (6) most recent taxable years;
 - (d) Executed counterparts of this Agreement, as amended;
 - (e) Any powers of attorney under which the Articles of Organization or any amendments thereto are executed;
 - (f) Financial statements of the Company for the six (6) most recent fiscal years;
- and
- (g) The books and records of the Company as they relate to the Company's internal affairs for the current and past four (4) fiscal years.

5.2 Accounting. Books and records of the Company shall be kept on the method of accounting selected by the Sole Member and applied on a consistent basis in the preparation of its financial reports and for tax purposes. The taxable and fiscal year of the Company shall be June 30.

5.3 Banking. All funds of the Company shall be deposited in the name of the Company in one or more distinct separate accounts with one or more recognized financial institutions and at such locations, all as shall be determined by the Sole Member. Any withdrawal from such accounts shall require the signature of the Sole Member or such other person or persons authorized to do so by the Sole Member.

5.4 Assets. All Assets of the Company, whether real or personal, shall be held in the name of the Company.

ARTICLE VI TRANSFERS

6.1 Transfers. The Sole Member may assign, sell, gift, transfer or otherwise dispose of ("Transfer") all or any part of its membership interest at any time (the transferee hereinafter referred to as "Permitted Transferee"). A Permitted Transferee shall become a substituted member automatically upon such assignment.

6.2 Duties of Substituted Member. Any person admitted to the Company as a substituted member shall be subject to all of the provisions of this Agreement that apply to the Sole Member from whom the membership interest was assigned.

6.3 Non-Qualifying Organizations. Direct or indirect transfer of any membership

interest in the Company to other than a qualifying organization is prohibited.

ARTICLE VII INDEMNIFICATION

To the extent of Company assets, the Company agrees to defend the Sole Member, any Officer, any entity controlling, or directly or indirectly related to, Company ("Affiliate"), (including, without limitation, any director, officer, employee, or agent of the Sole Member, acting on behalf of the Company) (collectively "Indemnitees") against all claims or demands and to indemnify and hold each of the foregoing harmless against all liabilities, losses, damages, expenses, costs or any other economic detriment suffered, paid, or incurred, foreseen or unforeseen, arising from any claim, demand, action, suit or proceeding, whether civil, criminal, administrative, or investigative, or whether threatened, pending or completed, which pertain to any Indemnitee, as described above, in such capacity, to the fullest extent permitted by applicable law in effect on the date hereof and to such greater extent as applicable law may hereafter from time to time permit. The Sole Member shall not be subject to personal liability or required to fund or cause to be funded any obligation of the Company described in the immediately preceding sentence.

ARTICLE VIII DISSOLUTION

8.1 Events of Dissolution. The Company shall dissolve upon the earliest to occur of:

- (a) the decision of the Sole Member;
- (b) the entry of a decree of judicial dissolution under California Corporations Code section 17707.03.

8.2 Winding up. Upon dissolution of the Company, the Company shall engage in no further business other than that necessary to wind up the business and affairs of the Company. The Sole Member shall wind up the affairs of the Company and give written notice of the commencement of winding up by mail to all known creditors and claimants against the Company whose addresses appear in the records of the Company. After paying or adequately providing for the payment of all known debts of the Company, including, without limitation, debts and liabilities to the Sole Member as a creditor of the Company, the remaining assets of the Company shall be distributed to the Sole Member.

Upon dissolution, all assets shall be distributed to an organization(s) organized and operated exclusively for charitable purposes, as specified in California Revenue and Taxation Code Section 214, and which has established its tax- exempt status under section 501(c)(3) of the Internal Revenue Code, or under section 23701d of the Revenue and Taxation Code.

The Company shall not distribute any assets to members who cease to be organizations described in section 214.

ARTICLE IX GENERAL

9.1 Amendment. This Agreement may be amended only in a writing signed by the Sole Member. Any amendments to The Articles of Organization or this Operating Agreement must be consistent with California Revenue and Taxation Code Section 214.

9.2 Binding Agreement. Subject to any restrictions on transfers set forth in this Agreement, this Agreement shall inure to the benefit of and be binding upon the Sole Member and her respective legal representatives, successors, and Permitted Transferees.

9.3 Headings. The Article and Paragraph headings are included solely for convenience of reference and in no way describe, define, limit, extend or interpret the scope, intent or extent of this Agreement, or any provision hereof. If there is any conflict between such headings and the text of this Agreement, the text shall control.

9.4 Number and Gender. Unless the context clearly indicates otherwise, the singular shall include the plural and vice versa. In all cases the masculine gender shall include the neuter and feminine genders and vice versa.

9.5 Severability. If any provision of this Agreement or the application thereof to any "person" (as defined in the Act) or circumstance shall be held invalid or unenforceable to any extent, the remainder of this Agreement, or the application of such provisions to persons or circumstances other than those to which it is held invalid or unenforceable, shall not be affected thereby, and the intent of this Agreement shall be enforced to the greatest extent permitted by law.

9.6 References to this Agreement. Numbered or lettered Articles and Paragraphs herein contained refer to Articles and Paragraphs of this Agreement unless otherwise expressly stated.

9.7 Parties in Interest. Except as otherwise expressly provided in this Agreement, nothing contained in this Agreement shall be deemed to confer any right or benefit on any person who is not a party to this Agreement.

9.8 Entire Agreement. This Agreement constitutes the whole and entire agreement with respect to the subject matter of this Agreement.

9.9 Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which shall constitute one agreement binding on the parties hereto, notwithstanding that all of the parties are not signatories to the same counterpart.

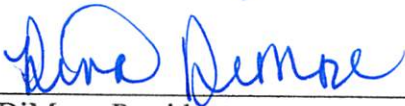
9.10 Governing Law. The laws of the State of California (without regard to otherwise governing principles of conflicts of law or choice of law) shall govern the validity of this Agreement, the construction of its terms, and the interpretation and enforcement of the rights and duties of the parties hereof.

9.11 Merger. The Company is prohibited from merging with, or converting into, a for-profit entity.

IN WITNESS WHEREOF, the Sole Member has executed this Agreement effective as of the effective date set forth above.

SOLE MEMBER:

**Leaders & Scholars, Inc.,
a California nonprofit public benefit corporation**

By:  _____
Rina DiMare, President



Appendix G

Delta Elementary Charter

School Calendar 2019-2020

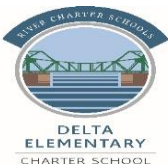
	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	School Day Count	Total School Days			
July	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31						0	0
August				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	18	18			
September	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					20	38			
October		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		22	60			
November				1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	15	75				
December	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				15	90			
January			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	14	104			
February	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						14	118			
March	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				21	139			
April			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		16	155			
May				1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	20	175				
June	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				5	180			
																										180				

	School Begins
	Minimum Days
	MAP Testing
	STAR Reading
	SBAC Testing
	Project Based Learning Nights

	Summer Break
	Summer Break: Staff In-Service
	Summer Break: Back to School Night
	Board Approved/Other No School
	Legal Holidays

	School Begins
	Parent Conferences
	Trimester Ends
	School Ends

	Board Meetings
Location:	LCS 7/15 9/16 11/18 1/27 3/9 5/4 6/8
	DECS 8/12 10/7 12/9 2/24 4/20 5/18 6/22



Appendix H

Delta Elementary Charter School

Bell Schedule

DECS Regular Day Schedule

K – 6th 8:30 am to 3:15 pm

7:45 am	*Teachers supervise students arrival (walkers, carpools, and bus riders)
8:10 am	Breakfast Students eat breakfast/recess
8:30 am	Instruction Begins Teachers lead students into class. Students arriving after 8:30 MUST check into office before going to class.
9:55-10:10 am	1st-3rd Grade Recess & Snack
10:15-10:30 am	4th-6th Grade Recess & Snack
10:35-10:50 am	Kindergarten Recess & Snack
12:35-1:15 pm	Kindergarten-3rd Grade Lunch Teachers lead students to cafeteria
12:55-1:35 pm	4th-6th Grade Lunch Teachers lead students to cafeteria
3:15 pm	School Day Ends (K-6) Teachers walk bus riders to pick-up area and wait with students as they board the bus

DECS Wednesday Schedule

K – 6th 8:30 am to 2:00 pm

7:45 am	*Teachers supervise students arrival (walkers, carpools, and bus riders)
8:10 am	Breakfast Students eat breakfast/recess
8:30 am	Instruction Begins Teachers lead students into class. Students arriving after 8:30 MUST check into office before going to class.
9:25-9:40 am	1st-3rd Grade Recess & Snack
9:45-10:00 am	4th-6th Grade Recess & Snack
10:05-10:20 am	Kindergarten Recess & Snack
11:55-12:30 pm	Kindergarten-3rd Grade Lunch Teachers lead students to cafeteria
12:10-12:45 pm	4th-6th Grade Lunch Teachers lead students to cafeteria
2:00 pm	School Day Ends (K-6) Teachers walk bus riders to pick-up area and wait with students as they board the bus

DECS Minimum Day

K – 6th 8:30 to 12:55 pm

7:45 am	*Teachers supervise students arrival (walkers, carpools, and bus riders)
8:10 am	Breakfast Students eat breakfast/recess
8:30 am	Instruction Begins Teachers lead students into class. Students arriving after 8:30 MUST check into office before going to class.
9:25-9:40 am	1st-3rd Grade Recess & Snack
9:45-10:00 am	KN & 4th-6th Grade Recess & Snack
11:55-12:30 pm	Kindergarten-3rd Grade Lunch Teachers lead students to cafeteria
12:10-12:45 pm	4rd-6th Grade Lunch Teachers lead students to cafeteria
12:55 pm	School Day Ends (K-6) Teachers walk bus riders to pick-up area and wait with students as they board the bus

* There is no supervision before 7:45 a.m. Students should not be dropped off prior to 7:45 a.m.



Medication Administration

River Charter Schools recognizes that almost all children require medication at some point in time. Administration and storage of medication poses a liability. RCS is committed to developing practices to ensure student safety and reduce risk and therefore acknowledges that the storage and administration of medication requires clear, accurate instruction to ensure those who are responsible for the storage and administration of medication are aware of and following proper procedures. Particular attention is given to procedures that will reduce the chance of medication administration errors and reduce the opportunity for theft of, tampering with, or misuse of controlled substances.

This section is outlined as follows:

1. Authorized Personnel
2. Conditions
3. Documentation
4. Delivery and Storage
5. Administration
6. Medication Incidents
7. Disposal
8. Auditing

1. Authorized Personnel

School staff designated by the principal, may administer medication as allowed by law, if:

- The staff member is trained and determined to be capable and competent to safely and accurately administer the medication by a licensed health care professional who is legally authorized to provide such training (i.e., School Nurse, Public Health Nurse, Physician)
- Training shall be provided annually by a licensed healthcare professional (i.e., School Nurse, Public Health Nurse, Physician)
- The staff member is supervised by a licensed health care professional and the supervision, review, and monitoring of the medication administration is documented.
- Staff members designated to administer life-sustaining emergency medication must receive documented training and maintain current certification in CPR.
- Students will be allowed to carry and self-administer emergency or necessary medication with authorization from the health care provider, written parental consent and observation and documentation of the student's capability to safely and competently perform the task as assessed by a School Nurse or other duly qualified Supervisor of Health.
- An individualized school health care plan developed by a School Nurse or other duly qualified Supervisor of Health shall be developed if the student's health condition and status require monitoring and supervision.

- Untrained and unsupervised personnel may not administer medication.
- Students may not administer medication to other students.
- No more than a two- week supply of controlled substances shall be on site at any given time for any one particular student.

2. Conditions

- The pupil's parent/guardian and an authorized health care provider must complete the form, Authorization for Administration of Medication by School Personnel. (Authorized health care providers include providers who are licensed by the state of California to prescribe medication and include physicians and surgeons, dentists, optometrists, podiatrist, nurse practitioners, certified nurse midwives, and physician assistants).
- Nurse practitioners and nurse midwives must provide their furnishing number, name, address, and telephone number of the supervising physician.
- Physician Assistants must provide the name, address, and telephone number of the supervising physician.
- Changes in medication must be in writing from the student's physician or licensed health care provider.
- Facsimiles may be accepted.
- Phone orders from licensed health care providers may not be accepted except in cases of an emergency.
- Written statements must be renewed yearly or whenever changes, such as changes in the dose, time, method, medication, health care provider, or discontinuance of medication in medication occur.
- Only pills that are scored may be split. Pill splitting shall be done with a commercial pill-splitting device and shall be done after the medication count has been completed.
- Prior to medication administration, a School Nurse, other duly qualified Supervisor of Health, or Principal, will review all Health Care Provider's and parent/guardians written statements.

3. Documentation

- A Medication Administration Record (MAR) shall be kept for each student who takes medication during the day. A separate log shall be maintained for each medication. The MAR shall be retained for at least one school year beyond the current school year.
- A School Nurse or other duly qualified Supervisor of Health shall be responsible for ensuring the accuracy that the information from the authorized health care providers written statement has been transferred correctly; monitoring accurate logging of medication administration and student outcomes.
- Documentation of all medications administered, including medications administered by parent/guardians while on school grounds, shall occur at the time the medication is administered.
- A "count" of controlled substances shall be maintained and each dose administered shall be recorded and subtracted from the total count remaining. Two staff members shall verify that the pill count as documented on the MAR, matches the actual number of pills remaining on hand.
- Discrepancies in the medication count shall be reported immediately upon discovery to the Principal.

4. Delivery and Storage of Medication

- The parent/guardian shall deliver to school all medications, except those medications that the student is authorized to carry and self-administer.
All medication to be administered by school personnel must be in original prescription or over-the-counter container. (The pharmacy filling the prescription can provide a second "school prescription container" as needed).

Board Policy # 17-03

Adopted/Ratified: May 12, 2014

Revision Date Approved: January 23, 2017

251 of 254 11/7/2019

- The container should be clearly labeled with the following information:
 1. Pupil's Name
 2. Name of Prescribing Physician
 3. Name of Dispensing Pharmacy and Telephone Number
 4. Name of Medication (generic or brand)
 5. Dosage
 6. Route of Administration
 7. Frequency of Administration
 8. Duration of Administration

- Medication shall be only accepted when the medication is in its original form (i.e., pill splitting shall only be done after the medication has been received by the school).
- Medications that require "pill splitting" shall be brought to school by the parent in the original form for ease of identification.
 - 1) The medication shall be identified and verified to be the stated medication,
 - 2) The parent shall "split" the pill
 - 3) 2 staff members along with the parent/guardian shall count and document the number of "doses" received (example: 5 mg tablets are received and the order reads "1/2 tablet at lunch". Staff shall record the number of 1/2 tablets on hand as follows: 1/2 tab x 10).
- Upon first receipt of the medication and with every administration of the medication, staff shall identify the medication by comparing the appearance of the actual medication with the description of the medication as indicated on the pharmacy label. When no such description is available, staff shall utilize either a photo of the medication or use an approved "pill" identifier to verify the identification of the pill. Online, approved "pill" identifiers include <http://www.webmd.com/pill-identification/>, <http://www.rxlist.com/pill-identification-tool/article.htm>
- A picture of the medication will be made available and placed in the medication binder as a reference.
- A pill count shall occur with at least 2 designated staff members and the parent/guardian when receiving controlled substances. This shall be documented on the Medication Administration Log and shall be initialed by both the staff member and parent/guardian.
- No more than a two-week supply of a controlled substance shall be accepted at any given time for any one particular student.
- Over-the-counter medication that has been prescribed by an authorized health care provider shall be delivered to the school in the original container.
- All medications, with the exception of emergency medications (i.e., inhalers, epinephrine, glucagon, anti-seizure medications) shall be kept in a locked cabinet which shall be locked at all times and be available only to persons authorized to administer medications. The cabinet shall be stored in an area exclusively used for secure storage and not be in a commonly used work area.
- The medication shall be stored and administered in an area that is under video monitoring.
- Controlled substances shall be kept in a double-locked medication cabinet. At no time shall any one person have access to keys to both locks.
- Medications will be stored in a manner required to maintain their effectiveness, including refrigerators. Refrigerators that are used for medication storage will be kept locked, and their use be reserved exclusively for medication storage.
- Emergency medications (i.e., inhalers, epinephrine, glucagon, anti-seizure medications) are to be stored securely, yet be immediately accessible at all times, including before and after school hours and during students off campus school sponsored activities.
- When not in use, the door to the storage area, shall be closed, but not locked, during hours when students are on site.

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- Medications may be “signed-out” by the student’s teacher for the purpose of attending field trips. The medication needed for the particular event may be placed in a sealed plastic bag with the name of student, teacher, and medication, dosage and time of administration, clearly written on the bag. This shall be documented on the students’ medication log with signatures of the teacher and staff member. Upon return, the teacher shall document the date and time of administration, and initial the log. If for some reason, the medication was not administered to the student, the medication shall be returned to the student’s supply of medication, which is locked in the cabinet. This shall also be documented on the student’s medication log with signatures of the teacher and staff member.
- No medication shall be allowed on a school site or administered to pupils without the proper authorizations described above.

5. Administration

- All administration of medication shall occur within the designated area and be done in such a way as to ensure that the medication administration is captured on video monitoring system.
- Two staff members as designated by the Principal shall witness the administration of any controlled substance.

6. Medication Incidents

As soon as an error in the administration of medication is recognized, or a discrepancy in inventory is discovered, designated staff shall initiate the following the steps:

Overdosage or administration of incorrect medication

- Keep the student in the health office. If student has already returned to class when the error is determined, have student accompanied to the health office.
- Assess student’s status.
- Identify the incorrect dose or type of medication taken by the student.
- Immediately notify the Principal.
- Contact the Poison Control Center for instructions –1-800-222-1222 or your local Poison Control.
- Notify supervising health care professional (i.e., School Nurse)
- Notify parents.
- Carefully record in ink (in the student’s health record and the medication log) all circumstances and actions taken, including the instructions from the Poison Control Center and student’s status.
- Submit your written report within 24 hours on the Medication Incident Form, including the name of the student, the parent/guardian name and phone, and a specific statement of what the medication incident was, who was notified, and what remedial actions were taken.
- Submit the form to the Principal.

Under Dosage

- Identify student who took the incorrect dosage.
- Notify Principal.
- Contact the School Nurse who should then contact the health care provider to determine if the remainder of the dose should be omitted or administered.
- Carefully record in ink all circumstances and actions taken on the student’s health record and on the medication form.
- Notify parent/guardian.
- Fill out Medication Incident Form.

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Inventory Discrepancy

- Immediately notify the Principal
- Complete a Medication Incident Form
- Notify school Supervisor of Health

“Wasted Medications”

Occasionally it becomes necessary for a medication to be “wasted”. For example, should a pill be dropped on the ground, the medication will not be administered to the student; rather it will be disposed of. This is considered “wasting” and must be documented on the student’s medication administration log. The “wasted” medication shall be placed in a container and kept locked in the medication cabinet to be discarded within 30 days. (See below for Disposal of Medications procedure).

7. Disposal of Medications

- All discontinued or expired medications shall be returned to the student’s parent or guardian. At the end of the school year, all remaining medication shall be returned directly to the parent or guardian and so documented on the student medication log.
- The medication returned shall be counted by at least 2 staff members and the amount of medication returned to the parent/guardian, date, and time, shall be documented on the student’s medication log.
- Both the parent/guardian and staff member shall initial the log.
- Medication that is not picked up by the parent/guardian within 30 days of a documented notice shall be disposed of.
- Medications requiring disposal, (i.e., expired, wasted, discontinued medications) shall be disposed of by the Principal or Supervisor of Health (i.e., School Nurse), or other duly qualified Supervisor of Health in accordance with the applicable state law and local ordinances.
- Medication disposal shall be witnessed by another school staff member and documented on the medication log.
- The following shall be documented: date of disposal, medication name, method of disposal, and signatures of the person disposing of the medication and the witness to the disposal.
- For the health and safety of all students, medication will not be sent home with students.

Procedure for disposal of medication: (Note: this procedure requires 2 staff members)

- Take the prescription drug out the original container
- Grind the medication with an undesirable substance, such as cat litter or used coffee grounds
- Put the mixture into a disposable container with a lid, such as an empty margarine tub or into a sealable bag (store the mixture in the double-locked cabinet until it can be placed in the trash by the Principal or Nurse).
- Conceal or remove any personal information, including Rx number, on the empty containers by covering it with permanent marker or by scratching it off
- The sealed container with the drug mixture, and the empty drug containers, can now be placed in the trash.

8. Auditing

- Every Friday afternoon, two staff members designated by the Principal, shall conduct an inventory of all controlled substances.
- A written report shall be provided to the Principal upon completion.
- As determined by the Principal, regular and random reviews of video monitoring recordings shall occur in order to ensure quality control and take corrective action as needed
- Unresolved discrepancies will be reported to the board.

Board Policy # 17-03

Adopted/Ratified: May 12, 2014

Revision Date Approved: January 23, 2017

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: _____

From: Katherine Wright, Superintendent

Item Number: 12

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to set and approve the scheduling of the Annual Organizational Meeting of the Board of Trustees of the River Delta Unified School District for Tuesday, December 17, 2019 with the Open Session beginning at 6:30 p.m. at the Rio Vista High School Theater.

BACKGROUND:

This is an annual mandate to publicly set the Board's December Organizational meeting at its November meeting.

STATUS:

The December meeting is set for Tuesday, December 17, 2019, Rio Vista High School Theater, 6:30 p.m.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board set and approve the scheduling of the Annual Organizational Meeting of the Board of Trustees of the River Delta Unified School District for Tuesday, December 17, 2019 with the Open Session beginning at 6:30 p.m. at the Rio Vista High School Theater.

Time allocated: 3 minutes

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 13

Type of item: (Action, Consent Action or Information Only): Information

SUBJECT:

Request to approve the Facility Condition Assessment Report as a working document for future Bond feasibility

BACKGROUND:

Periodically a full facilities condition assessment must be completed on all District facilities and district properties. The District has conducted previous Facility Condition Assessments, long range planning and compiled supplemental studies and periodic updates, components of which have also been incorporated and referenced in this report. The last full facilities condition assessment was completed prior to the Bond Measures U and V in 2006.

STATUS:

Between May and July inspections were conducted at each campus and existing conditions were rated. RGMKramer also evaluated how well the individual classrooms and support facilities suited the existing educational programs taught in the respective spaces. In addition, we reviewed detailed information and data provided by the District including original building, modernization, and newer building plans, maintenance, insurance risk analysis and other available data and reports.

Older facilities in the District and within each campus, understandably, were found to be in the greatest need of modernization, evidencing deteriorated windows, doors, noncompliant and ailing restrooms, damaged exterior and interior finishes, dry rot, deteriorating concrete and asphalt roads and walkways, parking and play areas, all of which are fairly obvious. In addition, outdated and inefficient mechanical systems, leaking roofs and galvanized sheet metal flashings and gutters, leaking steel plumbing, and antiquated power supplies and electrical distribution problems are not as visibly prevalent but are problematic at many of the school facilities. Other veiled costs include ADA accessibility code upgrades and requirements necessitated by current fire-life-safety, health and seismic codes.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board reviews and approves the report as a working document for future Bond Feasibility.

Time allocated: 5 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT



FACILITY CONDITION ASSESSMENT REPORT

PROVIDED BY
RGM KRAMER INC.



October 30, 2019



River Delta Unified School District

Facility Condition Assessment Report Summary

Executive Summary

The River Delta Unified School District has a few facilities still in use that date back to the late 20's, 30's and 40's. Despite significant improvements made in the District's previous Measures U and V Capital Improvement initiatives, and through ongoing maintenance and repairs, the District has many ailing facilities in need of modernization, infrastructure improvements, fire-life-safety, seismic and energy efficiency upgrades and ADA accessibility improvements, in addition to improving classroom environments and modifications needed to facilitate new technology and 21st Century Educational programs.

Older facilities in the District and within each campus, understandably, were found to be in the greatest need of modernization, evidencing deteriorated windows, doors, non-compliant and ailing restrooms, damaged exterior and interior finishes, dry rot, deteriorating concrete and asphalt roads and walkways, parking and play areas, all of which are fairly obvious. In addition, outdated and inefficient mechanical systems, leaking roofs and galvanized sheet metal flashings and gutters, leaking steel plumbing, and antiquated power supplies and electrical distribution problems are not as visibly prevalent but are problematic at many of the school facilities. Other veiled costs include ADA accessibility code upgrades and requirements necessitated by current fire-life-safety, health and seismic codes.

A Facility Condition Assessment ("Assessment") is intended to provide a ground level independent assessment as to the physical condition of existing facilities and necessary site improvements relative to its current use and further outlines a priority of needs and repairs. The Facility Condition (Needs) Assessment often serves as a precursor to Master Planning which may also look at educational adequacy, 21st Century educational programs, demographics and enrollment projections, classroom utilization, school configurations, enrollment boundaries and new construction and cost modeling intended to help the District evaluate the feasibility of replacing portable or permanent structures, where prudent in lieu of modernizing ailing facilities, and to meet enrollment fluctuations and address future educational program needs and goals of the District.

It is important to note that the Assessment and (subsequent) Master Plan, should the District elect to move forward, can often exceed the District's available revenue and bonding

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Concord, CA 94518
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capacity, and thus serves as a living document and tool to facilitate prioritization and plan for future local and state bonds and other funding sources to meet the District's needs over an extended period of time. Once an Assessment and Master Plan are complete, the District would then develop an Implementation or Improvement Plan to align needed and planned improvements with available revenue sources pursuant to a prioritization process. Accordingly, these studies are not intended to be the final analysis and will involve strategic planning and refinement as the District moves forward to address current and ongoing facility needs.

Between May and July inspections were conducted at each campus and existing conditions were rated. The team also evaluated how well the individual classrooms and support facilities suited the existing educational programs taught in the respective spaces. In addition, we reviewed detailed information and data provided by the District including original building, modernization, and newer building plans, maintenance, insurance risk analysis and other available data and reports. The District has conducted previous Facility Condition Assessments, long range planning and compiled supplemental studies and periodic updates, components of which have also been incorporated and referenced in this Report. A large binder of previous data has been compiled for reference.

Utilizing this and the information gathered during the site inspections, RGMK developed a database of needs and relative costs to modernize each campus. Repairs were categorized by site, by building, and by item using a simple scoring system. The estimates include provisions for inflation, architectural, engineering, inspection, administration, regulatory agency fees and other associated soft costs and contingencies necessary to provide and plan for a phased Capital Improvement Program.

CATEGORY 1 = INADEQUATE

Items identified in Category 1 are deemed to be inadequate to where repairs or replacement have become essential. These items may include structural, fire-life-safety, ADA deficiencies, and potential Williams Act compliance issues. Items in this category can also include building envelope ("Warm, Safe and Dry"), exterior or interior building finishes, or other items and infrastructure or systems which have outlived their useful life to where repairs or replacement are past due, or will likely be needed within the next 2-3 years.

CATEGORY 2 = MARGINAL

Items categorized in Category 2 are deemed to have marginal longevity but are still serviceable. Items in this category should be scheduled for repair/replacement within 3-7 years, as funds allow. If not attended to, these items will continue to lose their integrity and durability and may create potential health-safety concerns, require more extensive repairs, or create unexpected emergency expenditures that can impact the District's General Fund.

CATEGORY 3 = ADEQUATE

Items identified within Category 3 are currently considered to be in good condition and deemed to meet minimum building and educational standards, with primarily minor repairs and cosmetic improvements anticipated over the next 7-10 year horizon.

Essentially, as we surveyed the campuses it became evident that buildings built or modernized between 1998 and 2011 have been maintained and have performed well, thus are rated Category 3. Understanding that, should the District choose to ask the community to support a local bond measure, seek matching State funding or obtain other funding sources, the program may take a several years to fund, develop plans, receive regulatory approvals from state and local agencies and complete improvements. Therefore, buildings rated Category 3 will slide to Category 2 and Category 2 to Category 1 over the next 5 to 7 years.

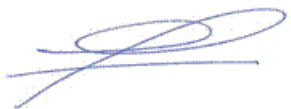
The estimate currently includes developing the two high school football stadiums with a new synthetic track and artificial turf, ADA compliant bleacher upgrades, new score boards, concessions, a press booth and renovating fields for baseball and softball with natural grass. We have also included a separate high-level cost opinion to provide solar photovoltaic arrays at each campus pursuant to the District's request.

Some campuses include wells for drinking water. It was noted in the District information that Walnut Grove and Bates had evidenced some high levels of arsenic, however readings at Walnut Grove have since subsided just below the acceptable threshold. Accordingly, the estimate includes a filtration system for Bates that may be required later. It was also noted that future modernization and development may entail additional wells to support new fire hydrants, fire sprinklers, and infrastructure upgrades such as new piping, pumps and perhaps storage tanks, to improve pressure, flow and volume for hydrants and fire sprinklers.

New construction on campuses near levies can also entail additional scope to protect facilities in the flood plain.

At some campuses there appear to be more classrooms than may currently be needed, so while the estimate includes modernization of all administrative and support facilities, standard and specialty classrooms, including funds to modernize or replace leased and owned portables, the District may be able to remove some portables. Accordingly, this is a review draft and may be amended upon District review and input.

Respectively Submitted,



Ralph Caputo, CEO
RGM Kramer, Inc
Ralph@rgmkramer.com

RIVER DELTA UNIFIED SCHOOL DISTRICT

Rio Vista High School

Facility Condition Assessment

May 28, 2019

Address: 410 South 4th Street, Rio Vista, CA 94571

Acreage:	<u>Onsite = 26 Acres</u> <u>Useable = 22.5 Acres (87%)</u>
Building Square Footage:	<u>103,788 sf (approx.)</u>
Year Built:	<u>Various- See table below</u>
Modernized:	<u>Various- See table below</u>
Classrooms:	<u>23 Teaching Stations</u>
Permanent:	<u>21</u>
Modular Portables:	<u>2</u>
Capacity:	<u>567 Students (@ 27/1) Permanent Classrooms</u> <u>54 Students (@27/1) Including Portables</u>
2018/2019 Enrollment:	<u>407 Students</u>
Avg. Daily Attendance (ADA):	<u>392 (11/2018)</u>
Teaching Calendar:	<u>Traditional (9-12)</u>

BACKGROUND

Building A (Classrooms) was constructed in 1939; Building B (Shop), Building C (Administration) and Building D (Library and Cafeteria) were built between 1952 and 1956; Building E (Music), Building F (Shop), and Building G (Gym) were built in 1965; Building J (Ag Shop) was built in 1966, and portable structures have been added and removed over the past 14 years. Currently, the campus has three (3) portable buildings which includes one Special Needs program (2016) and another that is the Home Economics classroom (2007). The third portable is a non-compliant DOH structure previously used for the Special Needs program and is now being used for Food Service program and storage. Portions of Buildings (A) and (C), essentially classrooms that included a chemistry lab and Home Ec., were deemed in disrepair and demolished in 2006. Prior to the District's previous local bond measure, the campus had not received significant modernization, major repairs, infrastructure or system upgrades.

In 2004 the District passed a local bond measure and applied for state matching funds to support district-wide improvements. Projects completed at RVHS included new and upgraded restrooms and modernized classrooms in Buildings E & F, which included a new Performing Arts and Band Room in Building E and a new Radio Station and TV Production Studio in Building F. Infrastructure improvements included campus-wide ADA access improvements, new roofs, electrical, heating and plumbing system upgrades, exterior painting, landscaping, fencing, asbestos abatement, parking lot and vehicle access improvements, technology infrastructure, classroom technology distribution, communication system upgrades, PA and

fire alarm improvements, new furnishings, interim housing and appurtenant site work needed to support the program. In 2011, the District completed construction of a new two-classroom Ag Science classroom, Animal Barn and a Greenhouse. Currently, the need for a new science lab has been identified as a priority.

SUMMARY OF INFRASTRUCTURE AND SYSTEMS

Solar Photovoltaic System

The site is conducive for a ground mount solar array or one placed on covered parking structures. The approximate cost to provide 85-90% capacity (319kW): \$2,291,418.

Electrical and Lighting Infrastructure

Previous improvements included electrical service and secondary distribution upgrades but additional service and distribution upgrades are still needed:

1. Although power service and distribution upgrades were made under the previous bond projects, further main service power upgrades, subpanel upgrades and distribution modifications are needed campus wide.
2. Some older buildings have obsolete electrical panels for which parts are no longer available.
3. New and modernized buildings under the prior bond included new T-8 fluorescent fixtures with low voltage lighting controls and occupancy sensors (technology of the time). In 2014-15, some lighting was retrofitted with LED fixtures or retrofit kits utilizing the Proposition 39 Energy Program grants.
4. To meet new Title 24 electrical code and more recent energy efficiency requirements, lighting will need upgrading throughout interior and exterior.
5. Pursuant to ADA requirements, light switch and outlet heights, GFI circuits, conduits, fittings and finish trim need to be upgraded.

Technology Infrastructure

The school's technology infrastructure, fiber and wire cabling pathways, MDF, IDFs and wireless access have been installed and updated over time. Components and cabling will need updating to new technology standards, including:

1. Coverage varies; meets minimum requirements but some areas may be experiencing increased density issues. Further analysis will be required.
2. New fiber and cable pathways are needed between buildings, as increased technology use can slow speed. Current system may not get to 10 GB.
3. Pathways and cabling upgrades are also needed within buildings.
4. Some cabling pathways do not provide adequate separation between high and low voltage wiring.
5. Wireless equipment will be due for upgrade.
6. Increased technology also requires power upgrades.
7. The District has been using projectors, Smart Boards, TVs, and other teaching and media technology district-wide. Projectors have been purchased over time and models

and ages vary. Over the next few years, most projectors and TVs will be ready for replacement with newer models.

8. Establishing new District Standards should be considered through new funding sources and further Master Planning.

Heating, Ventilation and Air Conditioning Equipment

HVAC equipment type and age varies. Equipment approaching or more than 20-25 years in age should be considered for replacement under the next capital improvement program. Note: equipment installed under the prior bond is now nearly 12-years-old and will need overhaul or replacement in 7-10 years.

Automatic Fire Alarm System

Devices and distribution in buildings that are older or have not been modernized in more than 10 years, will need to be upgraded. Cabling is either original or connected via old cabling and patch panels. The system is operational, but panels and cabling in some areas are not adequate to meet voice EVAC and current code requirements, which will be required for future projects. Devices in older buildings have been upgraded for compatibility with the new patch panels but need to be reviewed for compliance to current code. Some cabling from panels to older buildings is untagged and difficult to decipher without tracing.

Phone/Clock/Bell & Speaker Systems

The phone system has been recently upgraded. The campus has differing Clock/Bell PA system cabling and patchwork connections. New clock/Bell PA systems have been identified as a priority.

Energy Management	Limited – Needs Upgrade
Surveillance Cameras	Partial Coverage
Security System	Partial Coverage (Computer Lab and Radio Station)

BUILDINGS AND GROUNDS

Safety and Security

1. Fencing and gate improvements have been made campus-wide under larger projects and as funding has permitted. Further needs have been identified.
2. The campus is currently open. Should the District determine to close the campus, additional fencing and gates will need to be provided.
3. Door hardware upgrades are needed campus-wide (Columbine type Locksets).
4. The campus has limited security camera coverage. Further camera locations may be identified.
5. Fire alarm panels and devices vary campus-wide. Updates have been made under past modernization projects but old wiring, conduit raceways and patch panels bridge various components throughout the campus. Upgrades and replacements to devices in older structures have been made for compatibility; however, the campus should be

evaluated further for newer code compliance requirements. Additional sensors and annunciation devices will be required and a new fully addressable and monitored upgrade should be provided, which will likely necessitate new cabling in older buildings.

6. A security camera and alarm monitoring systems cover limited areas; system expansion should be considered as funding allows.
7. The phone system has been recently upgraded.
8. The PA and All Call systems need upgrades with newer technology.
9. Through past modernizations and energy efficiency improvements, some exterior lighting upgrades have been made, but a need for additional exterior lighting to provide better coverage (safety and security), and retrofits and replacements to existing lighting, has been identified.
10. Emergency exit signage and room identification signage should be prioritized.

ADA Compliance - Path of Travel Access

The site is terraced in several areas. Although significant path of travel improvements have been made, additional ADA compliance issues have been identified throughout the site and at each building, including:

1. Older asphalt and concrete paving, concrete walkways, and paths of travel throughout the campus have cracks and elevation differentials that create potential tripping hazards.
2. Slopes between buildings will require adjustments and new walkways between buildings should be installed to establish an ADA-compliant path of travel.
3. Some stairs and ramps are out of compliance with respect to grade, cross slope and handrail deficiencies.
4. Most doors are out of compliance with respect to ADA-compliant door hardware (locksets and thresholds) and some restroom doors are undersized. Other doors have insufficient space on the strike side, as is required by code.
5. Older (1st generation) ADA lever handle door hardware is installed on most classroom doors but has worn springs or is out of adjustment. Replacement (with Columbine hardware) will be required as buildings are renovated.
6. The majority of door closers require adjustment or replacement.
7. Older classrooms and portables have a mix of non-ADA door hardware and worn lever handles and closers that do not operate correctly.
8. If or as portables are removed, new walkways for ADA path of travel will be required.
9. Not all drinking fountains are ADA-compliant. New drinking fountains should include bottle fillers. A District Standard requiring Board authorization should be established.
10. Most classroom sinks and faucets need an ADA compliance upgrade, including modifications to casework at many of the sink locations to allow for accessibility.
11. ADA improvements needed at student and staff restrooms have been noted.

ADA Compliance - Elevator Lifts

The exterior lift was installed adjacent to Building F in 2007 and serves the lower floor of Building F and the Gymnasium Building, Ag Science and Ag Shop elevations. The lift has been subjected to some vandalism but appears to be in relatively good and operable condition. Equipment and operations are subject to periodic State inspections.

General Building Envelope Maintenance and Repairs

The following have been identified as needing attention:

1. Additional and ongoing roof maintenance and repairs.
2. Repair/replacement of gutters, flashings and rainwater leaders.
3. Repairs to exposed wood beams and trim (dry rot).
4. Window repairs/replacement.
5. Exterior paint and prep, caulking and sealants.
6. New storefront doors (existing are old and non-compliant).
7. Replace deteriorated wood and metal doors, thresholds and hardware.
8. Check and repair or replace skylights and clearstory windows, as applicable.

Roof, Gutters and Downspouts

The District-Wide Roof Assessment Survey was updated in 2015 and should be updated as additional work is accomplished. In 2017, the District reroofed the Gym and installed new gutters and metal (standing seam) mansard siding. Some flashings and rainwater liters were replaced and others were repaired. In 2018, as part of a district-wide reroofing project intended to address the most urgent roofing needs with remaining SFID 1 funds, the District awarded a contract to reroof Buildings B (Shop) and D (Library/Cafeteria).

The District's 2015 Roofing Assessment Report indicates the next roofs to be addressed:

1. Building J - Ag Shop: overdue for a re-roof. (Approx. 6,000 sf/\$27,000)
2. Theater Roof: overdue for a re-roof. (Approx. 20,000 sf/\$90,000)
3. Administration Roof: scheduled to be reroofed by 2021-2022. (Approx. 3,500 sf/\$16,000)
4. Woodshop: due for re-roof 2017-2018 (22,000 SF/\$127,500)
5. Radio Station Roof: scheduled to be reroofed 2020-2021. (Approx. 14,000 sf/\$63,000)
6. Old Radio Station: Currently used for storage; the building is earmarked to be demolished.
7. Bus Barn and Shops: need patching and reroofing as funds allow.
8. All Roofs: Over the next 10 years all roofs will need repairs and maintenance to maintain integrity and improve longevity.

Classroom Upgrades

Typical classroom upgrades should include:

1. New District Standard carpet, except where resilient flooring is better suited.
2. Cabinet refurbishing or new teaching walls, where applicable.

3. Lighting and power upgrades.
4. Acoustical ceiling repair/replacement.
5. Door and hardware upgrades.
6. AV upgrades – Pole Vault (or similar) projectors, LED Screen TVs, or Smart Boards.
7. Technology and electrical outlet distribution.
8. Wall finishes/paint.
9. Marker boards/tack boards where applicable.
10. Window system repairs or replacement as funds allow.
11. Window shades/sun screens/blackout curtains.
12. Specialty classrooms will require updated casework, furnishings.
13. Clock, Bell, and PA Communication upgrades.
14. Fire alarm, smoke detectors and fire extinguisher upgrades.
15. Phone system has been recently upgraded.

Doors and Hardware

Door conditions vary throughout the campus. Buildings E and F received new doors and door hardware but the older buildings will need new doors as funds allow. Lockset types vary; Schlage 'D' Series lever locksets were installed on newer buildings and others as repairs occurred but most locksets are not lever type. To address ADA and 'Columbine' security concerns, the District should endeavor to replace all locksets and doors as necessary with new District Standard locking hardware.

Window Blinds & Coverings

Types and conditions vary. Most rooms do not have coverings and those that do are beyond repair, excepting the newer items; however, they are now nearly 12-years-old. Recommend establishing a District Standard product and replace shades as funds allow. Shades also provide a line-of-sight security barrier during emergency lockdowns.

Potable Water

Potable water is supplied via city water supply. Previous modernization projects under the prior bond repaired portions of existing underground supply piping but other piping repairs and replacement of existing water supply lines need to be addressed as funds become available.

Fire Water

New fire hydrant lines and repairs to existing piping have been made under the prior modernization program. City lines are old and failing and have had issues as lines are recharged after repairs. New buildings will require fire sprinklers under current code and may require infrastructure upgrades to water service to improve pressure, flow and volume.

Well Water

Well water is used for irrigation. Previous projects included repair and replacement of various sections of piping and valves. Other repairs and new piping are needed.

Exterior Paint

The campus has been well maintained, although some buildings have exposed wood beams and siding that has been deteriorating over time. Further repairs to the exposed beams, metal

doors and siding have been noted. New paint should be considered within 3-5 years in conjunction with building repairs. Portable structures, if not replaced, will need exterior repairs to cladding, trim and doors, and will need repainting.

Student and Staff Restroom Facilities

Updates to student and staff restrooms have been provided during modernization projects. The overall count (campus-wide) appears adequate per current enrollment; however, older restrooms, particularly in Buildings A-D need upgrades to meet current ADA requirements. This will require full renovation, including entrance doors, partitions and fixtures. Each project submitted to the Division of the State Architect (DSA) for regulatory review and approval will require at least 20% ADA restroom or path of travel upgrades.

Summary of Facilities – Rio Vista High School					
Unit	Description	DSA #	Date	SF	Comments
A	Science, Hm Ec, Std Classrooms	3043	1939	12,761	Demolished 2006
A	Old Radio Rio Portion	3043	1939	496	Earmarked for Demolition
B	Shop (Part District M&O.)	9881	1952	6,625	
C	Admin (Classrooms Demolished)	10559	1953	7,932	3,825 sf demolished 2006
D	Library – Cafeteria	14879	1956	17,655	
E	Classroom – Performing Arts	25577	1965	14,681	Modernized 2007
F	Shop – Radio-Media, Std CRs	25577	1965	15,526	Modernized 2008
G	Gymnasium	25577	1965	23,470	
H	Press box – Toilets	25577	1965	1,012	Non-Compliant
I	Boiler Building – no longer in use	25577	1965	896	Earmarked for Demolition
J	Ag. Mechanics Shop	28302	1966	4,521	
K	Ag Classroom – Animal Barn	02-110947	2011	3,360	
L	Ag. Science Classrooms (2)	02-110947	2011	3,654	
-	Greenhouse	02-110947	2011	360	
P1	Portable - Home Ec	Unknown		960	24'x40'
P2	Portable - Sp Needs Program	02-115218	2016	1,440	36'x40'
P3	DOH Portable (M&O) <i>non-compliant</i>	N/A	2006	1,200	Earmarked for Demolition
	Total Square Footage			103,788	
	Bus Facility			5,142	Not Included in campus sf

Buildings A, C and D – Administration, Library and Cafeteria

Categories 1-2

(includes an enclosed corridor, Kitchen and Student and Faculty Restrooms)

General

The subject buildings have not been fully modernized since being built and have many deficiencies, although some cosmetic upgrades have been made to the Administration and Library Buildings. In 2006, Classrooms in Building A & C were demolished, including Science Labs which have not yet been replaced and are much needed. Today the subject buildings house Administration, Library and Cafeteria, including a serving kitchen, restrooms and an enclosed corridor. The adjoining buildings have varying elevations and the existing stairs and ramps are not ADA compliant. Although several classrooms were demolished, there appear to be enough classrooms to support current enrollment with the addition of a Science – Chemistry Lab(s).

Future demographic studies and master planning will help reveal when additional classrooms may be needed.

Building Envelope and Exterior Conditions

Category 1

The exterior has considerable ADA path of travel issues to address at doors, thresholds, ramps and access to the parking lot. The window systems are old and should be replaced as funding allows. The masonry and stucco finishes need minor repairs and repaint. Temporary exterior walls with wood siding were built in 2006 to enclose a portion of the administration wing (west and south elevations) where buildings were demolished; the siding is starting to delaminate and needs to be addressed as soon as funds allow.

Roofing replacements were made in 2018 to the Library and Cafeteria sections of the building. Windows are single glaze and in need of repairs, replacement if/as funds allow. Window putty will need to be tested for lead, asbestos or PCB containing materials. Exterior painting is needed; surfaces are cracking and will also need to be tested for lead paint prior to surface preparation and new paint.

Administration

Category 1

The Administration Building has not been upgraded much since its original construction and needs realignment, new casework, furnishings, wall and ceiling repairs, paint and carpet. The general admin/clerical open office area appears large enough to serve the school staff and student attendants, however, the layout is awkward and the building is not large enough to house all administrative personnel or functions. The teacher's lounge and work rooms are in adjacent buildings. Other items noted include:

1. There is no clear ADA path of travel access to the office from the adjacent buildings, street or parking lot.
2. The student and parent waiting area is in the general office area; however, the waiting area should be separated from general office activity.
3. The office does not have a large conference room nearby with good sound attenuation for private and confidential meetings with students, parents and staff.
4. Ideally, the Principal's Office should be enlarged to accommodate a conference table.
5. Upgrades to doors and hardware need to be made pursuant to ADA requirements.
6. The nurse's area should have an ADA compliant sink and restroom in proximity. The area should provide for 2 cots and allow accessibility for a gurney.
7. Floor, wall and ceiling finishes need to be upgraded.
8. Lighting needs to be upgraded to new energy efficient standards.

Library/Media Center

Categories 1-3

The Library has received some cosmetic upgrades but needs a variety of improvements to meet 21st Century Media Center-Library programs:

1. The carpet was replaced in 2018 and will be serviceable for several years.

2. The paneling is in serviceable condition. Various window treatments, painted walls, tack wall surfaces and ceiling finishes were upgraded or improved in 2018; remaining items need attention.
3. Technology distribution and media upgrades are needed.
4. Doors and hardware repairs/replacement are needed to meet ADA and security requirements.
5. Library casework is fatigued and needs repairs/replacement as funding permits.
6. Furniture was upgraded in 2018.
7. During the 2018 remodel a wall was installed that blocks an emergency exit from the Library/ Media Center.

Restrooms

Category 1

The restrooms are not compliant, are in disrepair and in need of significant renovation to meet current code.

Interior Corridors

Category 1

The pathway from the Office, Library and Cafeteria does not meet ADA access path of travel requirements. The stairs and ramps in the adjoining buildings are out of compliance. The lockers need replacement.

Kitchen and Cafeteria

Category 1

The Kitchen and Cafeteria have received only necessary repairs and each needs a full-scale modernization. Preliminary envisioning and planning several years ago looked at a new Kitchen and Cafeteria Building and renovations to the existing facility. An alternative plan included incorporating the current indoor corridor to enlarge the cafeteria and creating an exterior courtyard gathering and eating area expansion, which was more economical. Further study is required to determine the best solution for the campus pending further demographic analysis, as to whether a new facility and repurposing the existing cafeteria is best, or to reconfigure and expand the existing facility. The heating and ventilation systems appear to be beyond their useful life and need replacement. There is an old unused boiler that likely contains asbestos pipe wrap and needs to be abated and removed.

Building B - Shops

Category 1

Building B was built in 1952 and used primarily as shops and ROP craft programs. It has not received any formal structural or remedial modernization work since it was built and is in need of a major renovation. A structural and code analysis should be conducted when the District can masterplan the site for today and future use. The building has good volume space and serves shop programs well but can also be repurposed for other educational programs.

District may be eligible to apply for CTE Grants to help fund programs and facility improvements.

Building E – Performing Arts and Classrooms

Category 3

Building E was built in 1965 and thoroughly modernized and expanded in 2007. It has been well maintained and can remain in serviceable condition with ongoing care and maintenance. No major repairs or failures were noted. Floorcovering and painting should be anticipated in 5-7 years.

Building F – Classrooms, Radio Station and Media Studio

Category 3

Building F was built in 1965 and thoroughly modernized in 2008. A radio tower was built in 2011 and the school has a fully operational radio station. The building has been well maintained and can remain in serviceable condition with ongoing care and maintenance. No major repairs or failures were noted. Flooring and painting should be anticipated in 5-7 years.

Building G – Gymnasium and Locker Rooms

Category 1

The Gymnasium was built in 1965; other than reroofing, exterior façade and emergency repairs it has not been modernized. In 2015-16 the District made exterior repairs, cut back and repaired numerous exposed wood beams, and reroofed the upper and lower roofs. The scope also involved replacing the deteriorated plastic corrugated siding with prefinished metal siding, new and repaired gutters and flashings.

Strategic planning years ago identified that an addition to the existing Gym or a second gym could be needed with increased growth and as funding permits. An emergency generator has been installed to support emergency shelter needs in case of emergency; modernization planning should consider this potential use.

Modernization would involve:

1. Replacing exterior doors, storefront and windows.
2. The locker rooms, coaches' facilities and restrooms require a full-scale modernization.
3. Lockers need replacement.
4. The mechanical, power and lighting systems are outdated.
5. The lobby floor has old asbestos (VAT) vinyl floor tiles and needs to be replaced.
6. The Gym floor appears to have some longevity remaining but needs to be repaired, refinished and restriped, or as an alternative, replaced with vinyl sports flooring.
7. The basketball hoops should be replaced.
8. The scoreboard (and shot clock) needs to be upgraded or replaced.
9. The bleachers do not meet current code for ADA access and need repair/replacement.
10. The building needs interior and exterior repairs and painting.

The structure also includes a breezeway which connects two rooms that have served different purposes; the current use is a Teacher Room and Administration Office. These rooms need to be fully modernized.

Building I - Plant Mechanical Boiler Building

Category 2

The approximately 900 sf building systems are no longer operational and the structure has been earmarked for future demolition. Old boiler piping likely has asbestos pipe wrapping. Further assessment is required as some electrical mechanical systems may be linked through the building and would need rerouting prior to demolition. As an abandoned structure, the roof system and building envelope has not been maintained.

Building J - Ag Mechanics Shop

Categories 1-2

Building J was built in 1966 and has not been substantially modernized. The building served essentially as an Auto Shop and has a small classroom and a small noncompliant restroom. Some finishes and repairs were made in conjunction with the new Ag Science classrooms and Animal Barn to support the Ag Mechanics program. These included a refinish of the paved yard, fencing and gates, remedial repairs to dryrot on exposed beams and a connecting overhang to the Ag Barn. The shop and classroom requires a full-scale modernization.

District may be eligible to apply for CTE Grants to help fund programs and facility improvements.

Building K - Animal Barn (Classroom)

Category 3

The Animal Barn was built under the same contract as the Ag Science Classrooms in 2010-11 and appears to be functioning well. Due to its nature and use, some repairs and refinishes are needed. With ongoing maintenance and minor repairs, the facility should be serviceable for several more years before requiring modernization. A Career Technology grant helped fund the construction of the Ag Science Classrooms, Greenhouse and Animal Barn.

Building L - Ag Sciences (2 Classroom Laboratories)

Category 3

The Ag Science Classrooms were built in 2010-11 and are comprised of two large Science Laboratory classrooms. The stained concrete floor finish has worn from the feet of the chairs and tables but the building is otherwise in good serviceable condition. With ongoing maintenance and minor repairs, the building should be serviceable for several more years before needing to be modernized.

The Greenhouse was built under separate contract, but in conjunction with the Ag Science classrooms, Animal Barn and Ag Mechanics renovation in 2010-11. With ongoing maintenance and minor repairs, the building should remain serviceable for several years.

Portables and Other Structures

The campus has three portable structures, several storage structures and containers, and an old Bus Barn at the NW corner past the athletic fields.

Home Economics Portable

Category 1

The Home Economics portable was set as one of eleven (11) leased portables initially used as interim housing from 2006-08. The other leased portables have since been removed. At this writing we are trying to determine if it had received DSA approval.

The 24' x 40' unit (960 sf) building has been modified for program use. The portable is old and needs some rehabilitation if it is to remain long-term. The roofing and siding are beginning to fail, the ramps are failing and need repair/replacement, the interior finishes are worn, and the building will require a fire alarm and other code upgrades.

Special Needs Portable

Category 3

The building is a refurbished 36' x 40' (1,440 sf) structure that was purchased and set in 2016 to serve the Special Needs program that was previously housed in a noncompliant portable structure. The building has an ADA accessible restroom, changing and laundry rooms, an office and general classroom area. It is in relatively good condition and no major needs were noted. The building envelope is generally in good serviceable condition. The exterior paint is peeling in several locations and exterior surfaces show oxidation; therefore, new paint is recommended. With ongoing maintenance and repairs, the structure remains serviceable for several years.

Former Special Needs Portable

Non-Compliant

This structure is a non-DSA approved portable, not legally suitable for students and staff. It was earmarked to be removed once the new portable was occupied but is currently being used by Food Service Department staff for office and storage space.

Old Radio Station

Demolish

The former radio station was part of Building C, which was demolished in 2006. The station was maintained through construction renovations until 2008 and was earmarked to be demolished. The District has retained the structure for M&O storage. The roof leaks and the building is generally in disrepair; the structure should be demolished as funds permit.

Bus Maintenance

Category 1

The building was not included in the assessment and the structure was not evaluated in detail but it is in disrepair, has many deficiencies and needs, and should be considered Category 1 due to age and condition.

Outbuildings and Storage Sheds

Category 1

The District has numerous outbuildings and storage sheds. This report does not evaluate these structures but they should be considered Category 1 due to age and condition.

Parking, Access Roads, Asphalt Hardcourts

Category 2

1. Asphalt and drainage conditions vary, but a majority of the asphalt around the gym and woodshops, and rear yard of the radio station is deteriorated beyond repair.
2. Drainage needs improvement in several areas.
3. The student drop-off/pick-up areas, access roads and entrances were repaved and will be due for preventative maintenance repairs and seal coat over the next couple of years to extend longevity.
4. Similarly, the Staff Parking Lot will need preventative maintenance and a seal coat.
5. There are several dead trees that should be removed around the SW periphery of the Staff Parking Lot.
6. The basketball hardcourts were displaced for interim housing during the 2006-2009 renovations and still house three portable structures. The asphalt in this area and the basketball hoops are in disrepair.
7. The District should aspire to provide an ADA access ramp and paved access and stairs to the stadium and ball fields.
8. The District should aspire to provide sun and rain protection at the student drop-off/pick-up area.
9. Some storm drainage grates are not ADA compliant. Grates in the path of travel need to be changed to ADA-compliant drainage grates.
10. While significant improvements have been made there are numerous areas where the older concrete is cracked or heaved, which creates ADA issues and tripping hazards.

Play Fields and Sport Facilities

Category 2

The field play areas are in need of remediation. The facilities have been well-used and are also in need of renovation.

District may be eligible to apply for CTE Grants to help fund programs and facility improvements.

Baseball – Softball Fields

1. Boosters and volunteers have provided some basic repairs and improvements, but the fields are in poor playing condition and need renovation to improve playing conditions and enhance safety. The field has some differing grade issues and needs grading and resurfacing, including drainage and irrigation improvements, soils amendment, new grass turf and infield fines.
2. Batting cages and backstops need repairs/paint.
3. Check fencing and gates for necessary repairs.
4. A prior aspiration of the District was to reorient the infield when funds are available.

Football Stadium

1. The school is among the few remaining districts that do not have a synthetic track and field.
2. The grass turf has some differing grade issues and needs grading and resurfacing, including drainage and irrigation improvements, soils amendment and new grass turf.
3. The grandstands, Press Booth, stadium lighting, Concession Stand, and restrooms are non-ADA compliant and in poor condition.
4. An ADA access path-of-travel to the stadium bowl needs to be provided.
5. New LED lighting retrofit or new poles are recommended.
6. Low level path of travel lighting will be required with any modernization project submitted to DSA.
7. Sound system improvements and a new scoreboard should be considered when new grass or synthetic turf field improvements are made.
8. ADA designated seating will be required for renovated or new bleachers.
9. An ADA parking area and specific emergency vehicle parking needs to be provided nearby the field.

Reference Reports and Information

1. Building Inventory & Site Information
2. 2004-2009 Master Planning and Facility Assessment Documents
3. Original Building Construction Plans
4. New Construction and Modernization Plans
5. Available Site Information
6. AHERA/Hazmat/Roofing and other District M&O Reports and Project Lists
7. District Demographic Studies and Enrollment Information
8. Drinking Water Report

RIVER DELTA UNIFIED SCHOOL DISTRICT

Riverview Middle School

Facility Condition Assessment

July 26, 2019

Address: 525 South Second Street, Rio Vista, CA 94571

Acreage:	<u>7.22 Acres (Including .52 acres road easement on south side)</u> <u>Useable = 6.70 Acres (93%)</u>
Building Square Footage:	<u>45,789 sf (approx.) Per DSA/CDE Info</u>
Year Built:	<u>Various- See table below</u>
Modernized:	<u>Various- See table below</u>
Classrooms:	<u>12 Teaching Stations</u>
Permanent:	<u>9</u>
Modular Portables:	<u>3</u>
Portable Restroom	<u>1 (not currently in use)</u>
Capacity:	<u>243 Students (@ 27/1) Permanent Classrooms</u> <u>81 Students (@ 27/1) Including Portables</u>
2018/2019 Enrollment:	<u>235 Students</u>
Avg. Daily Attendance (ADA):	<u>224 (11/2018)</u>
Teaching Calendar:	<u>Traditional (6-8)</u>

BACKGROUND

The original campus, Buildings A, B and C, were constructed in 1949-1950. Building D was added in 1960 and Building E in 1974. Building A was deemed to be in disrepair and was demolished in 2006. The campus has inadequate parking and student drop off areas.

Several leased classroom portables were built in 1998 and installed in 2006 and 2007. Although three classroom portables and a restroom portable were set on an interim basis, all remain on-site in the hardcourt area. The original leases have expired. The District owns the restroom portable which currently is not in use.

The District's long-range plan anticipated upgrading antiquated restrooms, providing ADA access and infrastructure improvements, modernization of classrooms and support facilities (to include new finishes, doors & windows, white boards, mechanical and lighting infrastructure upgrades, and new window shades), asbestos abatement, classroom technology, communication system, PA and fire alarm upgrades, new furnishings, interim housing and appurtenant site work needed to support the program, including new parking lot and drop off improvements where Building A once stood.

SUMMARY OF INFRASTRUCTURE AND SYSTEMS

Electrical and Lighting Infrastructure

Previous improvements did not include primary and secondary electrical service and distribution upgrades. Some older buildings have obsolete electrical panels for which parts are no longer available.

1. Additional classroom power outlet distribution to support growing technology, system upgrades and maintenance are needed.
2. Pursuant to ADA requirements, light switch and outlet heights GFI circuitry, conduits, fittings and finish trim need to be upgraded as buildings are modernized.
3. Although some energy efficient upgrades may have been completed with Prop 39 funds, to meet Title 24 electrical code and more recent energy efficiency requirements, lighting upgrades throughout older interiors remain needed.
4. Exterior LED lighting can be improved around the campus for security and energy savings.
5. Primary power service and distribution upgrades will be needed including, secondary and subpanel upgrades campus wide.

Technology Infrastructure

The school's technology infrastructure, fiber and wire cabling pathways, MDF, IDFs and wireless access have been installed over time, generally under informal projects. Components and cabling will need updating to new technology standards, potentially including:

1. New fiber optic and cable pathways between buildings.
2. Pathways and cabling upgrades may also be needed within buildings.
3. Some cabling pathways do not provide adequate separation between high and low voltage wiring.
4. Wireless equipment will need upgrade over the next few years.
5. Increased technology also requires power upgrades and outlet distribution.
6. The District has been using projectors, Smart Boards, TVs, and other teaching and media technology district-wide. Projectors have been purchased over time and models and ages vary. Over the next few years, most projectors and TVs will be ready for replacement with newer models.
7. Establishing new District Standards should be considered with new funding sources and further Master Planning.

Heating, Ventilation and Air Conditioning Equipment

HVAC equipment type, age and condition varies. Boilers and chillers were replaced in the early 90's (circa 1993) and are near end-of-life expectancy. Some classrooms have ceiling mounted furnace systems which are inefficient and noisy. Equipment approaching 20-25 years in age should be considered for replacement under the next capital improvement program. The portables were built in 1998 and are leased.

Automatic Fire Alarm System

The system is antiquated. Devices and distribution will need to be upgraded. Some cabling is either original or connected via old cabling and patch panels. While the system is operational, panels and cabling in some areas are not adequate to meet new voice EVAC and current code requirements. Devices need to be reviewed for compliance to current code. Some cabling from panels to older buildings is untagged and difficult to decipher without tracing. A full system upgrade has been identified by the District as a priority.

Phone/Clock/Bell & Speaker Systems

The phone system has been recently upgraded. The campus has differing Clock/Bell, PA system cabling and patchwork connections. New Clock/Bell and PA systems have been identified as a priority.

Energy Management	Limited
Surveillance Cameras	Partial Coverage
Security Alarm System	Partial Coverage

BUILDINGS AND GROUNDS

Safety and Security

1. Fencing and Gate improvements are needed.
2. Door hardware upgrades are needed campus-wide to address ADA access and security hardware, including (“Columbine” type) locksets.
3. The campus has limited security camera coverage. Further camera locations may be identified.
4. Fire alarm panels and devices vary campus-wide. A new fully addressable and monitored upgrade has been identified as a District priority.
5. A security camera monitoring system covers only limited areas. System expansion should be considered, as funding allows.
6. The PA, Phone and All Call systems need upgrades/replacement with newer technology
7. Some exterior lighting upgrades have been made. A need for additional exterior lighting to provide better coverage (safety and security) has been identified.
8. Emergency exit signage and room identification signage should be prioritized.

ADA Compliance - Path of Travel Access

ADA compliance issues have been identified throughout the site and at each building, including:

1. Path of Travel issues at asphalt and concrete paving where cracks and elevation differentials create potential tripping hazards or are otherwise out of compliance.
2. Transitions to and between buildings, and new stairs, ramps and walkways should be

installed to establish an ADA-compliant path of travel. The site may require a wheel chair lift in at least 2 locations where grade elevations are more considerable.

3. Hand railing at existing ramps and stairs are non-compliant.
4. Typically, buildings that have not been modernized still have knob locksets that do not meet ADA code requirements.
5. Lever locks that have been installed should be replaced (with "Columbine" type security hardware). This has been identified by the District as a security priority, as funds allow.
6. The majority of door closers require adjustment or replacement.
7. Not all drinking fountains are ADA-compliant. New drinking fountains should include bottle fillers. A District Standard requiring Board authorization should be established.
8. To meet ADA accessibility requirements, most of the older classroom sinks and faucets will require an ADA compliance upgrade, including modifications to casework and faucets at many of the sink locations.

General Building Envelope Maintenance and Repairs

Buildings have varying exterior finish materials (i.e., plaster, masonry, exposed concrete aggregate & wood siding) and conditions vary. Significant dry rot was observed at canopies.

The following have been identified as needing attention:

1. Additional and ongoing roof maintenance and repairs.
2. Roofs are targeted for replacement during 2020-2022, pursuant to the Roof Assessment Survey.
3. Repair/replacement of gutters, flashings and rainwater leaders.
4. Repairs to exposed wood beams and trim:
 - a. Dry rot conditions on canopies were noted.
5. Window repair/replacement.
6. Exterior plaster, siding, concrete and masonry repairs.
7. Exterior paint and prep, caulking and sealants.
8. Replace deteriorated wood and metal doors, older storefront doors, thresholds and hardware as needed.
9. Check and repair or replace skylights and clearstory windows, where applicable.

Roof, Gutters and Downspouts

The District-Wide Roof Assessment Survey was updated in 2015 and should be updated as additional inspections are made maintenance and remedial work or roof replacements are accomplished. Note: Roofing report summaries do not necessarily include the portable structures at all campuses.

The Roof Assessment Report indicates the roofs on the permanent buildings are in relatively good condition, with ongoing maintenance and future repairs and restoration as noted:

Main Building (E)

- a. Maintenance: penetrations from removed antennas should be checked and

- resealed. Gutters need to be cleaned and maintained.
 - b. Restoration: the roof report calls for recoating with a Cool Roof rated 'Rock it' coating system in 2021-2022 (2015 estimate =\$154,000).
 - c. The Library ceiling has water stains.
- 2. Cafeteria
 - a. Maintenance: open penetrations need to be checked and re-sealed.
 - b. Restoration: the roof report calls for recoating with a Cool Roof rated 'Rock it' coating system in 2021-2022 (2015 estimate =\$49,000).
- 3. Gymnasium
 - a. Maintenance: penetrations need to be checked and resealed. Curbs above locker rooms need to be sealed properly.
 - b. Restoration: the roof report calls for recoating with a Cool Roof rated acrylic elastomeric coating system in 2020-2021 (2015 estimate =\$58,000).
- 4. Covered Hallway
 - a. Maintenance: roof drains need to be cleaned routinely to avoid ponding and premature deterioration. A leak was noted in the expansion joints; verify if this was previously addressed or plan to correct address ASAP.
 - b. Restoration: the roof report calls for recoating with a Cool Roof rated acrylic elastomeric coating system in 2020-2021 (2015 estimate =\$27,000).
- 5. Portables (4) – The District's Roof Assessment Report did not assess the condition of the portables. The existing portables, built in 1998 and set in 2006-2007, appear due for restoration (an emulsion coating) or replacement.
 - a. The portables are being leased.
 - b. Roof coating should be made within 2-5 years to extend longevity and protect the building and contents, unless funds become available to replace with permanent classrooms or it is determined that they are no longer needed.
 - i. However, it may be prudent to use them as interim housing while modernizing the permanent buildings.
 - ii. Verify lease agreement to determine if the vendor or District is responsible for upkeep and repairs. Note: the original lease term has probably expired, so lease rates, terms and conditions may have changed.
- 6. All Roofs: will need ongoing and routine repairs and maintenance to maintain integrity and improve longevity. Rubber seals on roof penetrations and expansion joints between buildings tend to dilapidate and require replacement. Over time, the rubber grommets on the metal portable roofs deteriorate in the sun and require routine inspections and re-sealing. A roof coating may be a viable application to prolong replacement.

Typical classroom upgrades should consider:

1. New District Standard carpet, except where resilient flooring is better suited.
2. Cabinet refurbishing or new teaching walls, where applicable.
3. Lighting and power upgrades.
4. Acoustical ceiling repairs/replacement.

5. Door and hardware upgrades.
6. AV upgrades - PoleVault (or similar) projectors, LED Screen TVs, or Smart Boards.
7. Technology upgrades and electrical outlet distribution.
8. Wall finishes/paint.
9. Marker boards/tack boards where applicable.
10. Window system repairs or replacement as funds allow.
11. Window shades/sun screens/blackout curtains.
12. Specialty classrooms will require updated casework and furnishings.
13. Clock, Bell, and PA Communication upgrades.
14. Fire Alarm, smoke detectors and fire extinguisher upgrades.
15. The phone system has been recently upgraded.

Doors and Hardware

Door conditions vary throughout the campus. Lockset types vary as well. Most locksets are not lever type. Locksets should be upgraded to ADA-compliant hardware with ("Columbine" type) security locking capability. To address ADA and security concerns, the District should endeavor to replace all locksets and doors as necessary with new District Standard locking hardware.

Window Blinds & Coverings

Types and conditions vary. Most rooms do not have window coverings and those that do are beyond repair. Recommend establishing a District Standard product and replace shades as funds allow. Shades also provide a line-of-sight security barrier during emergency lockdowns.

Potable Water

Potable water is supplied by the City of Rio Vista. Piping repairs and replacement of existing water supply lines should be evaluated and addressed as funds become available.

Fire Water

New fire hydrant lines and repairs to existing piping will be required as funding is provided for modernization. New buildings will require fire sprinklers under current code and may require infrastructure upgrades to water service to improve pressure, flow and volume.

Exterior Paint

The campus has been well maintained, although some buildings have exposed wood that has been deteriorating over time. In 2011, the District repaired dry rot conditions on exposed wood beams but additional dry rot conditions have been noted. This is particularly evident on the main building (E). Further repairs to the exposed siding, fascia, beams and trim, wood and metal doors have been noted. Portable structures, if not replaced, will need exterior repairs to cladding, trim and doors, and will need repainting. (Note that these are leased portables.)

Student and Staff Restroom Facilities

Some upgrades have been made to the student and staff restroom facilities. The overall fixture count (campus-wide) appears adequate per current enrollment. However, older restrooms need upgrades to meet current ADA requirements, including entrance doors, partitions and fixtures and some will require full renovation. Each project submitted to the Division of the

State Architect (DSA) for regulatory review and approval will require at least 20% ADA restroom and/or path of travel upgrades.

Summary of Facilities – Riverview Middle School					
Unit:	Description:	DSA #	Date	Area	Comments
A	Classrooms	6524-3-7523	1949	-8,465	Demolished 2006
B	Shop, Café, Music	Unknown	1950	6,261	
C	Maintenance, Non-DSA	Unknown	1950	-	1,650 sf - not incl in total
D	Gym	19623	1960	15,497	
E	Classrooms, Admin.	36295	1974	20,191	
	Restroom Portable	Unknown	Unknown	-	Interim Use – District Owned
	Classroom Portables (3)	Unknown	1998	2,880	24x40 (960 sf ea) Interim Use
	Total Square Footage			44,829	

Main Building (E) – Administration and Classrooms

Category 1

General

The building was built in 1974 and has received some repairs and minor upgrades. The two-story building includes Administration, Library, General and Specialty Classrooms, Custodial, Mechanical Rooms, Staff and Student Restrooms.

Building Envelope and Exterior Conditions (Wing A)

Categories 1-3

- 1.1 ADA access and path of travel issues were noted:
 - a. Exterior doors, door hardware and thresholds are non-compliant.
 - b. The two-story building does not have an elevator.
 - c. Stairs, ramps and railings are not compliant.
 - d. Concrete around the building perimeter is cracked.
 - e. Drinking fountains are not ADA compliant.
- 1.2 Exterior trim and exposed beams at canopy have evidenced considerable dry rot.
- 1.3 Exterior door hardware is ADA non-compliant.
- 1.4 The Roof Assessment Summary noted roof restoration will be needed in 2020-2022.
- 1.5 Metal Standing Seam Roofing and Mansard-Siding is in poor condition.
- 2.1 The aluminum and steel frame windows are in poor condition.
- 2.2 Window putty, where it exists, will need to be tested for lead, asbestos or PCB containing materials.
- 2.3 Exterior concrete and plaster surfaces need repair and repainting. The exposed aggregate has some cracking and spalls.
- 2.4 Exterior plaster and painted surfaces will need to be tested for lead paint and asbestos prior to surface preparation and new paint.
- 2.5 Building identification and exit signage is inadequate and in need of upgrading.
- 2.6 All roof penetrations should be checked and re-sealed periodically.
- 2.7 Gutters and down spouts need repairs and sealing at seams.
- 3.1 There is some security camera surveillance coverage; verify additional needs.

Interior Conditions

Categories 1-3

- 1.1 Doors and hardware are ADA non-compliant and need upgrades.
- 1.2 Sliding glass doors in classrooms are non-compliant.
- 1.3 Restrooms are non-compliant and need comprehensive modernization.
- 1.4 The old boiler/chiller system is failing and in disrepair. New HVAC systems are needed and have been identified as a priority by the District.
- 1.5 Other sinks and cabinetry need upgrade to meet ADA requirements.
- 2.1 Floor types and conditions vary. The Library and Office carpets are in relatively good condition, but other floors are generally in poor condition.
- 2.2 T-bar ceilings generally need repair/replacement.
- 2.3 Wood and laminate casework serviceability is declining.
- 2.4 Building identification and exit signage needs to be upgraded.
- 3.1 Wall conditions vary:
 - a. Drywall surfaces need repair and paint.
 - b. Tackable wall panels are in serviceable condition.
 - c. Some walls have acoustical tiles above 7' above finish floor.
- 3.2 Metal window systems are serviceable but marginal and will need repair/replacement as funds allow.
- 3.4 Some lighting was updated to T-8 florescent fixtures but older fixtures need an energy upgrade to LED.
- 3.5 Sinks in the Science Classroom are inoperable.
- 3.6 Technology and audiovisual equipment varies and is due for upgrade.

Wing B – 6th, 7th and 8th Grade Cafeterias and Art Classroom

Categories 1-3

General

Building B was built in 1950. While the building has had various repairs, minor modifications and finish upgrades, it has not received a comprehensive modernization.

Building Envelope and Exterior Conditions

Categories 1-3

- 1.1 The building has ADA barrier and path of travel issues.
- 1.2 District-Wide Roof Assessment Summary calls for roof replacement in 2021-2022; no evidence of roof leaks was noted.
- 1.3 The emergency access gate is undersized and out of compliance, per code.
- 1.4 Door hardware does not meet ADA access compliance and does not contain ("Columbine" type) locking security features.
- 1.5 An ADA-compliant drinking fountain is needed.
- 2.1 Some chipping and flaking of paint was noted; exterior painting should be considered in 3-5 years.
- 2.2 Building, room identification and exit signage needs upgrade.
- 3.1 Gutters and downspouts appear sound.
- 3.2 Stucco appears to be in good condition.

- 3.3 There is no security camera coverage.
- 3.4 Window systems are in poor condition.
- 3.5 No dry rot conditions were noted.

Interior Conditions – 6th & 7th Grade Cafeteria

Categories 1-3

- 1. Vinyl tile flooring appears to be in serviceable condition.
- 2. Plaster ceilings are in good condition.
- 3. Walls have vinyl wallcovering over plaster and should be serviceable for 3-5 years.
- 4. Acoustical panels should be considered on ceilings to improve sound attenuation.
- 5. Plaster and painted surfaces will need to be tested for lead and asbestos.
- 6. The wood casework is in poor condition.
- 7. Aluminum windows are in poor condition and should be replaced when modernized.
- 8. Doors hardware is lever type and essentially ADA compliant, but needs (“Columbine” type) security upgrade.
- 9. The heating system is obsolete and inefficient. Currently, only heating is supplied; ventilation with outside air intake is needed.
- 10. An Energy Management Control System is recommended with new HVAC system, when modernized.
- 11. Building requires upgraded room identification and exit signage.
- 12. T-8 Fluorescent lighting was upgraded in 2015 under Prop 39 energy funding.
- 13. Technology status should be evaluated.
- 14. No audio visual was noted.

Interior Conditions - 8th Grade Cafeteria

Categories 1-3

- 1. Vinyl tile flooring is in poor condition.
- 2. Plaster ceilings are in serviceable condition.
- 3. Painted plaster wall surfaces are in poor condition.
- 4. Plaster and painted surfaces will need to be tested for lead and asbestos.
- 5. The wood casework is in poor condition.
- 6. Aluminum windows are in poor condition.
- 7. Door hardware is old knob type and needs ADA-compliant and security upgrades.
- 8. This room is cooled by window mounted air conditioning units; heating is by force air heater that appears inoperable. The heating system is obsolete and inefficient. Currently, only heating is supplied; ventilation with outside air intake is needed.
- 9. An Energy Management Control System is recommended with new HVAC system, when modernized.
- 10. Plumbing is in poor condition. The residential sink is non-compliant.
- 11. Building requires upgraded room identification and exit signage.
- 12. T-8 Fluorescent lighting was upgraded in 2015 under Prop 39 energy funding. Technology should be evaluated for upgrade. Currently one drop and WIFI are provided.
- 13. No audio visual was noted.

Interior Conditions – Warming Kitchen

Categories 1-3

1. Painted epoxy concrete floors are in serviceable condition.
2. High ceilings have cracking paint.
 - a. Painted surfaces will need to be tested for lead and asbestos.
3. Walls are ceramic tile to 7' above finish floor, painted above, and appear in serviceable condition.
4. Stainless steel counters and fixtures appear in good condition.
5. Metal windows are in poor condition.
6. Doors hardware is not ADA-compliant.
7. Forced gas heater is inefficient and marginally serviceable.
8. Kitchen equipment appears serviceable. Range hood appears compliant.
9. Plumbing is in serviceable condition.
10. No signage. Kitchen requires upgraded room identification and exit signage.
11. In 2015, lighting was upgraded to LED under Prop 39 energy funding.
12. There is an ADA non-compliant restroom in the back corner.

Interior Conditions – Art Classroom

Categories 1-3

1. Rubberized flooring appears to be in serviceable condition. No immediate needs were noted.
2. Plaster ceilings are in serviceable condition.
3. Painted plaster wall surfaces should be repainted in 3-5 years.
4. Acoustical panels should be considered on upper walls and ceilings to improve sound attenuation.
5. Plaster and painted surfaces will need to be tested for lead and asbestos.
6. The wood casework is in poor condition.
7. No leaks were noted in metal frame window and skylight systems, but are old and should be replaced when modernized.
8. Door hardware is lever type and essentially ADA-compliant, but needs security upgrade.
9. The heating systems are obsolete and inefficient. The ceiling mount gas fired heater is non-operable. An Energy Management Control System is recommended with new HVAC system when modernized.
10. Plumbing is in poor condition. The residential sink is non-compliant.
11. Building requires upgraded room identification and exit signage.
12. T-8 Fluorescent lighting was upgraded in 2015 under Prop 39 energy funding. Technology should be evaluated for upgrade. Currently provides three drops and an old SmartBoard.
13. No audio visual was noted.

Wing D Auditorium/Gym/Lockers & Restrooms

Categories 1-3

The building was constructed in 1960. The multi-use building serves as a gym and auditorium. It has a raised stage, locker rooms and restrooms. While improvements have been made, District records do not indicate significant modernization since constructed.

Building Envelope and Exterior Conditions

Categories 2-3

1. The path of travel access to the building is relatively flat and ADA compliant.
2. Exterior plaster and exposed aggregate is in good condition.
3. The District-Wide Roof Assessment Survey calls for roof restoration-replacement in 2021-2022; no evidence of roof leaks was noted. The standing seam metal is in good condition.
4. No dry rot conditions were noted.
5. Gutters and downspouts appear to be in good condition.
6. Paint is in relatively good condition.
7. Door hardware meets ADA access compliance but does not contain ("Columbine" type) locking security features.
8. There is no security camera coverage.
9. Window systems are in good condition.
10. Building, room identification and exit signage needs upgrade.
11. A compliant drinking fountain is needed and should include bottle filler.
12. Boilers and piping contain asbestos containing material and will require abatement.
13. 9X9" floor tiles in closets (possibly ACM).

Interior Conditions – Multi-Use Building

Categories 2-3

1. Hardwood flooring is in serviceable condition.
 - a. Stage floor is in serviceable.
2. Ceiling are +20' above finish floor with acoustical sound panels and appear in serviceable condition.
3. Walls have paneling to 8' above finish floor, with acoustical panels to 20'H, and appear to be in serviceable condition.
4. Interior needs paint.
 - a. Painted surfaces will need to be tested for lead and asbestos.
5. The metal bleachers appear in good condition (5ea).
6. Aluminum windows are in poor condition.
7. Push-pull door hardware is in poor condition and needs ADA-compliant upgrade.
8. Heating appears inoperable.
9. Building requires upgraded room identification and exit signage.
10. T-8 Fluorescent lighting was upgraded in 2015 under Prop 39 energy funding.
11. No WIFI or IT drops were noted.
12. No audio visual was noted.

Interior Conditions – Locker Rooms

Categories 1-3

1. Tile flooring is in serviceable condition.
 - a. Tile in shower area is in poor condition.
2. Plaster ceilings are in good condition.
3. Walls have ceramic tile to 7' above finish floor (AFF), with painted plaster above (12' AFF) and appear to be in serviceable condition.
4. Windows are in serviceable condition. Skylight appears to need replacement.
5. Lockers are in serviceable condition.
6. Door hardware needs ADA-compliant upgrade.
7. Building requires upgraded room identification and exit signage.
8. Toilet partitions and fixtures are ADA non-compliant.
9. No heating.
10. Lighting is in serviceable condition.
11. No WIFI or IT drops were noted.
12. No audio visual was noted.

Interior Conditions – Rest Rooms

Category 1

1. 1x1 ceramic tile flooring is in poor condition.
2. Plaster ceilings are in poor condition.
3. Walls are brick and ceramic tile to 6' AFF with painted drywall above (10' AFF) and appear to be in serviceable condition.
4. Door hardware needs ADA-compliant upgrade.
5. No signage. Building requires upgraded room identification and exit signage.
6. Toilet partitions and fixtures are ADA non-compliant.
7. No heating.
8. Lighting is in poor condition.

Interior Conditions – Corridor

Category 1-2

1. 12x12 vinyl tile is in serviceable condition.
2. Ceilings are in poor condition.
3. Walls are painted plaster and appear to be in serviceable condition.
4. Door hardware needs ADA-compliant upgrade.
5. No signage. Building requires upgraded room identification and exit signage.
6. Metal lockers appear serviceable.
7. Drinking fountains are ADA non-compliant (3 each).
8. No heating.
9. Lighting upgrade was done in 2015.

BUILDING C - Maintenance Shop

Not included in Assessment

PORTABLES - (3 each 24'x40')

Categories 2-3

General

The portable buildings were constructed in 1998 and set in 2006 and are being leased.

Building Envelope and Exterior Conditions

Categories 2-3

1. Dry rot conditions noted on ramps and skirting.
2. Exterior paint is in serviceable condition.
3. Standing seam metal roof panels appear in to be serviceable condition.
 - a. Rubber washers and caps at screws should be checked and resealed.
4. Gutters and downspouts have breaks in the seams and are dented.
5. Exterior paint is in relatively good condition.
6. Door hardware meets ADA access compliance but does not contain ("Columbine" type) locking security features.
7. There are three (3) security cameras.
8. Window are in serviceable condition.
9. Building, room identification and exit signage needs upgrade.
10. Generally, the three units with repairs noted should remain in serviceable condition for 3-5 years before needing to be replaced or reconditioned.

Note: DSA site certification is unknown.

BUILDING G – RESTROOM PORTABLE

The restroom portable was originally set in Isleton when the campus was modernized. The restroom was later purchased and set at RMS to provide ADA compliant facilities and serve after school activities. The facility is currently out of commission and needs repairs.

Parking, Emergency Vehicle and Access Roads and Hardcourts

Asphalt and drainage conditions vary throughout the campus:

1. Asphalt surfaces generally require repair sand coatings every 5-7 years to maintain integrity and extend life.

Play Fields

The grass fields are undeveloped. The grass turf and irrigation systems are in need of renovation.

Play Structure

The play structure is in serviceable condition.

Reference Reports and Information

1. Building Inventory & Site Information
2. 2004-2009 Master Planning and Facility Assessment Documents
3. Original Building Construction Plans
4. New Construction and Modernization Plans
5. Available Site Information
6. AHERA/Hazmat/Roofing and other District M&O Reports and Project Lists
7. District Demographic Studies and Enrollment Information

RIVER DELTA UNIFIED SCHOOL DISTRICT

D.H. White Elementary School

Facility Condition Assessment

July 18, 2019

Address: 500 Elm Way, Rio Vista, CA 94571-1304

Acreage:	<u>11.68 Acres</u> - Including Joint Use Park Area <u>Useable = 10.18 Acres (87%)</u>
Building Square Footage:	<u>39,409 sf (approx.)</u> Per DSA/CDE Info
Year Built:	<u>Various- See table below</u>
Modernized:	<u>Various- See table below</u>
Classrooms:	<u>21 Teaching Stations</u>
Permanent Classrooms:	<u>15</u>
Portable Classrooms	<u>6 (2 are currently not being used as classrooms)</u>
Portables (Non-Classroom):	<u>3 (Admin, Book Storage & Teacher Work Room)</u>
DOH - Non-Conforming:	<u>1 (Former City Program-not included)</u>
Capacity:	<u>405 Students (@ 27/1) 15 Permanent Classrooms</u> <u>162 Students (@ 27/1) Including 6 Portables</u>
2018/2019 Enrollment:	<u>351Students</u>
Avg Daily Attendance (ADA):	<u>334 (11/2018)</u>
Teaching Calendar:	<u>Traditional (K-6)</u>

BACKGROUND

Wing A (Classroom Building) was constructed in 1953 and modernized in 1999. Wing B (Classroom Building) was built in 1961 and modernized in 1999. Wing C (Administration) was built in 1976. Building D (portable classroom) was set in 1976 and demolished in 2006. Building E (Portable) was built in 1992, leased, and set on site in 2007. Wing F (four portable classrooms) were built in between 1997-1999. Building H (Multi-Purpose) was built in 2003. Buildings L & M (portables) were set in 2007.

Projects completed at DH White Elementary School included a new Multi-Purpose Building, which housed a kitchen, raised stage, speech therapy, storage, custodial and restrooms. Comprehensive campus-wide modernization occurred in 1999. The modernization encompassed site improvements (including electrical service and fire water upgrades), landscape, student drop-off, parking and hardcourt reconfiguration. New play structures were also provided. Four (4) classroom modular buildings were set on grade in 1999 and older Portable Buildings D & G were removed. Additional access road and parking improvements were completed in 2003 and resurfacing of the main drop off road was completed in 2018.

The campus has numerous aging portables that will need to be replaced or upgraded to meet current building code and educational program requirements if they are to remain.

SUMMARY OF INFRASTRUCTURE AND SYSTEMS

Solar Photovoltaic System

The site is conducive for a ground mount solar array or one placed on covered parking structures. The approximate cost to provide 85-90% capacity (115kW): \$825,947.

Electrical and Lighting Infrastructure

Previous improvements included an electrical service upgrade but some older buildings have obsolete electrical panels for which parts are no longer available. Additional secondary and distribution upgrades remain to older buildings and portables:

1. Although some energy efficient upgrades may have been completed with Prop 39 funds, to meet Title 24 electrical code and more recent energy efficiency requirements, lighting upgrades throughout older interiors remain needed.
2. Pursuant to ADA requirements, light switch and outlet heights, GFI circuitry, conduits, fittings and finish trim need to be upgraded as buildings are modernized.
3. Although power service and distribution upgrades were made with previous projects further power upgrades, secondary and subpanels are needed campus wide.
4. Additional classroom power outlet distribution to support growing technology, system upgrades and maintenance are needed.
5. Exterior LED lighting can be improved around the campus for security and energy savings.

Technology Infrastructure

The school's technology infrastructure, fiber and wire cabling pathways, MDF, IDFs and wireless access have been installed over time. Components and cabling will need updating to new technology standards, potentially including:

1. New fiber optic and cable pathways between buildings. As increased technology use slows speed, current infrastructure will not get to 10 GB.
2. Pathways and cabling upgrades are also needed within buildings.
3. Some cabling pathways may not provide adequate separation between high and low voltage wiring.
4. Wireless equipment will need upgrade over the next few years.
5. Increased technology also requires power distribution upgrades.
6. The District has been using projectors, Smart Boards, TVs, and other teaching and media technology district-wide. Projectors have been purchased over time and models and ages vary. Over the next few years, most projectors and TVs will be ready for replacement with newer models.
7. Establishing new District Standards should be considered with new funding sources and further Master Planning.

Heating, Ventilation and Air Conditioning Equipment

HVAC equipment type and age varies. Units in the Multi-Purpose Building are approaching 16-years-old and will need repairs or replacement in about 7-10 years. Units replaced during the 1999 modernization are now approaching 20 years old and have limited life expectancy; they will need overhaul or replacement in 5-7 years. Units on the portables are beyond their useful life expectancy. Equipment approaching or more than 20-25 years in age should be considered for replacement under the next capital improvement program.

Automatic Fire Alarm System

Devices and distribution in buildings that are older or have not been modernized in more than 10 years will need to be upgraded. Some cabling is either original or connected via old cabling and patch panels. While the system is operational, panels and cabling in some areas are not adequate to meet new voice EVAC and current code requirements, which will be required in future projects. Devices in older buildings have been upgraded for compatibility should be reviewed for compliance to current code. Some cabling from panels to older buildings is untagged and difficult to decipher without tracing.

Phone/Clock/Bell & Speaker Systems

The phone system has been recently upgraded. The campus has differing Clock/Bell PA system cabling and patchwork connections. New clock/Bell PA systems have been identified as a priority.

Energy Management Limited – needs improvement

Surveillance Cameras Partial Coverage

Security System Partial Coverage

BUILDINGS AND GROUNDS

Safety and Security

1. Fencing and gate improvements have been made in conjunction with previous projects and as funding has permitted. Further fencing needs have been identified.
2. Door hardware upgrades are needed campus-wide to address ADA access and security hardware, including (“Columbine” type) locksets.
3. The campus has limited security camera coverage. Further camera locations may be identified.
4. Fire alarm panels and devices vary campus-wide. Updates have been made under past modernization projects and portable projects, but older wiring, conduit raceways and patch panels bridge various components throughout the campus. Upgrades and replacements to devices in older structures have been made for compatibility; however, the campus and systems should be evaluated further for updated code compliance requirements. Additional sensors and annunciation devices will be required and a new

fully addressable and monitored upgrade should be provided, which will likely necessitate new cabling and raceways in older buildings.

5. A security camera monitoring system covers limited areas; system expansion should be considered as funding allows.
6. The PA and All Call systems need upgrades/replacement with newer technology.
7. Through past modernizations and energy efficiency improvements, some exterior lighting upgrades have been made but a need for additional exterior lighting to provide better coverage (safety and security), and retrofits and replacements to existing lighting, has been identified.
8. Emergency exit signage and room identification signage should be prioritized.

ADA Compliance - Path of Travel Access

Although path of travel improvements have been made, additional ADA compliance issues have been identified throughout the site and at each building, including:

1. Path of travel issues at asphalt and concrete paving where cracks and elevation differentials create potential tripping hazards and grades are out of compliance.
2. Transitions to and between buildings and new walkways should be installed to establish an ADA-compliant path of travel.
3. Most doors in older un-modernized buildings are out of compliance with respect to ADA-compliant door hardware (locksets and thresholds). Some doors have insufficient space on the strike side, as is required by code.
4. Typically, buildings that have not been modernized still have knob locksets that do not meet ADA code requirements. ADA lever handle door hardware was installed on most classroom doors that were modernized. Replacement (with “Columbine” type security hardware) has been identified by the District as a priority as buildings are renovated
5. The majority of door closers require adjustment or replacement.
6. Older classrooms and portables have a mix of non-ADA door hardware and worn lever handles and closers that do not operate correctly.
7. If or as portables are removed, new walkways for ADA path of travel will be required.
8. Not all drinking fountains are ADA-compliant. New drinking fountains should include bottle fillers. A District Standard requiring Board authorization should be established.
9. Most of the older classroom sinks and faucets will require an ADA compliance upgrade, including modifications to casework and faucets at many of the sink locations to meet ADA accessibility requirements.

General Building Envelope Maintenance and Repairs

Buildings have varying exterior finish materials (i.e., plaster, masonry & wood siding) and conditions vary. Evidence of minor cracking was noted on plaster surfaces. Wood trim was noted to be worn and showing signs of potential dry rot conditions. Siding on portable structures and skirting will need repair and repaint. The following have been identified as needing attention:

1. Additional and ongoing roof maintenance and repairs.
2. Repair/replacement of gutters, flashings and rainwater leaders.
3. Repairs to exposed wood beams and trim:
 - a. Dry rot conditions on exposed wood beams were noted at the Multi-Purpose Building in the Roofing Assessment Survey.
4. Window repair/replacement:
 - a. Window leaks were noted at the Multi-Purpose Building.
 - b. Un-modernized buildings have failing window conditions.
5. Exterior plaster, siding and masonry repairs and paint.
6. Exterior paint and prep, caulking and sealants.
7. Replace deteriorated wood and metal doors, older storefront doors, thresholds and hardware as needed.
8. Check and repair or replace any skylights and clearstory windows, as applicable.

Roof, Gutters and Downspouts

The District-Wide Roof Assessment Survey was updated in 2015 and should be updated as additional inspections are made, and maintenance or remedial work or roof replacements are accomplished. Note: The Roofing Assessment Survey summaries do not necessarily include the portable structures at all campuses. Further assessment is required.

The Roofing Assessment Survey indicates the roofs on the permanent buildings are in relatively good condition, requiring ongoing maintenance and future repairs and restoration, as noted:

1. Wing A
 - a. Maintenance: penetrations need to be checked and resealed soon.
 - b. Restoration: the roof assessment calls for recoating with a “Cool Roof” rated ‘Rock it’ coating system in 2022-2023. Budget: \$124,000.
2. Wing B
 - a. Maintenance: penetrations need to be checked and re-sealed.
 - b. Restoration: the roof assessment calls for recoating with a “Cool Roof” rated acrylic elastomeric coating system in 2024-2025. Budget: \$34,000.
3. Multi-Purpose Building
 - a. Maintenance: penetrations need to be checked and re-sealed.
 - b. Restoration: the roof assessment calls for recoating with a “Cool Roof” rated acrylic elastomeric coating system in 2023-2024. Budget: \$17,300.
 - c. The roofing assessment indicated dry rot conditions on exposed wood beams.
 - d. The roofing assessment indicated the roof membrane is in good condition, however, some leaking was evidenced at the windows. Repair Budget: \$6,300.
4. Portables (6) – the District’s Roofing Assessment Survey did not assess the condition of the portables. Most of the existing portables were set in 2006, although the age of each building varies (circa 1997). Accordingly, the roofs are approaching 22-years-old and will be due for restoration (an emulsion coating) or replacement.

- a. At least one of the portables is shown as being leased. The leasing company should be called for roofing repairs needed during the course of the lease.
 - b. Roof coating should be made within 3-5 years to extend longevity unless funds become available to replace with permanent classrooms.
5. All Roofs: will need repairs and maintenance over the next 10 years to maintain integrity and improve longevity. Rubber seals on roof penetrations and expansion joints between buildings tend to dilapidate and require replacement. The rubber grommets on the metal portable roofs deteriorate in the sun over time and require routine inspections and re-sealing.

Typical classroom upgrades should consider:

1. New District Standard carpet, except where resilient flooring is better suited.
2. Cabinet refurbishing or new teaching walls, where applicable.
3. Lighting and power upgrades.
4. Acoustical ceiling repair/replacement.
5. Door and hardware upgrades.
6. AV upgrades – Pole Vault (or similar) projectors, LED Screen TVs, or Smart Boards.
7. Technology upgrades and electrical outlet distribution.
8. Wall finishes/paint.
9. Marker boards/tack boards where applicable.
10. Window system repairs or replacement as funds allow.
11. Window shades/sun screens/blackout curtains.
12. Specialty classrooms will require updated casework and furnishings.
13. Clock, Bell, and PA Communication upgrades.
14. Fire Alarm, smoke detector and fire extinguisher upgrades.
15. Phone system has been recently upgraded.

Doors and Hardware

Door conditions vary throughout the campus and lockset types vary, as well. Schlage 'D' Series lever locksets were installed on newer buildings, and others as repairs occurred, but many existing locksets are not lever type. The Multi-Purpose Building included lever locking hardware compliant at the time of construction but does not have the "Columbine" type security locking capability. Other doors received upgrades during the 1999 modernization, but hardware needs have since changed. Older buildings will need new doors and hardware as funds allow. The District should endeavor to replace all locksets and doors as necessary with new District-standard locking hardware to address ADA and "Columbine" type security concerns.

Window Blinds & Coverings

Types and conditions vary. Most rooms do not have window coverings and those that do are beyond repair. Recommend establishing a District Standard product and replace shades as funds allow. Shades also provide a line-of-sight security barrier during emergency lockdowns.

Potable Water

Potable water is supplied via city water supply. Previous modernization projects under the prior bond repaired portions of existing underground supply piping, but other piping repairs and replacement of existing water supply lines should be evaluated and addressed as funds become available.

Fire Water

New fire hydrant lines and repairs to existing piping were made under the prior Multi-Purpose Building construction. New buildings will require fire sprinklers under current code and may require infrastructure upgrades to water service to improve pressure, flow and volume.

Exterior Paint

The campus has been well maintained, although some buildings have exposed wood that has been deteriorating over time. Further repairs to the exposed siding, fascia, beams and trim, wood and metal doors have been noted. New paint should be considered within 3-5 years in conjunction with building repairs. Portable structures, if not replaced, will need exterior repairs to cladding, trim and doors, and will need repainting.

Student and Staff Restroom Facilities

Updates to student and staff restrooms have been provided in the Multi-Purpose Building. The overall count (campus-wide) appears adequate per current enrollment; however, older restrooms need upgrades to meet current ADA requirements. This will require full renovation including entrance doors, partitions and fixtures. Each project submitted to the Division of the State Architect (DSA) for regulatory review and approval will require at least 20% ADA restroom and/or path of travel upgrades.

Summary of Facilities – D.H. White Elementary School					
Unit:	Description:	DSA #	Date	Area	Comments
A	Kindergarten/Classrooms	10857 02-100839	1953 1999	10,500	Modernized 1999
B	Cafeteria/Classrooms	20894 02-100839	1961 1999	10,333	Modernized 1999
C	Administration (Modular)	39189	1976	1,259	
D	Classroom, Portable	Unknown	Unknown	960	Removed 2006
E	Portable	58304	1992	960	Leased 2006-07
F	Classrooms, Portables		1998	3,840	4 each
G	Classroom, Portable	39189	1976	960	Removed 2006
H	Multi-Purpose Building	02-103999	2003	10,597	Built 2003
L	Portable Added		2006	960	
M	Portable Added		2006	960	
	Total Square Footage			39,409	

General

Wing A includes a permanent building and (Building C), a portable structure, corridors and covered walkways. The permanent building was built in 1953 and was partially modernized in 1999. The current configuration of the permanent buildings includes seven (7) classrooms of varying sizes. The wing also includes custodial and mechanical rooms, staff, and student restrooms.

Building Envelope and Exterior Conditions (Wing A)**Categories 1-3**

1. ADA access and path of travel issues were noted:
 - a. Exterior doors, door hardware and thresholds are non-compliant.
 - b. Ramps to portable buildings are not compliant.
 - c. Concrete at building perimeter is cracked (+1”).
 - d. Drinking fountains are not ADA compliant.
 - e. The kindergarten play structure is not ADA accessible.
 - f. Asphalt at kindergarten playground is rough and cracked.
2. The aluminum windows frames and glazing are single glaze and will require repair/replacement within 3-5 years.
3. Window putty, where it exists, will need to be tested for lead, asbestos or PCB containing materials.
4. Exterior surfaces need repair and repainting; wood siding on north side is cracking and dry rot is showing.
5. Plaster surfaces will need to be tested for lead paint and asbestos prior to surface preparation and new paint.
6. Exterior trim and exposed beams have evidenced dry rot conditions.
7. Wood siding, ramps and skirting at base of portable structures are deteriorating.
8. The buildings have security coverage.
9. Building identification and exit signage needs upgrade.
10. The Roof Assessment Survey noted roof restoration is anticipated in 2022-2023. All roof penetrations should be checked and re-sealed periodically.

Building Envelope and Exterior Conditions (Portable Building C)**Categories 1-2**

1. The ramp is not ADA compliant.
2. Siding will need painting and miscellaneous repairs.
3. The skirting is detreating and needs replacement.
4. Some exterior trim needs repair/replacement.
5. Windows are old and will need repair/replacement in 3-7 years.
6. The District’s 2015 roofing survey did not evaluate portable structures. Given the age of the portable, a roof coating or replacement should occur soon.

7. Gutters and downspouts are in serviceable condition, although one downspout drains toward the building and should be diverted away from the structure.
8. Building identification and exit signage needs upgrade.
9. Door hardware is mostly knob locksets that do not meet ADA or security requirements.
10. The portable has security cameras.
11. An ADA drinking fountain should be included when funding allows. New drinking fountains should include bottle fillers.

Interior Conditions – Administration Offices (Portable C)

Categories 1-3

1. Flooring: Vinyl composition floor tile (VCT) and carpet (Principal's Office) is serviceable.
2. Ceilings: Ceilings vary (T-bar, painted drywall and acoustic ceiling tiles) but appear to be in serviceable condition.
3. Walls: Conditions vary:
 - a. Drywall surfaces need minor repairs and paint.
 - b. Tackable wall panels are in serviceable condition.
 - c. Some walls have acoustical tiles above 7' above finish floor.
4. Windows: Metal window systems are serviceable but marginal and will need repair/replacement as funds allow.
5. Doors and Hardware: are non-compliant and in need of upgrade.
6. Casework: Wood casework is in relatively serviceable condition; there is some cracking noted on laminate countertops.
7. Signage: Building identification and exit signage needs to be upgraded.
8. Lighting: Some lighting was updated to T-8 florescent fixtures. Older fixtures need an energy upgrade to LED.

Interior Conditions – Classrooms (Permanent Building)

Categories 2-3

1. Flooring: Carpet is in relatively good condition:
 - a. Rms 2-5 have vinyl tiles (12"x12" VCT) and need replacement.
 - b. The floor is heaving in Rm 6, causing some flooring and ADA issues.
2. Ceilings: Most ceilings are suspended T-bar and are in serviceable condition, with some repairs identified:
 - a. Rm 5 has a sagging suspended ceiling.
3. Walls: Most wall finishes are tackable wall surfaces with painted drywall above and appear to be in relatively good condition.
4. Casework: Cabinetry is a mix of wood and melamine with laminated counter tops, and appear to be in good condition, except:
 - a. Rooms 2-5 have painted wood cabinets that are serviceable but not in good condition.
 - b. Some cabinetry with sinks will need ADA upgrades.
5. Windows: Hollow metal windows are in good serviceable condition.

6. Doors and Hardware: have been mostly updated with lever locksets, but do not have the “Columbine” type locking mechanisms. Note:
 - a. Rm. 5 has aluminum storefront doors and windows.
7. Plumbing: appears to be in serviceable condition (see note 4.b; some faucets and wheelchair access needs upgrade).
8. HVAC: Mechanical systems appear to be in good condition.
9. Lighting: 2x4 fluorescent lighting should be upgraded to LED fixtures.
10. IT/Technology: Distribution: appears adequate.
11. Audio Visual: is mostly provided by projectors on carts.
12. A District Standard for TV, Smart Boards or TV monitors should be established.

Interior Conditions – Restrooms and Nurse Station

Categories 2-3

1. Flooring: Condition varies:
 - a. The nurse’s station and adjoining single occupancy restroom have 12”x12” vinyl tile which can remain usable for 3-5 years more.
 - b. The pair of staff single-occupancy restrooms have sheet vinyl that appears to be in good condition.
 - c. The main student restrooms have mosaic tile, which is in disrepair.
2. Ceilings: Ceilings are painted drywall and in relatively good condition.
 - a. The Nurse’s Room has 12”x12” acoustic tile which could use some repair/paint in 3-5 years.
3. Walls: surfaces are mostly painted drywall. Some repair and repaint needs were noted, particularly in the single-occupancy restrooms.
 - a. The nurse’s area has acoustic tile in the upper section.
 - b. The main student restrooms have 4”x4” ceramic tile wainscot which appears sound and in good condition. Walls are painted above and also appear to be in good condition.
4. Casework: Fixtures in the nurse’s area is painted wood and appears serviceable.
5. Door & Hardware: appears adequate except for the Nurse’s Room.
6. Windows: windows are in need of repair/replacement.
7. Signage: Need upgrade.
8. HVAC: Inadequate. Ventilation is needed.
9. Plumbing: Toilets and sinks need upgrade (currently non-ADA compliant).
10. Lighting: is marginal, consisting of some T-8 fixtures, but should be updated.

Wing B – General/Specialty Classroom and Support Spaces

Categories 2-3

General

Building B was built in 1961 and modernized in 1999. At that time, the structure housed the Cafeteria and classrooms. In 2006, a portion of the building was demolished. In 1999 a new Multi-Use Building was built (Building H) and the structure was converted to general and

specialty classrooms and support spaces, including a Teacher Work Room, Book Room, counseling facilities, a Computer Lab, OT/Speech Therapy and other specialty spaces.

Building Envelope and Exterior Conditions

Categories 2 -3

1. The building envelope appears to be in good condition.
2. Routine and preventative roof maintenance and roof coatings are recommended to help ensure the longevity of the roof conditions.
3. Gutters and downspouts appear sound.
4. Stucco and siding appear to be in good condition.
5. ADA access appears compliant.
6. Exterior painting should be considered in 3-5 years.
7. Door hardware was upgraded in 1999 to lever locks and meets ADA compliance; however, they do not contain additional (“Columbine” type) locking security features.
8. There is no security camera coverage.
9. Window systems and doors are in good condition.

Interior Conditions

1. Flooring: Flooring appears to be in serviceable condition. No immediate needs were noted.
2. Ceilings: Finish ceilings appear to be in good condition.
3. Walls: Conditions vary. Painted drywall surfaces should be repainted in 3-5 years.
4. Tackable wall covering is in relatively good condition.
5. Casework: Cabinetry is a mix of wood, melamine, and plastic laminate and appears to be in serviceable condition with a few repairs noted.
6. Windows: Metal frame window systems were replaced in 1999.
7. Doors and Hardware: Door hardware should be upgraded to security locksets.
8. HVAC: The centralized HVAC system appears to be in working order. An updated energy control system is recommended.
9. Signage: Need upgraded room identification and exit signage.
10. Lighting: 2’x4’ fluorescent lighting should be upgraded.
11. Technology: should be evaluated for upgrade.
12. Audio Visual: AV is delivered by portable projectors. District should set a standard for IT and AV with future bond planning.

Building D - Portable

Remove

Portable Building D was removed in 2006

Building E - Portable (Rm 20)

Categories 1-2

The original portable classroom was replaced with a leased (used) portable in 2006. Once used for music, the room is now used as a Book/Curriculum Room. The used structure manufacture

date is unknown. Further research as to condition and lease rate should be evaluated. The building is old and, if needed, should be replaced with a newer portable.

Wing F – Portables (14-19)

Categories 2-3

General

The portable buildings are in relatively good condition. With routine and deferred maintenance, the classrooms should remain serviceable for several years before needing upgrades, except for the campus-wide fire alarm, IT and communication upgrades. Roofing and mechanical conditions need further evaluation.

1. Portables Classrooms 14-17 (4 each) were purchased and set in 1998.
2. Portable classrooms 18 & 19 (L&M) were purchased and set in 2006.
3. The actual age and manufacture(s) of the portables are unknown at this writing. Further research as to the age of the buildings should be researched.
4. Exterior conditions are relatively serviceable with some repairs noted.
5. Exterior painting should be prioritized soon.
6. The floor covering is generally in serviceable condition.
7. Ceilings are T-bar and in okay condition. Repair/replacement would be warranted when modernized.
8. The ceilings in Rms 15 & 16 evidence signs of previous roofleaks.
9. The vinyl wallcovering is in serviceable condition.
 - a. The wallcovering in Rms 14-17 is in better condition than in Rms 18 & 19.
10. Casework is in relatively good condition (some repair needs were noted).
11. Window systems in Rms 14-17 are in good condition.
12. Windows in Rms 18 & 19 are in poor condition.
13. Doors and hardware meet minimum ADA requirements, but should be upgraded to security locksets.
14. Sinks and faucets will need to be updated to meet ADA compliance.
15. Mechanical units should be further evaluated for repair/replacement needs.
16. Lighting is recessed florescent and should be upgraded to LED when funds allow.
17. Short throw projectors are generally used and are serviceable but due for upgrade as funding permits.
18. District Standard IT and AV equipment should be implemented with future planning.

Building G – Portable (Rm 21)

The original portable was replaced with a used portable in 2006. It is currently used for a Staff Room and Student Store. As an older portable its condition and need should be evaluated for before funds are expended to modernize.

Outbuildings and Storage Sheds

Not included in Assessment

A non-compliant modular structure sits on campus and has been used most recently for a city sponsored program. The building is in poor condition and cannot be occupied by students.

Parking, Emergency Vehicle and Access Roads and Hardcourts

Asphalt and drainage conditions vary throughout the campus:

1. In 2018, the District initiated some pavement work in the front of the campus drive approach and drop-off areas.
2. Newer asphalt surfaces will need repair and coatings within 5 years to maintain integrity and extend life.
3. Older asphalt areas are deteriorated and need more comprehensive remedial work or replacement.
4. Drainage needs improvement in several areas.

Play Fields

The grass fields are undeveloped. The grass turf and irrigation systems are in need of renovation.

Play Structures

1. The play structures are in serviceable condition, although some repairs were noted.
2. ADA access needs to be provided to the kindergarten structure.
3. The asphalt condition is failing and needs repair/replacement.

Reference Reports and Information

1. Building Inventory & Site Information
2. 2004-2009 Master Planning and Facility Assessment Documents
3. Original Building Construction Plans
4. New Construction and Modernization Plans
5. Available Site Information
6. AHERA/Hazmat/Roofing and other District M&O Reports and Project Lists
7. District Demographic Studies and Enrollment Information

RIVER DELTA UNIFIED SCHOOL DISTRICT

Isleton Elementary School

Facility Condition Assessment

July 10, 2019

Address: 412 Union Street, Isleton, CA 95641

Acreage:	<u>8.5 Acres (3 Parcels)</u> <u>Useable = 7.65 Acres (95%)</u>
Building Square Footage:	<u>40,927 sf (approx.) Per DSA/CDE Info</u>
Year Built:	<u>Various- See table below</u>
Modernized:	<u>Various- See table below</u>
Classrooms:	<u>14 Teaching Stations</u>
Permanent:	<u>11</u>
Modular Portables:	<u>3</u>
Capacity:	<u>297 Students (@ 27/1) Permanent Classrooms</u> <u>81 Students (@ 27/1) Including Portables</u>
2018/2019 Enrollment:	<u>158 Students</u>
Average Daily Attendance (ADA):	<u>151 (11/2018)</u>
Teaching Calendar:	<u>Traditional (K-6)</u>

BACKGROUND

Building A (Cafeteria and Classroom Building) was constructed in 1954 and a partial modernization occurred in 1973. The classrooms were demolished in 2006. Three modular classroom buildings were purchased in 2007-08 and set in the footprint of the former classroom building. Building B (Joint Use Library, Admin) was built in 1956 and remodeled in 1973. Building C (Primary Classroom Building) was built in 1956 and demolished in 2006. Building D (Gymnasium) was built in 1956 and was partially renovated in 1973. The roof of the Gym was replaced in 2013. Building E (Classroom Building) was built in 1973 and fully modernized in 2008-9. Building F (Classroom Building) was built in 1974 and fully modernized in 2008-09. Building G (Bus Garage) was slated to be removed but remains as the Maintenance Shop and storage. Building B-1 is a storage building adjacent to the Bus Garage; it has also been slated to be removed.

In 2004 the District passed a local bond measure and applied for state matching funds to support district-wide improvements. Projects completed at Isleton School included a comprehensive modernization of Buildings E&F; the demolition of Building C; the addition of three classroom modular buildings set on grade to replace the classrooms demoed in Building A in 2006. It also involved road closure gates, access road and parking around building E/F; play area hardcourt resurfacing; landscape and site improvements; and gym and cafeteria improvements that included roofing, floor covering and minor repairs/modernization.

SUMMARY OF INFRASTRUCTURE AND SYSTEMS

Solar Photovoltaic System

The site is conducive for a ground mount solar array or one placed on covered parking structures. The approximate cost to provide 85-90% of capacity (122kW): \$877,084.

Electrical and Lighting Infrastructure

Previous improvements included phased electrical service and distribution upgrades. Some older buildings have obsolete electrical panels for which parts are no longer available. Additional service, secondary and distribution upgrades remain, as follows:

1. New and modernized buildings under the prior bond program included new T-8 fluorescent fixtures, some with low voltage lighting controls and occupancy sensors (energy efficient technology of the time). In 2014-15, some additional lighting was retrofitted with LED fixtures or retrofit kits utilizing Proposition 39 Energy Program.
2. To meet new Title 24 electrical code and more recent energy efficiency requirements, additional lighting will need upgrades throughout older interiors.
3. Light switch and outlet heights pursuant to ADA requirements, GFI circuitry, conduits, fittings and finish trim need to be upgraded as buildings are modernized.
4. Although power service and distribution upgrades were made under the previous bond, further main service power upgrades, secondary and subpanel upgrades and classroom outlet distribution modifications are needed campus wide.
5. Additional classroom power outlet distribution to support growing technology, system upgrades and maintenance are needed.
6. Exterior LED lighting can be improved around the campus for security needs.

Technology Infrastructure

The school's technology infrastructure, fiber and wire cabling pathways, MDF, IDFs and wireless access have been installed over time. Components and cabling will need updating to new technology standards, potentially including:

1. New fiber optic and cable pathways between buildings, as increased technology use slows speed and current infrastructure will not get to 10 GB.
2. Pathways and cabling upgrades are also needed within buildings.
3. Some cabling pathways do not provide adequate separation between high and low voltage wiring.
4. Coverage varies; meets minimum requirements but some areas may be experiencing increased density issues. Further analysis is recommended.
5. Wireless equipment will need upgrade over the next few years.
6. Increased technology also requires power upgrades.
7. The District has been using projectors, Smart Boards, TVs, and other teaching and media technology district-wide. Projectors have been purchased over time and models and ages vary. Over the next few years, most projectors and TVs will be ready for replacement with newer models.

8. Establishing new District Standards should be considered with new funding sources and further Master Planning.

Heating, Ventilation and Air Conditioning Equipment

HVAC equipment type and age varies. Units in Buildings E and F were replaced in 2008, are approaching 12-years-old, and will need overhaul or replacement in 7-10 years. Equipment approaching or more than 20-25 years in age should be considered for replacement under the next capital improvement program.

Automatic Fire Alarm System

Devices and distribution in buildings that are older, or have not been modernized in more than 10 years, will need to be upgraded. Cabling is either original or connected via old cabling and patch panels. The system is operational, but panels and cabling in some areas are not adequate to meet new voice EVAC and current code requirements, which will be required for future projects. Devices in older buildings have been upgraded for compatibility with the new patch panels but need to be reviewed for compliance to current code. Some cabling from panels to older buildings is untagged and difficult to decipher without tracing.

Phone/Clock/Bell & Speaker Systems

The phone system has been recently upgraded. The campus has a mix of systems, differing cabling and patchwork connections. New Clock/Bell/PA systems should be made a priority.

Energy Management Limited – Needs Upgrade

Surveillance Cameras Partial Coverage

Security System Partial Coverage

BUILDINGS AND GROUNDS

Safety and Security

1. Fencing and gate improvements have been made in conjunction with larger projects and as funding has permitted. Further fencing needs have been identified.
2. Door hardware upgrades are needed campus-wide (Columbine Locksets).
3. The campus has limited security camera coverage. Further camera locations may be identified.
4. Fire alarm panels and devices vary campus-wide. Updates have been made under past modernization projects but old wiring, conduit raceways and patch panels bridge various components throughout the campus. Upgrades and replacements to devices in older structures have been made for compatibility; however, the campus should be evaluated further for newer code compliance requirements. Additional sensors and annunciation devices will be required and a new fully addressable and monitored upgrade should be provided, which will likely necessitate new cabling in older buildings.

5. A security monitoring system covers limited areas. System expansion should be considered as funding allows.
6. The phone system has been recently upgraded.
7. The PA and All Call systems need upgrades/replacement with newer technology
8. Through past modernizations and energy efficiency improvements, some exterior lighting upgrades have been made, but a need for additional exterior lighting to provide better coverage (safety and security), and retrofits and replacements to existing lighting, has been identified.
9. Emergency exit signage and room identification signage should be prioritized.

ADA Compliance - Path of Travel Access

Although path of travel improvements have been made, additional ADA compliance issues have been identified throughout the site and at each building, including:

1. Older asphalt and concrete paving, concrete walkways, and paths of travel throughout the campus have cracks and elevation differentials that create potential tripping hazards.
2. Transitions to and between buildings and new walkways should be installed to establish ADA-compliant paths of travel.
3. Most doors in older un-modernized buildings are out of compliance with respect to ADA-compliant door hardware (locksets and thresholds). Some doors have insufficient space on the strike side, as is required by code.
4. Older (1st generation) ADA lever handle door hardware is installed on most classroom doors that were modernized, but some were noted to have worn springs or are out of adjustment. Replacement (with Columbine hardware) will be required as buildings are renovated.
5. The majority of door closers require adjustment or repair.
6. Older classrooms and portables have a mix of non-ADA door hardware and worn lever handles and closers that do not operate correctly.
7. If or as portables are removed, new walkways for ADA path of travel will be required.
8. Not all drinking fountains are ADA-compliant. New drinking fountains should include bottle fillers. A District Standard requiring Board authorization should be established.
9. To meet ADA accessibility requirements, most of the older classroom sinks and faucets will require an ADA compliance upgrade, including modifications to casework and faucets at many of the sink locations.

General Building Envelope Maintenance and Repairs

Buildings have varying exterior finish materials (i.e., plaster, masonry & wood siding) and conditions vary. Evidence of cracking was noted on plaster surfaces. Wood trim was noted to be worn and showing signs of potential dry rot conditions. The following have been identified as needing attention:

1. Additional and ongoing roof maintenance and repairs.
2. Repair/replacement of gutters, flashings and rainwater leaders.

3. Repairs to exposed wood beams and trim (dry rot was noted).
4. Window repair/replacement.
5. Exterior plaster, siding and masonry repairs.
6. Exterior paint and prep, caulking and sealants.
7. Replace deteriorated wood and metal doors, older storefront doors, thresholds and hardware.
8. Check and repair or replace skylights and clearstory windows, as applicable.

Roof, Gutters and Downspouts

The District-Wide Roof Assessment Survey was updated in 2015 and should be updated as additional inspections are made and work is accomplished. Roofing report summaries do not necessarily include portable structures at all campuses. In 2018, as part of a district-wide reroofing project intended to address the most urgent roofing needs with remaining SFID 1 funds, the District reroofed Buildings E, F G, and Library Admin. The Roofing Assessment Survey indicates:

1. Gym and Café Roofs: reroofed in 2013.
2. Classroom Buildings E&F: repaired in 2018.
3. Administration Building: a new roof was installed in 2018.
4. Library Building: a new roof was installed in 2018.
5. Portables (3): purchased used (refurbished) when installed in 2007. The roofing report did not assess their condition. Roof coating should be made within 3- 5 yrs. to extend longevity, unless funds become available to replace portables with permanent classrooms.
6. All Roofs: to maintain integrity and improve longevity, all roofs will need repairs and maintenance over the next 10 years.

Classroom Upgrades

Typical classroom upgrades should include:

1. New District Standard carpet, except where resilient flooring is better suited.
2. Cabinet refurbishing or new teaching walls, where applicable.
3. Lighting and power upgrades.
4. Acoustical ceiling repair/replacement.
5. Door and hardware upgrades.
6. AV upgrades – Pole Vault (or similar) projectors, LED Screen TVs, or Smart Boards.
7. Technology and electrical outlet distribution.
8. Wall finishes/paint.
9. Marker boards/tack boards where applicable.
10. Window system repairs or replacement as funds allow.
11. Window shades/sun screens/blackout curtains.
12. Specialty classrooms will require updated casework and furnishings.
13. Clock, Bell, and PA Communication upgrades.

14. Fire Alarm, smoke detectors and fire extinguisher upgrades.
15. Phone system has been recently upgraded.

Doors and Hardware

Door conditions vary throughout the campus. Buildings E & F received upgrades, but hardware needs have changed since. Older buildings will need new doors and hardware as funds allow. Lockset types vary; Schlage 'D' Series lever locksets were installed on newer buildings and others as repairs occurred but most locksets are not lever type. To address ADA and 'Columbine' security concerns, the District should endeavor to replace all locksets and doors as necessary with new District Standard locking hardware.

Window Blinds & Coverings

Types and conditions vary. Most rooms do not have coverings and those that do are beyond repair, excepting the newer items; however, they are now nearly 12-years-old. Recommend establishing a District Standard product and replace shades as funds allow. Shades also provide a line-of-sight security barrier during emergency lockdowns.

Potable Water

Potable water is supplied via city water supply. Previous modernization projects under the prior bond repaired portions of existing underground supply piping but other piping repairs and replacement of existing water supply lines need to be addressed as funds become available.

Fire Water

New fire hydrant lines and repairs to existing piping have been made under the prior modernization program. City lines are old and failing and have had issues as lines are recharged after repairs. New buildings will require fire sprinklers under current code and may require infrastructure upgrades to water service to improve pressure, flow and volume.

Exterior Paint

The campus has been well maintained, although some buildings have exposed wood, beams and siding that has been deteriorating over time. Further repairs to the exposed siding, fascia, beams and trim, wood and metal doors have been noted. New paint should be considered within 3-5 years in conjunction with building repairs. Portable structures, if not replaced, will need exterior repairs to cladding, trim and doors, and will need repainting.

Student and Staff Restroom Facilities

Updates to student and staff restrooms have been provided in the E and F Wing modernizations. The overall count (campus-wide) appears adequate per current enrollment; however, older restrooms need upgrades to meet current ADA requirements. This will require full renovation, including entrance doors, partitions and fixtures. Each project submitted to the Division of the State Architect (DSA) for regulatory review and approval will require at least 20% ADA restroom and/or path of travel upgrades.

Summary of Facilities – Isleton Elementary School					
Unit:	Description:	DSA #	Date	SF	Comments
A	Cafeteria / Classrooms	8887 35852	1954 1973	4,852 3,802	Modernized 1973. Classrooms were Demolished 2006 (Approx.4,200 sf remain)
A1-3	Modulars (P1, 2 & 3)	02-109064	2007	2,880	Purchased in place of demoed classrooms
B	Admin / Library	14577 35852	1956 1973	4,145	(Previous Kindergarten) Modernized 1973
B1	Storage Building			-	NIC - Planned to be demolished
C	Primary Classrooms	19442 35852	1961 1973	9,551	Demolished 2006
D	Gymnasium	26281 35852	1966 1973	11,876	Modernized 1973
E	Primary Classrooms	35934 02-109297	1973 2008	7,011	Modernized 2008-9
F	Primary Classrooms	37631 02-109297	1974 2008	10,815	Modernized 2008-9
G	Bus Garage/Shop			-	NIC - Planned to be demolished
	Total Square Footage			40,927	

Building A – Cafeteria, Kitchen and Classrooms

Categories 1-3

General

Built in 1954 and partially modernized in 1973, the classroom portion of the building was demolished in 2006. Portions of the old building and covered canopy structure were maintained for a covered entry, Electrical-Mechanical Rooms and storage.

Envelope and Exterior Conditions (Building A - Cafeteria Building)

Category 1

1. ADA path of travel issues were noted at exterior doors, thresholds and access to buildings from the parking lots.
2. The metal windows frames and glazing is failing.
3. Window putty will need to be tested for lead, asbestos or PCB containing materials.
4. Plaster surfaces are cracking and paint is flaking.
5. Plaster surfaces will need to be tested for lead paint and asbestos prior to surface preparation and new paint.
6. Exterior painting would be prudent as soon as funds allow.
7. Exterior trim and entry canopy has evidenced dry rot conditions.
8. The Multi-Use portion of the roof was replaced in 2013.
9. The Kitchen portion of the roof was identified as needing further analysis.
10. The building does not appear to have security camera coverage.

Interior Conditions - Building A, Cafeteria Building

Categories 1-2

1. Flooring: Vinyl composition floor tile (VCT) was noted to have been replaced in 2013; otherwise, only minor repairs have been made.
2. Ceilings: Acoustic ceiling tiles appear to be in good condition.
3. Walls: Drywall surfaces need minor repairs and paint. FRP walls appear to be in good condition.

4. Windows: Metal window systems need repair/replacement.
5. Doors and Hardware: need to be upgraded
6. HVAC: Heating and cooling systems are overdue for replacement.
7. Lighting: Lighting needs an energy upgrade.
8. IT/AV: The Cafeteria does not appear to have IT or AV capability.

Interior Conditions - Building A, Warming Kitchen

Categories 1-3

1. Flooring: Sheet vinyl floor covering appears to be in serviceable condition.
2. Ceilings: Ceilings are in good condition.
3. Walls: Painted drywall surfaces will need repainting in 3-5 years.
4. Casework: The wood casework appears to be in serviceable condition.
5. Windows: Metal frame window systems are in disrepair.
6. Doors and Hardware: Doors and door hardware need to be upgraded.
7. HVAC: There is not adequate and operational heating and ventilation equipment.
8. Lighting: Fluorescent lighting needs to be upgraded.
9. Kitchen equipment should be evaluated.

Building Envelope and Exterior Conditions – A1-3 Portables

Category 2

Three portable classrooms were purchased in 2007, set on grade within the footprint of the old classrooms and are serving as interim classrooms until funds are available to replace them with permanent classrooms, providing enrollment projections support the need.

1. The exterior T-1-11 siding is in good condition.
2. A portion of fascia trim was noted to be loose on the north side.
3. Exterior painting should be scheduled within 3 years.
4. Roofing conditions and should be assessed; this type of roofing is durable except fastening seals need maintenance and sealants. A spray coating would provide weather protection and extend life while the District determines the status and long-term need for these portables.

Interior Conditions – Buildings A1-3 Portables

Category 3

The portable buildings are in relatively good condition. With routine and deferred maintenance, the classrooms should remain serviceable for several years before needing upgrades, except for the campus-wide fire alarm, IT and communication upgrades.

Wing B - Library and Administration Building(s)

Categories 1-2

Exterior

1. ADA access issues were noted at front walkway, including needing a curb cut.
2. Exterior finishes (plaster and wood siding) need repair/resurfacing.
3. The buildings need to be prepped and painted.
4. Plaster and paint will need to be tested for lead/asbestos.
5. Metal window systems are in disrepair.

6. Gutters and rain water leaders need repair/replacement.
7. The roof was recently replaced.
8. To avoid potential dry rot, wood trim needs to be repaired, primed and painted.

Interior – Library

Categories 1-3

The Joint Use Library agreement provides that the Authority is responsible for general maintenance and reports while the District is responsible for custodial care. The Joint Use Library has received some interior improvements.

1. Flooring: Carpet squares are beginning to show signs of wear but should remain serviceable for a few years before needing replacement.
2. Walls: Wall finishes are comprised of painted gyp board, brick and wood siding and are in serviceable condition; painting and refinishing should be considered in 3-5 years.
3. Casework: Laminated casework appears to be in good condition, but will require minor repairs.
4. Windows: Wood frame windows are in disrepair (east side has evidenced leaks).
5. Doors and Hardware: Door hardware is noncompliant.
6. Signage needs updating.
7. HVAC: HVAC appears to be in operable condition.
8. IT appears adequate.
9. Lighting: Lighting has been upgraded to LED.
10. AV: A portable projector is being used. IT upgrades may be considered.

Interior – Entry Area

Categories 1-2

1. Flooring: The VCT floorcovering is in poor condition.
2. Ceilings: Ceiling tiles are water stained and need replacement.
3. Walls: Interior wall finishes are comprised of wood paneling and brick; paneling should be refinished within a couple of years as funds allow.
4. Windows: Windows are in disrepair.
5. Doors and Hardware: Doors and door hardware need to be upgraded.
6. Signage: Compliant room ID and egress signage is needed.
7. HVAC: HVAC is non-operable.
8. Lighting: Lighting needs to be upgraded to energy efficient LED fixtures.

Interior – Administration Office

Categories 1-3

1. Flooring: Floor covering is 12"x12" Vinyl Composition tile (VCT) and is in serviceable condition.
2. Ceilings: The ceiling finish is acoustic tile and has water stains from roofleaks.
3. Walls: Wall finishes are comprised of brick and wood paneling and appear serviceable.
4. Casework: Wood casework is good condition.
5. Windows: Wood frame windows are in disrepair.
6. Doors and Hardware: Doors and door hardware are non-compliant and need an ADA and security upgrade.

7. Signage: Signage needs updating.
8. Plumbing: There is a sink in the work room that needs ADA compliance modifications.
9. HVAC: HVAC is currently supplied by window units; new mechanical system is needed.
10. Lighting: Fluorescent lighting should be upgraded to new LED fixtures or retrofit kits.
11. IT: Cabling is exposed; technology upgrade is needed.

Interior – Principal’s Office

Category 1

1. Flooring: Carpet is in poor condition
2. Ceilings: Acoustic ceiling tile is in poor condition
3. Walls: Wall paneling is in poor condition
4. Windows: Wood frame windows are in disrepair
5. Doors and Hardware: Doors and door hardware needs to be upgraded
6. Signage: Signage is needed
7. HVAC: Heating and cooling are provided by a portable heater and window AC unit
8. Lighting: The old florescent lighting is in poor condition

Interior – Staff Restroom

Category 1

1. Flooring: The restroom is non-ADA compliant. The 2”x2” ceramic tile is in poor condition.
2. Walls: FRP wall panels are in serviceable condition.
3. Plumbing: The plumbing fixtures need replacement.
4. Lighting: Lighting is poor. Fixtures need energy efficient LED upgrade.
5. HVAC: The building’s boiler system is obsolete and non-functional and needs to be removed. It likely contains asbestos pipe wrap and needs to be abated.

Building B-1

Category 1

Building B-1 is an old storage building that has been earmarked for demolition.

Building C

Building C was demolished in 2006.

Building D – Gymnasium

Categories 1-3

Building D was built in 1966 and modernized in 1973. The building has generally performed well. Some repairs and improvements have been made over time.

Exterior

1. The roof was replaced in 2013.

2. The stairs do not meet ADA access requirements.
3. Doors and hardware issues need to be addressed.
4. The building's boiler system is obsolete and non-functional and needs to be removed. It likely contains asbestos pipe wrap and needs to be abated.
5. Exterior paint is flaking.
6. Metal windows are in disrepair.
7. Fascia boards appear to have some dry rot conditions.
8. Entry canopy has evidence of dry rot.
9. There is no security camera coverage.

Interior - Gym

1. Flooring: The hardwood floor is serviceable, though water damage was noted along the south wall. The floor should be scheduled for refinish within the next 3 years.
2. Ceilings: The ceiling appears to be in good condition.
3. Walls: Wall finishes are comprised of wall padding, acoustic tiles, vinyl tackwall, and painted drywall. The padding needs replacement; acoustic tiles are generally in good condition; the drywall needs repair and paint.
4. Casework: The stage and casework on the stage are in serviceable condition.
5. Doors and Hardware: Doors and hardware need upgrade.
6. Signage: Signage is out of compliance and needs upgrade.
7. Lighting: Lighting needs energy savings LED upgrade.
8. Access: There is no wheelchair lift to the stage as is required by code.
9. IT/AV: The AV screen needs replacement and an IT upgrade.
10. HVAC: An HVAC and EMS system is needed.

Girls Restroom

Category 1

The Girls Restroom is not ADA compliant and is in need of a full modernization.

Girls Locker Room

Category 1

The Girls Locker Room is not ADA compliant and is in need of a full modernization. It is currently not in use and is being used for storage.

Boys Restroom

Category 1

The Boys Restroom is not ADA compliant and is in need of a full modernization.

Boys Locker Room

Category 1

The Boys Locker Room is not ADA compliant and is in need of a full modernization. It is currently not in use and is being used for storage.

Buildings E & F – Classrooms, Support Facilities & Restrooms

Categories 2-3

Building E was built in 1973 and Building F in 1974. Both buildings were modernized in 2008-

2009. The buildings are adjoined and house ten (10) classrooms, a Computer Lab, Teachers Work Room, the school nurse, Special Services and Support spaces, custodial, Staff and Student Restrooms, Electrical, IT and Mechanical Rooms.

Exterior

1. The exterior thin brick facade is wearing well.
2. The metal panels need paint.
3. The exterior wood beams are cracking and need repair and paint. There is evidence of possible dry rot.
4. Windows were replaced with new dual glazed window systems in the previous modernization.
5. The roof was repaired in 2013.
6. Doors and hardware were upgraded to meet ADA compliance. 'Columbine' locksets should be considered.
7. There is no security camera coverage.

Interiors

The interiors spaces are in relatively good condition. With ongoing custodial and maintenance support, the facilities should hold up well for several more years.

1. Flooring: Carpet in a couple of rooms is wearing more than in other rooms.
2. Walls: Some minor wall repairs and paint are needed.
3. Doors and Hardware: Door hardware was converted to ADA compliant leverlocksets, but do not have the 'Columbine' interior locking feature.
4. Technology: The number of IT drops in each room varies. (Verify if additional wireless capability or data drops are needed.)
5. Lighting: Lighting systems were upgraded to T-8 fluorescent fixtures and low voltage lighting controls in 2009. This energy upgrade is not LED but will sustain until the next scheduled modernization (circa 2029), when it can be upgraded.
6. Audio Visual: AV capability and components vary (TVs, wall or ceiling projectors, or none).

Outbuildings and Storage Sheds

Not included in Assessment

The District has a couple of out buildings and storage sheds but this report does not evaluate these structures. Buildings B1 (Storage) and G (Bus Garage) have been earmarked for demolition.

Parking, Emergency Vehicle and Access Roads

Asphalt and drainage conditions vary throughout the campus:

1. Newer asphalt surfaces will need repair and coating within 3-5 years to maintain integrity and extend life.
2. Older asphalt areas are deteriorated beyond repair.
3. Drainage needs improvement in several areas.

4. Some storm drainage grates are not ADA compliant. Grates in the path of travel need to be changed to ADA-compliant drainage grates.
5. While improvements have been made there remain numerous areas where the older concrete is cracked or heaved, which creates ADA issues and tripping hazards.
6. The District had indicated prioritizing a new Staff Parking Lot behind the Gym.
7. The old basketball courts are beyond repair; the District has noted it as a priority to rebuild.
8. D Street bifurcates the main classroom building from the Gym, Admin Library and Cafeteria. The California Department of Education has expressed concerns and requested street closure or the rerouting of D Street. The District has explored with the city several options to improve the conditions; gates were installed to block thoroughfare during school hours but the District may explore other options.

Play Fields

The grass fields are undeveloped. The grass turf and irrigation systems are in need of renovation.

Asphalt Hardcourts

There are considerable asphalt play areas throughout the campus, some unused, and most in disrepair. The District has on its priority list to rebuild new basketball courts.

Reference Reports and Information

1. Building Inventory & Site Information
2. 2004-2009 Master Planning and Facility Assessment Documents
3. Original Building Construction Plans
4. New Construction and Modernization Plans
5. Available Site Information
6. AHERA/Hazmat/Roofing and other District M&O Reports and Project Lists
7. District Demographic Studies and Enrollment Information
8. Drinking Water Reports

RIVER DELTA UNIFIED SCHOOL DISTRICT

Delta High School

Facility Condition Assessment

July 5, 2019

Address: 52810 Netherlands Avenue, Clarksburg, CA 95612

Acreage:	<u>Onsite = 21.56 Acres</u> <u>Useable = 19 Acres (95%)</u>
<i>Note: The site includes the Clarksburg Middle School site and levy right-of-way across the frontage road of the Delta. The gross site area was calculated in a previous site survey by calculating approximately 6 acres for the middle school (originally constructed as an elementary school). Note: there are common areas and shared facilities between the middle school and high school.</i>	
Building Square Footage:	<u>85,376 sf (approx.)</u>
Year Built:	<u>Various- See table below</u>
Modernized:	<u>Various- See table below</u>
Classrooms:	<u>24 Teaching Stations</u>
Permanent:	<u>16</u>
Modular Portables:	<u>8</u>
Capacity:	<u>432 Students (@ 27/1) Permanent Classrooms</u> <u>216 Students (@ 27/1) Including Portables</u>
2018/2019 Enrollment:	<u>190 Students</u>
Avg. Daily Attendance (ADA):	<u>183 (11/2018)</u>
Teaching Calendar:	<u>Traditional (9-12)</u>

BACKGROUND

Building A (Classrooms/Administration) was constructed in 1939 and renovated in 2011. Building B (Cafeteria), Building C (Music), Building D (Gymnasium), Building E (portable classroom) and Building F (Auto Shop) were built in 1957. Building G (Ag Shop) was built in 1968. Buildings F and G (Auto and Ag Shops) were modernized in 2006. Building H (Administration) was built in 1971 and has since been demolished. Building I (Portable Classroom) was placed in 1971 and removed in 2002. Building J (Home Ec) was built in 1971 and has been demolished. Building K (portable classroom) was removed in 2007. Building L (portable classroom) was also placed in 1971 along with Building M (Ag Science classroom) and Building N (Portable Media Center). Building O (Gymnasium) was constructed in 1974. Building P (Arts & Crafts) was placed in 1976 and removed in 2006 and has been replaced with two Ag Science classrooms built in 2009, along with a Greenhouse and Ag Barn completed in 2011. Building Q (Shop) was built in 1929 and partially modernized in 2006. Building R (old Gym) was built in 1929 and demolished in 2006 and replaced with a science classroom wing that also houses Teacher Work and Break Rooms and the school's main restroom facilities. Building S (portable classroom) was placed in 1971 and had been earmarked for removal. The

portable structures (E, L, M, N, and S) are largely in disrepair and out of compliance and have also been earmarked to be removed as funding allows.

In 2004 the District passed a local bond measure (Measure V) and applied for state matching funds to support district-wide improvements. Projects completed at Delta High School included Modernization of Building A (Administration and classrooms, including a Career Technology, Art and Media Grant Program; Modernization of Shop Buildings F, G and Q; a new Science Wing including Restrooms and Support Facilities; a new Ag Technology Classroom building, a new Animal Barn and Greenhouse. In addition, campus wide ADA parking and path of travel access, roofing and general site improvements, fire alarm, public address, technology, security and communication upgrades were made.

SUMMARY OF INFRASTRUCTURE AND SYSTEMS

Solar Photovoltaic System

The site is conducive for a ground mount solar array or one placed on covered parking structures. The approximate cost to provide 85-90% of capacity (260kW): \$1,862,713.

Electrical and Lighting Infrastructure

Previous improvements included phased electrical service and distribution upgrades. Some older buildings have obsolete electrical panels for which parts are no longer available. Additional service and distribution upgrades remain as follows:

1. New and modernized buildings under the prior bond program included new T-8 fluorescent fixtures, some with low voltage lighting controls and occupancy sensors (energy efficient technology of the time). In 2014-15, some lighting was retrofitted with LED fixtures or retrofit kits utilizing the Proposition 39 Energy Program.
2. To meet new Title 24 electrical code and more recent energy efficiency requirements, lighting needs upgrading throughout interior and exterior.
3. Pursuant to ADA requirements, light switch and outlet heights, GFI circuits, conduits, fittings and finish trim need to be upgraded.
4. Although power service and distribution upgrades were made under the previous bond, further main service power upgrades, secondary and subpanel upgrades and classroom outlet distribution modifications are needed campus wide.
5. Additional classroom power outlet distribution to support growing technology, system upgrades, and maintenance are needed.

Technology Infrastructure

The school's technology infrastructure, fiber and wire cabling pathways, MDF, IDFs and wireless access have been installed and updated over time. Components and cabling will need updating to new technology standards, potentially including:

1. New fiber optic and cable pathways are needed between buildings. As increased technology use slows speed, current infrastructure will not get to 10 GB.
2. Pathways and cabling upgrades are also needed within buildings.

3. Some cabling pathways do not provide adequate separation between high and low voltage wiring.
4. Coverage varies; meets minimum requirements but some areas may be experiencing increased density issues. Further analysis will be required.
5. Wireless equipment will need upgrade over the next few years.
6. Increased technology also requires power upgrades.
7. The District has been using projectors, Smart Boards, TVs, and other teaching and media technology district-wide. Projectors have been purchased over time and models and ages vary. Over the next few years, most projectors and TVs will be ready for replacement with newer models.
8. Establishing new District Standards should be considered with new funding sources and further Master Planning.
9. The District has installed power and IT pathways for a (future) monument sign.

Heating, Ventilation and Air Conditioning Equipment

HVAC equipment type and age varies. Equipment approaching or more than 20-25 years in age should be considered for replacement under the next capital improvement program. Note: equipment installed under the prior bond is now nearly 12-years-old and will need overhaul or replacement in 7-10 years.

Automatic Fire Alarm System

Devices and distribution in buildings that are older or have not been modernized in more than 10 years, need to be upgraded. Some cabling is either original or connected via old cabling and patch panels. The system is operational, but panels and cabling in some areas are not adequate to meet voice EVAC and current code requirements, which will be required for future projects. Devices in older buildings have been upgraded for compatibility with the new patch panels but need to be reviewed for compliance to current code. Some cabling from panels to older buildings is untagged and difficult to decipher without tracing.

Phone/Clock/Bell & Speaker Systems

The phone system has been recently upgraded. The campus has differing Clock/Bell PA system cabling and patchwork connections. New clock/Bell and PA systems have been identified as a District priority.

Energy Management	Limited – Needs Upgrade
Surveillance Cameras	Partial Coverage
Security System	Partial Coverage (Computer Labs and Media)

BUILDINGS AND GROUNDS

Safety and Security

1. Fencing and gate improvements have been made campus-wide under larger projects and as funding has permitted. Further needs have been identified.

2. The campus is currently open. Should the District determine to close and secure the campus, additional fencing and gates will need to be provided.
3. Door hardware upgrades are needed campus-wide ("Columbine" type locksets).
4. The campus has limited security camera coverage. Further camera locations may be identified.
5. Fire alarm panels and devices vary campus-wide. Updates have been made under past modernization projects but old wiring, conduit raceways and patch panels bridge various components throughout the campus. Upgrades and replacements to devices in older structures have been made for compatibility; however, the campus should be evaluated further for newer code compliance requirements. Additional sensors and annunciation devices will be required and a new fully addressable and monitored upgrade would be prudent, which will likely necessitate new cabling in older buildings.
6. A security monitoring system covers limited areas; system expansion should be considered, as funding allows.
7. The PA and All Call systems need upgrades with newer technology.
8. Through past modernizations and energy efficiency improvements, some exterior lighting upgrades have been made, but a need for additional exterior lighting to provide better coverage (safety and security), and retrofits and replacements to existing lighting has been identified.
9. Emergency exit signage and room identification signage should be prioritized.

ADA Compliance - Path of Travel Access

Although significant path of travel improvements have been made, additional ADA compliance issues have been identified throughout the site and at each building, including:

1. Older asphalt and concrete paving, concrete walkways and paths of travel throughout the campus have cracks and elevation differentials creating potential tripping hazards.
2. Transitions to and between buildings and new walkways should be installed to establish an ADA-compliant path of travel.
3. Most doors in older un-modernized buildings are out of compliance with respect to ADA-compliant door hardware (locksets and thresholds). Some doors have insufficient space on the strike side, as is required by code
4. Older (1st generation) ADA lever handle door hardware is installed on most classroom doors that were modernized, but some were noted to have worn springs or are out of adjustment. Replacement (with Columbine hardware) will be required as buildings are renovated.
5. The majority of door closers require adjustment or replacement.
6. Older classrooms and portables have a mix of non-ADA door hardware and worn lever handles and closers that do not operate correctly.
7. If or as old portables are removed, new walkways for ADA path of travel will be required.
8. Not all drinking fountains are ADA-compliant. New drinking fountains should include bottle fillers. A District Standard requiring Board authorization should be established.

9. To meet ADA accessibility requirements, most of the older classroom sinks and faucets will require ADA compliance upgrades, including modifications to casework at many of the sink locations.
10. Although the new science wing has ADA compliant restrooms intended to serve most of the student population, other ADA improvements are needed at student and staff restrooms throughout the campus.

General Building Envelope Maintenance and Repairs

The following have been identified as needing attention:

1. Additional and ongoing roof maintenance and repairs.
2. Repair/replacement of gutters, flashings and rainwater leaders.
3. Repairs to exposed wood beams and trim due to dry rot.
4. Window repair/replacement.
5. Exterior paint and prep, caulking and sealants.
6. New storefront doors (existing are old and non-compliant).
7. Replace deteriorated wood and metal doors, thresholds and hardware.
8. Check and repair or replace skylights and clearstory windows, as applicable.

Roof, Gutters and Downspouts

The District-Wide Roof Assessment Survey was updated in 2015 and should be updated as additional work is accomplished. In 2018, as part of a District-wide reroofing project intended to address the most urgent roofing needs with remaining SFID 2 funds, the District reroofed Buildings D, G, and O (Gym and Shops). Some flashings and rainwater liters were replaced and others were repaired.

The Roof Assessment Survey indicates the next roofs to be addressed:

1. Welding Shop Building: Overdue for a reroof (approx. 3,000 sf) and is planned to be reroofed with standing seam metal roof panels. (Estimate: \$42,000)
2. Main Building: Has original roof tiles and other built-up ply systems. The tile roof was partially restored during the prior modernization. The Roof Assessment Survey indicated a 'Cool Roof' coating should be applied in 2020 (6,000 sf) to the layer plyroof system. (Estimate: \$24,000)
3. All Roofs: Over the next 10 years all roofs will need repairs and maintenance to maintain integrity and improve longevity.
4. Portables: Some portable buildings had been identified for removal. If maintained on site new roofing will be required.

Classroom Upgrades

Typical classroom upgrades should include:

1. New District Standard carpet, except where resilient flooring is better suited.
2. Cabinet refurbishing or new teaching walls, where applicable.

3. Lighting and power upgrades.
4. Acoustical ceiling repair/replacement.
5. Door and hardware upgrades.
6. AV upgrades – Pole Vault (or similar) projectors, LED Screen TVs, or Smart Boards.
7. Technology and electrical outlet distribution.
8. Wall finishes/paint.
9. Marker boards/tack boards where applicable.
10. Window system repairs or replacement as funds allow.
11. Window shades/sun screens/blackout curtains.
12. Specialty classrooms will require updated casework and furnishings.
13. Clock, Bell, and PA Communication upgrades.
14. Fire alarm, smoke detectors and fire extinguisher upgrades.
15. Phone system has been recently upgraded.

Doors and Hardware

Door conditions vary throughout the campus. Buildings F, G and Q received upgrades, but hardware needs have subsequently changed. Older buildings will need new doors and hardware as funds allow. Lockset types vary; Schlage 'D' Series lever locksets were installed on newer buildings and others as repairs occurred but most locksets are not lever type. To address ADA and "Columbine" type security concerns, the District should endeavor to replace all locksets and doors as necessary with new District Standard locking hardware.

Window Blinds & Coverings

Types and conditions vary. Most rooms do not have coverings and those that do are beyond repair, excepting the newer items; however, they are now nearly 12-years-old. Recommend establishing a District Standard product and replace shades as funds allow. Shades also provide a line-of-sight security barrier during emergency lockdowns.

Potable Water

Potable water is supplied via an onsite well. The site has two wells, one serving the high school and the other serving the middle school. The pump house is on the MS portion of the site noted as Building B. Both wells are looped together for back-up supply and to increase pressure and flow. However, pressure from either well is still inadequate to handle both campuses. A 2004 site analysis recommended a third well and an emergency stand-by generator, as power outages cause both campuses to lose water and close.

Fire Water

The inadequate well system poses concerns for future modernization or new development which would require new fire hydrants, fire sprinklers, and infrastructure upgrades such as new piping, pumps and perhaps storage tanks, to improve pressure, flow and volume.

Exterior Paint

The campus has been well maintained, although some buildings have exposed wood that has been deteriorating over time. Further repairs to the exposed siding, fascia, beams and trim, wood and metal doors have been noted. New paint should be considered within 5 years, in conjunction with building repairs. Portable structures, if not replaced, will need exterior repairs to cladding,

trim and doors, and will need repainting.

Student and Staff Restroom Facilities

Updated Student and Staff Restrooms have been provided in the Science Wing. The overall count (campus-wide) appears adequate per current enrollment. However, older restrooms, particularly need upgrades to meet current ADA requirements, including entrance doors, partitions and fixtures, and will require full renovation. Each project submitted to the Division of the State Architect (DSA) for regulatory review and approval will require at least 20% ADA restroom or path of travel upgrades.

Summary of Facilities - Delta High School					
Unit	Description	DSA #	Date	Area	Comments
A	Classroom / Administration	3379	1939	15,017	Modernized CTE Art Media 2011
B	Cafeteria	16194	1957	6,166	
C	Music	16194	1957	3,040	
D	Gymnasium	16194	1957	14,249	
E	Portable Classroom (1)	16194	1957	2,160	Previously a Comp Lab, now a Weight Rm
F	Auto Shop/Converted to Wood Shop	16194	1957	3,180	Modernized 2006/2007
G	Ag. Shop	30856	1968	3,739	Modernized 2006/2007
H	Old Admin	34014	1971	—0	Demolished
I	Portable Classroom (1)	34014	1971	-1,920	Removed - 2002
J	Home EC	34014	1971	—0	Demolished
K	Portable Classroom (1)	34083	1971	960	Planned to be removed
L	Portable Classroom (1)	34083	1971	960	Planned to be removed
M	Portable Ag. Science (1)	34014	1971	2,240	Planned to be removed
N	Portable Media Ctr. Classroom (1)	34310	1971	3,911	Planned to relocate by the gym and become a weight room
O	Gymnasium	37228	1974	7,833	
P	Portable Arts and Crafts (1)	39189	1976	-1,920	Removed - 2006
P	Ag Science Classrooms	02-110435	2009	3,200	2 Classrooms + Floral
Q	Shop	02-108548	1929	4,201	Modernized 2006/2007
R	Science, Restrooms, Support Spaces	02-107779	2007	9,400	
S	Portable Classroom (1)	34083	1971	960	Planned to remove as funds allow
	Ag. Barn	02-110435	2011	3,800	Considered a classroom by CDE
	Greenhouse	N/A	2011	360	Exempt from DSA purview
	Total Square Footage			85,376	

** Note building names, numbering and square footage calculations have been shown differently between the two previous architectural firm's plans, DSA and CDE record documents*

Building A - Administration, Media and Classrooms

Categories 1-3

General

The building was partially modernized in 2011 with remaining SFID 2 Bond funds and a Career Technology Improvement Grant awarded by the State. The project included minor upgrades to the administration offices and support spaces, and the main foyer and corridors. Additionally, the westerly classrooms were transformed to Media Arts classrooms and a TV-Sound Studio. The original plans included the relocation of the Library-Media Center from an antiquated

portable (Building N) to the north section of the building; however, the District did not have sufficient bond funds to support a full building modernization. When the north wing of the building is modernized, it will require considerable structural, ADA restroom and access upgrades and fire alarm, security and communication upgrades.

Building Envelope and Exterior Conditions

Category 2

1. The exterior has considerable ADA path of travel issues to address at exterior doors, thresholds, ramps and access to buildings from parking lots.
2. In the portion of the building that was modernized, windows were upgraded; the remainder of the building needs new windows.
3. Window putty will need to be tested for lead, asbestos or PCB containing materials.
4. The masonry and stucco finishes need minor repairs and sealants.
5. Exterior painting would be prudent as soon as funds allow.
6. Plaster surfaces are cracking and will need to be tested for lead paint prior to surface preparation and new paint.
7. The building does not appear to have security camera coverage and only partial security alarm coverage.
8. Some flashing and gutters are damaged.

Interior Conditions - Administration Offices and Support Facilities

Categories 2-3

The administrative and support spaces are bifurcated to the north and south of the entry foyer. The main admin offices were partially upgraded. The staff break and work rooms are housed in Building R.

1. Flooring: The 12x12 vinyl tile and carpet in the main office needs replacement.
2. Ceilings: The acoustic ceiling tile needs to be upgraded.
3. Walls: Wall finishes have limited longevity before needing repainting.
4. Signage: signage on the east section that has been modernized appears adequate.
5. Plumbing: The small single occupancy restrooms are non-ADA compliant.
 - a. The other set of restrooms on the north side have been put out of commission until they can be modernized.
6. Lighting: Lighting was upgraded to T-8 fluorescent fixtures, which was the current technology at the time, but should be converted to LED as funds allow.
7. HVAC: The heating and ventilating system was upgraded in this part of the building.

Interior Conditions - Nurse's Station

Categories 1-3

The Nurse's areas should have room for 2 cots and an integral or adjacent ADA restroom.

Additional upgrades noted include:

1. Flooring: Flooring needs replacement.
2. Ceilings: Ceiling finishes are showing their age but are generally serviceable.
3. Walls: Wall finishes are in relatively good condition.
4. Casework: The wood casework with laminated tops are beat up and non-ADA compliant.
5. Windows: Windows were replaced in 2010.

6. Doors and Hardware: Doors and hardware are outdated and non-compliant.
7. Signage: Need exit signage.
8. HVAC: There is insufficient heating and ventilation.
9. Lighting: was upgraded to T-8 fluorescent fixtures, which was the current technology at the time, but should be converted to LED as funds allow.

Interior Conditions - West Wing Classrooms

Category 1

The west section of Building A was modernized in 2010, has been well maintained and should remain serviceable for several years before needing major renovation. In addition to new TV-Media Studio and classrooms, the area includes computer lab and RSP rooms.

Interior Conditions - North Wing Corridor and Restrooms

Category 3

Though the west wing corridors were renovated in 2010, the north wing was not and will require a full modernization, including:

1. Seismic: Structural upgrades were required on the main entry and west wing when modernized.
2. Access: ADA path of travel access upgrades.
3. Lockers: Removal of lockers and wall patch or new replacement lockers.
4. Doors and Hardware: Door and hardware upgrades.
5. Flooring: New flooring
6. Ceilings: Ceilings and wall finishes are durable but will require patch and paint.
7. Windows: Window replacement to match new windows in west wing.
8. Plumbing: Complete restroom modernization is required.
9. Lighting: Lighting upgrades to energy efficient LED fixtures.
10. HVAC: Heating and ventilation upgrades required.

Interior Conditions - North Wing - Classrooms

Categories 1-2

Previous master and modernization plans intended to relocate the Library Media Center to this section of Building A. Available funds, however, were insufficient to accomplish all the needs and conversion that had been planned. The Library Media Center remains in an antiquated portable structure (Building N).

Building B - Cafeteria and Building C - Music

Category 2

The subject structures were built in 1957. The roofs appear to have approximately 5 years remaining before needing repairs and coatings or replacement. The structure appears sound, although the facilities are in need of modernization, building code and health department upgrades:

Building Envelope and Exterior Conditions

Category 2

1. ADA access path of travel is compliant; however, the entrance door hardware needs to be upgraded.
2. Asbestos pipe wrap is noted in the Boiler Room, but the boiler is operational.

3. No security camera coverage was noted.

Interior Conditions - Cafeteria

Categories 1-2

1. Flooring: The floors are stained concrete and appear serviceable. A new coating should be considered in 3-5 years.
2. Ceilings: The spray-on ceiling finishes are showing age.
3. Walls: Walls are painted and currently serviceable. Consider repainting in 2-5 years as funds allow.
4. Windows: The windows and storefronts should be replaced as funding allows.
5. Doors and Hardware: Door hardware is not fully compliant and should be upgraded for security and to meet current ADA requirements.
6. Signage: New building and exit signage is needed.
7. Plumbing: Drinking fountains are non-compliant and need to be replaced with ADA-compliant fountains with bottle filler feature.
 - a. The restrooms need full modernization and ADA upgrades.
8. Lighting: Lighting is mostly T-8 fluorescent fixtures. Modernization plans should consider LED fixtures as funding allows.
9. Technology: There are four (4) technology drops.
10. Audio Visual: AV systems should be upgraded as funding permits, including new hearing aid devices.

Interior Conditions - Kitchen

Category 1

Bathroom in Kitchen needs more electrical.

1. Haz-mat: Possible asbestos wrapping was noted on boiler piping and may require abatement.
2. Flooring: The Kitchen has sheet vinyl flooring with rubber base and does not meet current code and health department standards.
3. Fixtures: The casework is wood and laminate and needs upgrading.
4. Windows: Windows need replacement.
5. Lighting: Lighting is mostly T-8 fluorescent fixtures. Modernization plans should consider LED fixtures as funding allows.
6. POS: There are currently two (2) technology drops for POS.
7. Kitchen Equipment: The kitchen equipment condition varies but is generally not compliant.
 - a. There is no range hood.
8. Plumbing: There is no hand wash sink.
 - a. The old boiler is still in operation and needs replacement.

Interior Conditions - Music and Band Room 26

Categories 1-2

1. Flooring: The flooring in Band Room (26) is 9"x9" tiles, which typically indicates it contains asbestos.
2. Ceilings: The ceilings are 12"x12" acoustic tile and are aged but in serviceable condition.
3. Windows: Windows are single pane, antiquated metal frames and should be replaced.

4. Doors and Hardware: Door hardware is ADA noncompliant and needs replacement with ADA compliant lever locksets that meet security standards.
5. Signage: Building and room identification and exit signage need to be replaced.
6. Lighting: Lighting consists of old hanging fixtures and needs LED upgrade.

Interior Conditions - Music and Band Rooms 27 & 28 (Portables)

Category 1

The subject portables were scheduled to be demolished but are currently being used by Delta Charter School. If kept, considerable modernization will be required:

1. Flooring: Both rooms have 12"x12" vinyl composition tile (VCT). The flooring is in poor condition and needs replacement
2. Ceilings: The ceilings are 2'x4' T-bar grid systems with lay-in acoustic ceiling tiles.
 - a. The tiles are due for replacement and adding insulation would be prudent.
 - b. The hanging ceiling grid system likely needs structural supports added.
3. Lighting: The lay-in lighting needs replacement with energy efficient LED fixtures or retrofit ballasts.
4. Walls: The tackable wall panels are showing wear and, while still serviceable, should be upgraded as modernization funds become available.
5. Windows: Windows are single pane, antiquated metal frames and should be replaced.
6. Doors and Hardware: Door hardware is noncompliant and needs replacement with ADA compliant lever locksets that meet current security standards.
7. Signage: Building and room identification and exit signage needs replacement.
8. Plumbing: Rm 28 has a sink that is used by the adjacent charter school for art class. The sink is non-ADA compliant.
9. HVAC: The mechanical systems are typical portable wall mounted "Bard" units. The systems appear operational but are overdue for replacement.
10. Technology: There are two (2) data drops.

Buildings D and O Gymnasium, Locker Rooms and Weight Room

Category 1

The large Gym (13,800 sf) was built in 1957 and the smaller Gym was built in 1974. The buildings are concrete structures with panelized roof systems. The structure appears in good condition. The structure should be evaluated by a structural engineer for potential structural-seismic upgrade requirements or prescriptive recommendations.

Building Envelope and Exterior Conditions

Category 2

Access com

Interior Conditions - Small Gym (1974)

Category 1

1. Flooring: Concrete
2. Walls: Painted concrete walls are serviceable.
3. Ceilings: The ceiling is acoustic over drywall and some areas are missing.
 - a. Additional acoustical sound attenuation should be considered when modernizing.

4. Windows: The windows are in disrepair.
5. HVAC: The ventilation system had leaked and stained the walls.
6. Doors and Hardware: Some doors have been replaced.
 - a. Door hardware is noncompliant and needs ADA and security upgrades.
7. Signage: Building ID and exit signage needs to be upgraded
8. Lighting: The lighting is old surface mounted fixtures with missing lenses and exposed bulbs. New lighting is needed.
9. Technology: There does not appear to be IT, WIFI coverage AV equipment.
10. Audio Visual: There does not appear to be IT, WIFI coverage AV equipment.
11. Accessories: A new scoreboard is needed.

Interior Conditions - Large Gym (1957)

Category 1

1. Flooring: The wood floor appears serviceable and should be refinished within a couple of years.
2. Walls: The substrate is generally serviceable with some repairs.
 - a. Wall pads, tackable surfaces and painting are needed.
3. Ceilings: The ceiling system is metal panels and is in serviceable condition.
 - a. Acoustical sound attenuation should be considered when modernizing.
4. Windows: The windows are in disrepair and should be re-glazed or replaced.
5. Doors and Hardware: Some doors have been replaced.
 - a. Door hardware is noncompliant and needs ADA and security upgrades.
6. Bleachers: The wood bleachers are antiquated and do not meet current ADA requirements
7. Signage: Building identification and exit signage needs to be upgraded.
8. Lighting: The lighting is old surface mounted fixtures with missing lenses and has exposed bulbs. New lighting is needed.
9. Plumbing: Restrooms will require a full modernization and ADA upgrade.
10. Accessories: The scoreboard appears to have been updated. Newer systems allow for add on features and component upgrades. Check if further upgrades are needed.
11. HVAC: The mechanical system is in disrepair and needs replacement.
12. Audio Visual: There does not appear to be any AV or IT (WIFI) provisions.

Interior Conditions - Locker Rooms, Team Rooms, and Restrooms

Category 1

1. Flooring: Floors have an epoxy finish and appear serviceable.
2. Ceilings: Ceiling finish will need repairs /paint
3. Walls: The interior wall finishes are generally in serviceable condition, needing only minor repairs and paint.
4. Lockers: Most of the lockers have been replaced and appear serviceable.
5. Windows: Window systems need repair (new glazing) or replacement.
6. Doors and Hardware: Doors and hardware are failing and non-compliant.
7. Signage: There is inadequate exit signage.
8. HVAC: Heating and ventilation is needed.

9. Plumbing: Plumbing appears to be in good shape, but does not meet current ADA compliance.
 - a. New compliant drinking fountains with bottle fillers are needed.
10. Lighting: All lighting needs to be upgraded.

Building E - Weight Room (Rooms 16 & 17) (1957)

Category 1

Building was previously used as a computer lab and has an IDF (w/30 drops). The portables have been repurposed to weight rooms. Although some repairs and upgrades have been made, rooms are in need of modernization, including:

Interior Conditions

1. Flooring: Sheet vinyl flooring is failing in Rm 16 and the VCT in Rm 17 needs replacement.
2. Ceilings: Ceiling finish needs replacement.
3. Walls: Wall finishes have glue-on acoustic tiles above 7' above finish floor and need upgrade.
 - a. Drywall compounds are suspected to contain asbestos.
4. Windows: Windows are beyond useful life and need upgrade.
5. Doors and Hardware: Doors and hardware are antiquated and in need of upgrade.
6. Signage: There is no signage.
7. HVAC: Furnace closet and window mounted HVAC needs replacement.
8. Lighting: Fluorescent mounted lighting fixtures need replacement/retrofit.
9. Audio Visual: Does not appear to have AV system capability.

Building F - Wood Shop (F101-105)

Categories 2-3

Building F was originally built in 1957 and served as an Auto Shop. It was converted to a Wood Shop in 2006-2007. A portion of the building services Maintenance. The following needs were noted:

Building Envelope and Exterior Conditions

Categories 2-3

1. The building is generally accessible.
2. Exterior surfaces are generally in good condition.
 - a. Some cracking of stucco in the rear was noted.
 - b. Exterior prep and paint are needed.
3. Gutters and rain water liters are needed.
4. There are no surveillance cameras.

Interior Conditions

Categories 1-3

1. Ceilings: Ceiling finish will need repairs /paint
2. Casework: Wood casework remains serviceable.

3. Windows: Dual pane windows were installed under the previous bond project.
4. Doors and Hardware: Door hardware was upgraded in 2010 but does not have (“Columbine” type) security locking mechanisms.
5. HVAC: HVAC upgrades are needed.
6. Lighting: Fluorescent fixtures should be replaced with LED lighting.
7. Technology: Technology needs are needed.
8. Audio Visual: AV upgrades are needed

Building G - Ag Mechanics Shop

Categories 1-2

The Ag Shop received minor appurtenant work in conjunction with the new adjacent Ag Science Classrooms and Greenhouse additions. The building is generally in serviceable condition, but is due for modernization, including:

1. Infrastructure: IT and electrical distribution upgrades.
2. Plumbing: The shop sink is non-ADA compliant and needs replacement.
3. HVAC: Forced gas heating needs replacement.
4. Lighting: Lighting is obsolete and needs replacement with energy efficient LED lights.
5. Doors and Hardware: New overhead and man doors need repairs or replacement.
 - a. Door hardware needs upgrade.
6. Windows: Windows need replacement.
7. Leak: There was evidence of a leak above the door.

Building L – Standard Classroom Portable (960 sf)

Categories 1-2

Building L was earmarked for demolition. If maintained on site, the building will need to be fully modernized and brought up to current structural, fire, life-safety and ADA codes.

Building M – Classroom Portable (2,240 sf)

Categories 1-2

Building M was earmarked for demolition. If maintained on site, the building will need to be fully modernized and brought up to current structural, fire, life-safety and ADA codes.

Building N – Classroom Portable (3,911 sf)

Categories 1-2

Building N (Rooms 29-31) sits on a concrete foundation and currently houses the Library Media Center and Text Book Storage. The Exterior T-111 siding has significant dry rot. Stucco shows cracking and other damage. The Building has no ADA access. It was initially planned to be demolished when the Library/Media Center moved to Building A (North Wing) or to be relocated north toward the field and Gym and converted to a Weight Room. If maintained on site, the building will need to be fully modernized and brought up to current structural, fire, life-safety and ADA codes.

Building P1 – New Ag Science Classroom, Laboratory and Floral

Category 3

This two-classroom Ag Science building was completed in 2010 and has held up well. With minor maintenance and upkeep the building should be serviceable for several more years before needing significant upgrades.

1. There is no security camera coverage.
2. The projector in P-402 was noted as non-operable.

Building P2 – Ag Classroom, Animal Barn

Category 3

The construction of the animal barn was completed in 2011 and is being well used. Given the use, some repairs and general upkeep are needed. With minor repairs and routine maintenance, the facility should be serviceable for several years without significant modernization.

Building P3 – Greenhouse

Category 3

The Greenhouse was built in 2011 and is in relatively good condition. With minor maintenance and upkeep the building should be serviceable for several more years before needing significant upgrades.

Building Q – Art Wing

Categories 2-3

The building was built in 1929 and was modernized and repurposed in 2006 to an Art Wing. The building is a modular structure built on a concrete pad and has higher ceiling heights than a standard portable building. It appears to have performed adequately since being modernized. The following items were noted:

1. Accessibility: ADA access to Rm 29 is non-compliant.
2. Roof Leak: There was evidence of a roof leak in Rm 29.
3. Painting: Exterior painting and sealants will be needed in a few years.
 - a. The Plaster is in good condition, except 1 panel in the rear is cracked and needs repair.
4. Flooring: The hardwood floor needs to be refinished.
5. Doors and Hardware: Door hardware needs to be upgraded.
6. Security Cameras: None

Building R – Science Wing, Administrative Support and Restrooms

Category 3

The science wing replaces an old gym structure at the center of the campus. The building complex includes the main student, unisex, and staff restroom facilities, student lockers and teacher break and work rooms. The building is in serviceable condition. Minor repairs noted, include:

1. Exterior painting is needed.
2. Gutter at the rear of the building leaks.
3. No security cameras were noted.
4. Interior conditions are serviceable.

Building S – Standard Classroom Portable (960 sf)

Category 3

Building S was earmarked for demolition. If maintained on site, the building will need to be fully modernized and brought up to current structural, fire, life-safety and ADA codes.

Outbuildings and Storage Sheds

Not included in Assessment

The District has a couple of outbuildings and storage sheds; this report does not evaluate these structures.

Parking, Access Roads and Asphalt Hardcourts

Categories 1-2

1. Asphalt and drainage conditions vary throughout the campus and will require patch and repair to maintain and extend longevity.
2. Other areas are deteriorated beyond repair.
3. Drainage needs improvement in several areas.
4. Some storm drainage grates are not ADA compliant. Grates in the path of travel need to be changed to ADA-compliant drainage grates.
5. The high school portion of the site has limited space for outdoor basketball hardcourts and numerous portables have been placed on the middle school hardcourts for the charter school.
6. While significant improvements have been made there are numerous areas where the older concrete is cracked or heaved, which creates ADA issues and tripping hazards.

Play Fields and Sport Facilities

Categories 1-2

The facilities have been well-used and are in need of renovation.

Baseball – Softball Field

Categories 1-2

1. The fields are in poor playing condition and need renovation to improve playing conditions and enhance safety.
2. The field has some differing grade issues and needs grading and resurfacing, including drainage and irrigation improvements, soils amendment, new grass turf and infield fines.
3. Batting cages and backstops need repair/paint.
4. Fencing and gates need improvements.

Football Stadium

Categories 1-2

1. The grass turf has some differing grade issues and needs grading and resurfacing, including drainage and irrigation improvements, soils amendment and new grass turf.
2. The grandstands, Press Booth, stadium lighting, Concession Stand, and restrooms are largely non-ADA compliant and need to be upgraded.
3. The ADA access path-of-travel to the stadium needs improvement.
4. The school is among the few remaining districts that do not have a synthetic track and field. District should evaluate the cost-benefit of synthetic and natural turf fields when considering upgrades.
5. New LED lighting retrofit or new stadium light standards should be evaluated when considering improvements.
6. Low level path of travel lighting will be required with any modernization project submitted to DSA.
7. Sound system improvements and a new scoreboard should be considered when new grass or synthetic turf field improvements are made.
8. ADA designated seating will be required on the renovated or new bleachers
9. An ADA parking area and specific emergency vehicle access and parking needs to be provided nearby the field.

Infill and Open Space

The site has numerous open (green) or undeveloped areas between and around structures. Previous master planning included considerations for removing several portable structures, which will require site restoration, ADA path of travel access and other site development work.

Reference Reports and Information

1. Building Inventory & Site Information
2. 2004-2009 Master Planning and Facility Assessment Documents
3. Original Building Construction Plans
4. New Construction and Modernization Plans
5. Available Site Information
6. AHERA/Hazmat/Roofing and other District M&O Reports and Project Lists
7. District Demographic Studies and Enrollment Information
8. Well Testing Information
9. Drinking Water Reports

RIVER DELTA UNIFIED SCHOOL DISTRICT

Clarksburg Middle School

Facility Condition Assessment

August 19, 2019

Address: 52870 Netherlands Rd, Clarksburg, CA 95612

Acreage:	<u>6 Acres</u>
<i>Note: The Clarksburg Middle School site is a portion of the larger Delta High School site and the parcels are not clearly defined. The high school and middle school share joint facilities, such as the Cafeteria, Gymnasiums, Music Building and a couple of portables, as well as hard court play areas and athletic fields. In addition, a charter school has set numerous portables classrooms on the school's hardcourt areas and shares other middle school and high school classroom and support facilities.</i>	
Building Square Footage:	<u>20,704 sf (approx.) Building A</u>
Year Built:	<u>Building A – 1926</u>
Modernized:	<u>Modernized in 1991</u>
Classrooms:	<u>21 Teaching Stations</u>
Permanent Classrooms:	<u>9 (2 are used by Delta Elementary Charter)</u>
Portable Classrooms	<u>0 (On-site portables serve Delta Elementary Charter)</u>
Capacity:	<u>243 Students (@ 27/1) 9 Permanent Classrooms</u>
2018/2019 Enrollment:	<u>275 Students (Grades 7-8: 192/ Grade 9: 83)</u>
Avg. Daily Attendance (ADA):	<u>260 (11/2018)(Grades 7-8: 182/ Grade 9: 78)</u>
Teaching Calendar:	<u>Traditional (7-9)</u>

BACKGROUND

The Clarksburg campus has been transformed from an elementary school to a middle school, serving grades 7-9. The campus is generally housed in one large building (Building A) which was constructed circa 1926. The school also shares certain facilities and field areas with the adjacent Delta High School. Building A underwent a modernization in 1991. A portion of the campus was later divided to house the Delta Elementary Charter School, a portable campus that also uses rooms in the main building and the high school.

SUMMARY OF INFRASTRUCTURE AND SYSTEMS

Solar Photovoltaic System

The site is conducive for a ground mount solar array or one placed on covered parking structures. The approximate cost to provide 85-90% capacity (64kW): \$457,144.

Electrical and Lighting Infrastructure

Previous improvements included an electrical service upgrade. Additional secondary and distribution upgrades have been made to serve portables utilized by the charter school.

1. Additional classroom power outlet distribution to support growing technology, system upgrades and maintenance appear to be needed.
2. Pursuant to ADA requirements, light switch and outlet heights, GFI circuitry, conduits, fittings and finish trim need to be upgraded when modernized.
3. Although some energy efficient upgrades may have been completed with Prop 39 funds, to meet Title 24 electrical code and more recent energy efficiency requirements, lighting upgrades should be implemented when funds are available to modernize the campus.
4. Exterior LED lighting can be improved around the campus for security and energy savings.
5. Although power service and distribution upgrades were made with previous projects further power upgrades, secondary and subpanels are needed campus wide.

Technology Infrastructure

The school's technology infrastructure, fiber and wire cabling pathways, MDF, IDFs and wireless access have been installed over time. Components and cabling will need updating to new technology standards, potentially including:

1. New fiber optic and cable pathways.
2. Some cabling pathways may not provide adequate separation between high and low voltage wiring.
3. Wireless equipment will need upgrade over the next few years.
4. Increased technology also requires power distribution upgrades.
5. The District has been using projectors, Smart Boards, TVs, and other teaching and media technology district-wide. Projectors have been purchased over time and models and ages vary. Over the next few years, most projectors and TVs will be ready for replacement with newer models.
6. Establishing new District Standards should be considered with new funding sources and further Master Planning.

Heating, Ventilation and Air Conditioning Equipment

1. HVAC systems to most classrooms were updated in 1991 with new rooftop package units.
2. The equipment is nearly 28-years-old and due for reconditioning or replacement with newer more efficient systems.
3. Heating, ventilation and air conditioning in the auditorium and admin spaces are inadequate and in need of upgrade to energy efficient system.
4. An Energy Management Control system (EMS) is needed.

Automatic Fire Alarm System

Devices were updated in 1991, but codes have since changed and further updates will be required as formal improvements are made. While the system is operational, panels and

cabling in some areas are not adequate to meet new voice EVAC and current code requirements that will be required in future projects. Older devices upgraded for compatibility should be reviewed for compliance to current code.

Phone/Clock/Bell & Speaker Systems

The phone system was upgraded in 1991 and again in 2018. Clocks/Bell and PA systems need to be evaluated for upgrade capability or replacement.

Energy Management Limited – Needs Improvement

Surveillance Cameras Partial Coverage

Security System Partial Coverage

BUILDINGS AND GROUNDS

Safety and Security

1. Fencing and gate improvements have been made in conjunction with previous projects and as funding has permitted. Further fencing needs have been identified.
2. Door hardware upgrades are needed campus-wide to address ADA access and security hardware, including (“Columbine” type) locksets.
3. The campus has limited security camera coverage. Further camera locations may be identified.
4. Fire alarm panels and devices vary campus-wide. Updates have been made under past modernization and portable projects, but older wiring, conduit raceways and patch panels bridge various components throughout the campus. Upgrades and replacements to devices in older structures have been made for compatibility; however, the campus and systems should be evaluated further for updated code compliance requirements. Additional sensors and annunciation devices will be required, and a new fully addressable and monitored upgrade may be necessary, which will likely necessitate new cabling and raceways in older buildings.
5. A security camera monitoring system covers limited areas and system expansion should be considered, as funding allows.
6. The PA and All Call systems need upgrades/replacement with newer technology.
7. The phone system was recently upgraded.
8. Some exterior lighting upgrades through past modernizations and energy efficiency improvements have been made. A need for additional exterior lighting to provide better coverage (safety and security), and retrofits and replacements to existing lighting has been identified.
9. Emergency exit signage and room identification signage should be prioritized.

ADA Compliance - Path of Travel Access

ADA path of travel compliance issues have been identified, including:

1. Path of travel issues at asphalt and concrete paving where cracks and elevation differentials create potential tripping hazards and grades are out of compliance.
2. Transitions to the buildings (ramps and handrails) are out of compliance.
3. ADA-compliant door hardware (locksets and thresholds) is needed.
4. Some doors have insufficient space on the strike side, as is required by code.
5. Knob locksets do not meet ADA code requirements.
6. Door hardware should be replaced (with "Columbine" type security hardware) and has been identified by the District as a priority.
7. The majority of door closers require adjustment or replacement.
8. Not all drinking fountains are ADA-compliant. New drinking fountains should include bottle fillers.
9. A District Standard for door hardware and drinking fountains requiring Board authorization should be established.
10. To meet ADA accessibility requirements, most classroom sinks and faucets will require an ADA compliance upgrade, including modifications to casework and faucets at many of the sink locations.

General Building Envelope Maintenance and Repairs

The following have been identified as needing attention:

1. Evidence of cracking was noted on plaster surfaces.
2. Water intrusion appears to be entering the south elevation, resulting in dry rot and damage to flooring.
3. A program for ongoing roof maintenance and repairs should be developed and implemented. The 2015 District-Wide Roof Assessment Survey calls for roof restoration/replacement in 2019.
4. Repair/replacement of gutters, flashings and rainwater leaders should accompany roofing restoration.
5. Repairs to exposed wood beams and trim.
6. Some windows were replaced in 1991; remaining windows need replacement.
7. Window putty where it exists will need to be tested for lead, asbestos or PCB containing materials.
8. Exterior paint and prep, caulking and sealants are needed.
9. Replace deteriorated wood and metal doors, older storefront doors, thresholds and hardware as needed.
10. Check and repair or replace any skylights and clearstory windows, as applicable.

Roof, Gutters and Downspouts

The District-Wide Roof Assessment Survey was updated in 2015 and should be updated as additional inspections are made and maintenance and remedial work or roof replacements are

accomplished. Note: Roofing report summaries do not necessarily include the portable structures at all campuses and further assessment is required.

The Roof Assessment Survey indicates the roofs on the permanent buildings are in marginal condition, with ongoing maintenance and future repairs and restoration scheduled for 2019.

1. Main Building
 - a. Maintenance: debris should be removed regularly and penetrations checked and re-sealed.
 - b. Restoration: the roof survey calls for recoating with a Cool Roof rated acrylic elastomeric coating system in 2019 (est. cost: \$110,000).
 - c. The secondary roofs are shingles and roof tiles. The report recommends replacement with new standing seam metal roofing (est. cost: \$245,000).
 - d. Gutters, downspouts and flashings should be evaluated for repair/replacement as roofing work is done.
2. All Roofs: will need repairs and maintenance to maintain integrity and improve longevity. Rubber seals on roof penetrations and expansion joints between buildings tend to dilapidate and require replacement.

Typical classroom upgrades should consider:

1. New District Standard carpet, except where resilient flooring is better suited.
2. Cabinet refurbishing or new teaching walls, where applicable.
3. Lighting and power upgrades.
4. Acoustical ceiling repair/replacement.
5. Door and hardware upgrades.
6. AV upgrades – Pole Vault (or similar) projectors, LED Screen TVs, or Smart Boards.
7. Technology upgrades and electrical outlet distribution.
8. Wall finishes/paint.
9. Marker boards/tack boards where applicable.
10. Window system repairs or replacement as funds allow.
11. Window shades/sun screens/blackout curtains.
12. Specialty classrooms will require updated casework and furnishings.
13. Clock, Bell, and PA Communication upgrades.
14. Fire Alarm, smoke detectors and fire extinguisher upgrades.
15. Phone system has been recently upgraded.

Doors and Hardware

Door conditions vary throughout the campus and lockset types vary as well. Some Schlage 'D' Series lever locksets were installed but many existing locksets are not lever type. To address ADA and "Columbine" type security concerns, the District should endeavor to replace all locksets and doors as necessary with new District Standard locking hardware.

Window Blinds & Coverings

Types and conditions vary. Most rooms do not have window coverings and those that do are beyond repair. Recommend establishing a District Standard product and replace shades as funds allow. Shades also provide a line-of-sight security barrier during emergency lockdowns.

Potable Water

Potable water is supplied via an onsite well. The site has two wells, one serving the high school and the other serving the middle school. The pump house is on the middle school portion of the site noted as Building B. Both wells are looped together for back-up supply and to increase pressure and flow. However, pressure from either well is still inadequate to handle both campuses. A 2004 site analysis recommended a third well and an emergency stand-by generator, as power outages cause both campuses to lose water and close.

Fire Water

The inadequate well system poses concerns for future modernization or new development which would require new fire hydrants, fire sprinklers, and infrastructure upgrades such as new piping, pumps and perhaps storage tanks, to improve pressure, flow and volume.

Exterior Paint

The exterior plaster surfaces are evidencing some cracking and flaking. New paint should be considered as soon as funds allow. Surfaces should be checked for lead or asbestos materials.

Student and Staff Restroom Facilities

Student and Staff Restrooms were updated in 1991; however, current code may require other updates when modernized. The overall count (campus-wide) appears adequate per current enrollment. Each project submitted to the Division of the State Architect (DSA) for regulatory review and approval will require at least 20% ADA restroom and/or path of travel upgrades.

Summary of Facilities - Clarksburg Middle School					
Unit:	Description:	DSA #	Date	Area	Comments
A	Classroom/Admin./Aud. Modernization	Unknown 52413	Circa 1926 1991	20,704	Modernized
B	Pump House	Unknown	Unknown	-	
C	Non-DSA, Storage	Unknown		-	
	Total Square Footage			20,704	

* Refer to Delta High School Report for shared facilities listed therein.

Wing A - Administration, Auditorium, CRs and Support Spaces Categories 1-3

General

Wing A was built circa 1926. The structure wraps around an interior courtyard and includes administrative offices and support spaces, classrooms, interior corridors and an auditorium and stage. The wing also includes Custodial and Mechanical Rooms, and Staff and Student Restrooms.

Building Envelope and Exterior Conditions (Wing A)

Categories 1-2

1. ADA access and path of travel issues were noted:
 - a. Exterior doors, door hardware and thresholds are non-compliant.
 - b. Handrails are not compliant.
 - c. Drinking fountains are not ADA compliant.
2. Some windows were replaced in 1991 but other window frames and glazing are single glaze and will require repair/replacement. Window putty where it exists will need to be tested for lead, asbestos or PCB containing materials
3. Exterior plaster is evidencing some cracking and needs repairs and repainting. Leaking was noted on the south elevation, causing dry rot and some damage to the hardwood floors.
4. Plaster surfaces will need to be tested for lead paint and asbestos prior to surface preparation and new paint.
5. Building identification and exit signage needs upgrade.
6. The Roof Assessment Survey noted roof restoration is anticipated in 2019.
7. Roofs should be cleaned and roof penetrations should be checked and re-sealed periodically.
8. Gutters and downspouts appear serviceable. Their condition should be checked and necessary repairs incorporated in the pending roof restoration.

Interior Conditions – Classrooms

Categories 1-3

1. Floorcovering: Floor type and conditions vary. Most classrooms have carpet or a combination of carpet and vinyl tile.
 - a. Flooring in Rooms 1, 7, 8, 9 and 11 (Book Room) should have serviceable life remaining (approximately 2-5 years).
 - b. Flooring in Rooms 2, 3, 4, 6, 10, 12, 13, and 14 (Speech) are in poor condition and need replacement.
2. Ceiling Conditions: Most ceilings are suspended T-bar with 12"x12" acoustic tile and, with some minor repairs, appear to be in serviceable condition, except:
 - a. Ceiling in Room 13 needs replacement.
 - b. Room 11 (Book Room) has a plaster ceiling which needs some repairs and paint or glue-on acoustic tiles.
3. Wall Finishes: Most classroom wall finishes are plaster with 12"x12" acoustic tile above and appear to be in serviceable condition, except as noted:
 - a. Classroom 1 has tackable wall covering on two walls and plaster on the other two elevations; they appear to be in serviceable condition.
 - b. Classroom 2 has tackable wall covering on one wall and plaster on the other the other three walls, and all appear to be in serviceable condition.
 - c. Room 6: the south wall is in poor condition.
 - d. Room 8: has tackable wall panels on the north wall that is in serviceable condition.
 - e. Room 9 (Workroom): the walls are in good condition.

- f. Room 13: the south wall is in poor condition.
 - g. Rooms 7, 10 & 12: some wood panels and wood trim appear to be in serviceable condition.
 - h. Room 14: plaster walls appear to be in serviceable condition.
4. Casework: is mostly wood with laminated counter tops and is in poor condition. Additionally, cabinetry with sinks do not meet ADA requirements.
 5. Windows: the older windows are in poor condition.
 6. Doors and Hardware: Doors and hardware have been mostly updated with lever locksets, but do not have the “Columbine” type locking mechanisms.
 7. Signage: Room identification and exit signage need upgrades.
 8. Plumbing: Plumbing appears to be in serviceable condition; however, faucets and drinking fountains do not comply with ADA standards.
 9. HVAC: Mechanical systems appear to be in serviceable condition but are at end-of-life expectancy.
 10. Lighting: 2x4 florescent lighting should be upgraded to LED fixtures.
 11. IT Technology Distribution: the number of drops varies by room but appear adequate.
 12. Audio Visual: AV is mostly provided by projectors on carts. A couple of rooms have SmartBoards. A District Standard for SmartBoards, projectors or TV monitors should be established.

Interior Conditions – Administrative Offices and Support Spaces

Categories 1 - 3

1. Floor Covering: material and conditions vary:
 - a. Carpet in the Principal’s Office is in serviceable condition.
 - b. Vinyl tiles (VCT) in admin areas are in poor condition.
 - c. Vinyl tiles (VCT) in nurse’s area are in serviceable condition.
2. Ceilings: finishes in the Administration Office areas are T-bar with acoustic tile and in serviceable condition.
3. Walls: finishes are generally plaster. Some walls have acoustic tile above for sound attenuation. With minor repairs and paint, the plaster surfaces should be serviceable for several years. Tackable wallboard would be recommended when modernized.
 - a. The south wall in the Principal’s Office needs more extensive repairs.
4. Casework: cabinetry is primarily wood with laminated tops that are generally in poor condition.
5. Windows: single pane aluminum windows are in poor condition.
6. Door Hardware: door knobs are ADA non-compliant.
7. Signage: signage is either nonexistent or in poor condition.
8. Plumbing: plumbing and fixtures are in poor condition.
9. HVAC: mechanical heating and cooling systems appear in serviceable condition. As funds become available for modernization, the units should be checked further. As funds allow, it may be prudent to upgrade for energy efficiency.
10. Lighting: florescent lighting should be retrofitted or replaced with energy efficient LED fixtures.

Interior Conditions – Multi-Use Building/Auditorium

Categories 2-3

1. Flooring: hardwood floors are in good condition.
2. Ceilings: plaster ceilings are in serviceable condition. With minor repairs and paint, the plaster surfaces should be serviceable for several years. It may be prudent to consider acoustical panels for sound attenuation as funds allow.
3. Walls: plaster walls are in good condition.
4. Casework: cabinetry, wood trim and finishes are in good condition.
5. Windows: aluminum windows are in poor condition.
6. Door Hardware: door hardware is ADA compliant but does not have (“Columbine” type) security locking mechanisms.
7. Signage: lighted exit signage meets code at the time.
8. HVAC: mechanical heating and cooling systems appear in serviceable condition. As funds allow it may be prudent to upgrade for energy efficiency.

Interior Conditions – Restrooms

Category 1

The student and kindergarten restrooms are non-complaint and in poor condition, requiring a comprehensive modernization.

1. Flooring: flooring in the student restrooms and Kindergarten are ceramic tile and are in disrepair.
 - a. The sheet vinyl flooring in the Office Restroom is in serviceable condition.
2. Ceilings: plaster ceilings are generally in serviceable condition.
3. Walls: student restrooms have ceramic tile below and plaster above. The ceramic tile is in poor condition while the plaster is in fair condition.
 - a. The walls of the restroom in the admin/nurse area are plaster and in serviceable condition.
 - b. The walls of the restroom in the Kindergarten are plaster and are in good condition.
4. Toilet Partitions: toilet partitions in the Girls Restroom are in good condition. The partitions in the Boys Restroom are in disrepair.
5. Windows: aluminum windows in the student restrooms are in poor condition.
6. Signage: all restrooms need replacement with compliant signage.
7. Plumbing: all fixtures need replacement.
8. Heating/Ventilation: ventilation in the student restrooms are in poor condition. There is no ventilation in the office restrooms or Kindergarten.
9. Lighting: fluorescent lighting is in poor condition and should be upgraded to LED when modernized.

Portables

Not included in Assessment

Portables shared with Delta High School are included in the Delta High School assessment report. Other portables on the Clarksburg Middle School campus are operated by the charter school and are not included in this assessment.

Outbuildings and Storage Sheds

Not included in Assessment

Building B is a pump house for the well system.

Parking, Emergency Vehicle and Access Roads and Hardcourts

Asphalt and drainage conditions vary throughout the campus:

1. Asphalt areas are deteriorating and need remedial work or replacement.
2. Drainage needs improvement in several areas.
3. The hardcourt play areas have essentially been displaced by portable structures serving the charter school; however, two basketball courts remain operable.

Play Fields

Fields are addressed in the Delta High School assessment.

Reference Reports and Information

1. Building Inventory & Site Information
2. 2004-2009 Planning Documents and Facility Assessment Documents
3. Original Building Construction Plans
4. New Construction and Modernization Plans
5. Available Site Information
6. AHERA/Hazmat/Roofing and other District M&O Reports and Project Lists
7. District Demographic Studies and Enrollment Information
8. Drinking Water Well Reports

RIVER DELTA UNIFIED SCHOOL DISTRICT

Bates Elementary School

Mokelumne Continuation High School and Community Day School

Facility Condition Assessment

August 27, 2019

Bates: 180 Primasing Ave., Courtland, CA 95615-0308

Mokelumne HS: 160 Courtland High School Lane, Courtland, CA 95615-0308

Gross Acreage:	<u>50 Acres</u>	<u>Net Acres: 45 (90% useable)</u>
<u>Note:</u> The District's Courtland properties comprise 50 acres, including Bates Elementary School, Mokelumne High School, Community Day School, a Joint Use Library and property where an old high school campus has been demolished.		
Bates Elementary		
Building Square Footage:	<u>39,952 sf (approx.)</u>	
Year Built:	<u>Various - See table below</u>	
Classrooms:	<u>13 Teaching Stations</u>	
Capacity:	<u>351 Students (@ 27/1) 13 Classrooms</u>	
2018/2019 Enrollment - Elementary:	<u>127 Students</u>	
Avg. Daily Attendance (ADA):	<u>21 (11/2018)</u>	
Teaching Calendar:	<u>Traditional (K-6)</u>	
Mokelumne HS and Community Day School		
Building Square Footage:	<u>17,131 sf (approx.)</u>	
Year Built:	<u>Various - See table below</u>	
Classrooms:	<u>2 Teaching Stations</u>	
2018/2019 Enrollment – Mokelumne Continuation HS:	<u>12 Students</u>	
Avg. Daily Attendance (ADA):	<u>11 (11/2018)</u>	
2018/2019 Enrollment – Community Day School:	<u>3 Students</u>	
Avg. Daily Attendance (ADA):	<u>4 (11/2018)</u>	

BACKGROUND

Bates ES

The core Bates Elementary School campus was constructed between 1954 and 1957. Other buildings were added in 1974 and 2003, as follows: Building C (Classrooms) was built in 1951; Building E (Administration/Classrooms) was built in 1954; Building F (Classrooms) was built in 1957; Building G (Library-Media Center/Classrooms) was constructed in 1974; the Library

was renovated to a Media Center/Computer Lab when the Joint Use Library was constructed in 2003; Building H (Gym) was built in 1974; a new Joint Use Library modular building was added in 2003 with the County Library funded through a block grant; a new basketball hardcourt was built in 1999; a play structure was installed in 2000 by a grant by the Sacramento Housing and Redevelopment Agency. The parking lot was replaced in 2003.

Mokelumne Continuation/Community Day School

Building A (Auditorium) was built in 1938 and underwent a phased renovation between 1995-1998, funded in part by the Sacramento Housing and Redevelopment Agency. Building B was built in 1949 and initially used as a shop building. A portion of the building was converted to house the Mokelumne Continuation High School program and a Community Day School. Building D was built in 1953 and received improvements in 2003 to house the Healthy Start program. Buildings I, J, and K and are non-conforming structures and unsuitable for students. The parking lot and access drive was repaved in 1997. The western portion of the ballfield was reconstructed in 2000.

SUMMARY OF INFRASTRUCTURE AND SYSTEMS

Solar Photovoltaic System

The site is conducive for a ground mount solar array or one placed on covered parking structures. The approximate cost to provide 85-90% of capacity (102 kW): \$733,939.

Electrical and Lighting Infrastructure

The electrical service, switch gear, main, secondary and subpanels are antiquated, but appear adequate for current use.

1. Although sustaining, power service and equipment upgrades should be considered with any modernization project
2. Additional classroom power outlet distribution to support growing technology, system upgrades and maintenance could be improved.
3. Pursuant to ADA requirements, light switch and outlet heights, GFI circuitry, conduits, fittings and finish trim will need to be modified when modernized.
4. Although some energy efficient upgrades may have been completed with Prop 39 funds, to meet Title 24 electrical code and more recent energy efficiency requirements, lighting upgrades should be implemented when funds are available to modernize the campus.
5. Exterior LED lighting can be improved around the campus for security and energy savings.

Technology Infrastructure

The school's technology infrastructure, fiber and wire cabling pathways, MDF, IDFs and wireless access have been installed over time. Components and cabling will need updating to new technology standards, potentially including:

1. New fiber optic and cable pathways.
2. Some cabling pathways may not provide adequate separation between high and low voltage wiring.

3. Wireless equipment will need upgrade over the next few years.
4. Increased technology also requires power distribution upgrades.
5. The District has been using projectors, Smart Boards, TVs, and other teaching and media technology district-wide. Projectors have been purchased over time and models and ages vary. Over the next few years, most projectors and TVs will be ready for replacement with newer models.
6. Establishing new District Standards should be considered with new funding sources and further Master Planning.

Heating, Ventilation and Air Conditioning Equipment

1. Some upgrades were made through Emergency Repair grants, previous modernization and repairs made as equipment failed.
2. Equipment approaching 25 years old or beyond are due for reconditioning or replacement with newer more efficient systems.
3. An Energy Management Control system (EMS) should be included with mechanical equipment upgrades.

Automatic Fire Alarm System

Devices were updated in 2004, but new codes have been implemented. Further updates will be required as formal improvements are made. While the system is operational, panels and cabling in some areas are not adequate to meet new voice EVAC and current code requirements, which will be required in future projects. Older devices upgraded for compatibility should be reviewed for compliance to current code. A new fully addressable FA system has been identified as a priority by the District.

Phone/Clock/Bell & Speaker Systems

The Phone system was upgraded in 1991 and in 2018. Clocks/Bell and PA systems need to be evaluated for upgrade capability or replacement.

Energy Management Limited – needs improvement

Surveillance Cameras Partial Coverage

Security System Partial Coverage

BUILDINGS AND GROUNDS

Safety and Security

1. Fencing and gate improvements have been made in conjunction with previous projects and as funding has permitted. Further fencing needs have been identified.
2. Door hardware upgrades are needed campus-wide to address ADA access and security hardware including, (“Columbine” type) locksets.

3. The campus has limited security camera coverage. Further camera locations may be identified.
4. Fire alarm panels and devices vary campus-wide. Updates have been made under past projects. Older wiring, conduit raceways and patch panels bridge various components throughout the campus. Upgrades and replacements to devices in older structures have been made for compatibility; however, the campus and systems should be evaluated further for updated code compliance requirements. Additional sensors and annunciation devices will be required and a new fully addressable and monitored upgrade may be required, which will likely necessitate new cabling and raceways in older buildings.
5. A security camera monitoring system covers limited areas. System expansion should be considered, as funding allows. The site does have a vandal watch (caretaker) trailer on site.
6. The PA and All Call systems need upgrade/replacement with newer technology.
7. Some exterior lighting upgrades through Prop 39 energy efficiency grants have been made. A need for additional exterior lighting to provide better coverage (safety and security), and retrofits and replacements to existing lighting has been identified.

ADA Compliance - Path of Travel Access

ADA path of travel compliance issues have been identified, including:

1. Path of Travel issues at asphalt and concrete paving where cracks and elevation differentials create potential tripping hazards and grades are out of compliance.
2. Transitions to the buildings (ramps and handrails) are out of compliance.
3. ADA-compliant door hardware (locksets and thresholds) are needed.
4. Some doors have insufficient space on the strike side as is required by code.
5. Knob type locksets do not meet ADA code requirements.
6. Door hardware should be replaced (with "Columbine" type security hardware) and has been identified by the District as a priority.
7. The majority of door closers require adjustment or replacement.
8. Not all drinking fountains are ADA-compliant. New drinking fountains should include bottle fillers.
9. A District Standard for door hardware and drinking fountains requiring Board authorization should be established.
10. To meet current ADA accessibility requirements, most classroom sinks and faucets will require an ADA compliance upgrade, including modifications to casework and faucets.

General Building Envelope Maintenance and Repairs

The following have been identified as needing attention:

1. Exterior paint and prep, caulking and sealants are needed.
2. Evidence of paint flaking and cracking was noted campus wide.
3. Exterior (and interior surfaces) will need to be tested for lead and asbestos containing materials.

4. A program for ongoing roof maintenance and repairs should be developed and implemented.
5. The 2015 Roof Assessment Summary calls for roof restoration/replacement in 2018-2019.
6. Repair/replacement of gutters, flashings and rainwater leaders should accompany roofing restoration.
7. Repairs to exposed wood beams and trim.
8. Replacement of older window systems.
9. Window putty, where it exists, will need to be tested for lead, asbestos or PCB containing materials.
10. Replace deteriorated wood and metal doors, older storefront doors, thresholds and hardware, as needed.
11. Check and repair or replace any skylights and clearstory windows, as applicable.

Roof, Gutters and Downspouts

The District-Wide Roof Assessment Survey was updated in 2015 and should be updated as additional inspections are made maintenance and remedial work or roof replacements are accomplished. Note: Roofing report summaries do not necessarily include the portable structures at all campuses. Further assessment is required.

The Roof Assessment Survey indicates the roofs on the permanent buildings are in marginal condition, with ongoing maintenance and future repairs and restoration scheduled for 2018.

1. Permanent Buildings

- a. Maintenance: debris should be removed regularly and penetrations checked and re-sealed.
 - b. Admin and Classroom Buildings: The District-Wide Roof Assessment Survey calls for recoating with a Cool Roof rated acrylic elastomeric coating system in 2018 (est. cost: \$140,500).
 - c. Gymnasium: roof tiles are in poor condition. The report recommends replacement with new standing seam metal roofing (est cost: \$187,500).
 - d. Auditorium: composition roof appears serviceable.
 - e. Gutters, downspouts and flashings are in poor condition and need replacement as roofing work is done.
2. All Roofs: will need repairs and maintenance to maintain integrity and improve longevity. Rubber seals on roof penetrations and expansion joints between buildings tend to dilapidate and require replacement.

Typical classroom upgrades should consider:

1. New District Standard carpet, except where resilient flooring is better suited.
2. Cabinet refurbishing or new teaching walls, where applicable.
3. Lighting and power upgrades.
4. Acoustical ceiling repairs/replacement.

5. Door and hardware upgrades.
6. AV upgrades – Pole Vault (or similar) projectors, LED Screen TVs, or Smart Boards.
7. Technology upgrades and electrical outlet distribution.
8. Wall finishes/paint.
9. Marker boards/tack boards where applicable.
10. Window system repairs or replacement as funds allow.
11. Window shades/sun screens/blackout curtains.
12. Specialty classrooms will require updated casework and furnishings.
13. Clock, Bell, and PA Communication upgrades.
14. Fire Alarm, smoke detectors and fire extinguisher upgrades.
15. The phone system has been recently upgraded.

Potable Water - Domestic, Fire Protection and Irrigation

Potable water for domestic, fire protection and irrigation is supplied via two onsite wells, which have been monitored regularly.

Well #1: the main well provides water to Bates Elementary, Courtland Fire Department, Mokelumne Continuation School, Library and the Community Day School Daycare Center.

Well #2: is a backup well that can be used to provide water in case of a breakdown of the main well.

The well systems also pose concerns for future modernization or new development which could require new fire hydrants and fire sprinklers and infrastructure upgrades such as new piping, pumps and perhaps a storage tank to improve pressure, flow and volume.

In 2011, District water sampling indicated higher levels of arsenic. The District submitted a funding grant for further testing and design for remediation through the Safe Drinking Water State Revolving Fund program. The grant application was deemed sufficient to continue with a grant application, however subsequent testing evidently evidenced the levels had fallen below the cautionary threshold. The District has engaged routine testing as published on the District website. The Facility Assessment Estimate includes costs for a water treatment filtration system, including design engineering, construction and escalation factors @ \$866,000, should it become necessary.

Doors and Hardware

Door conditions vary throughout the campus. Lockset types vary as well. Some Schlage 'D' Series lever locksets were installed but many existing locksets are knob, not lever type. The District should endeavor to replace all locksets and doors as necessary with new District Standard locking hardware to address ADA and "Columbine" type security concerns.

Exterior Paint

The exterior plaster surfaces are evidencing some cracking and spalling and paint is flaking. New paint should be considered as soon as funds allow. Surfaces should be checked for lead or asbestos containing materials.

Window Blinds & Coverings

Types and conditions vary. Most rooms do not have window coverings and those that do are beyond repair. Recommend establishing a District Standard product and replace shades as funds allow. Shades also provide a line-of-sight security barrier during emergency lockdowns.

Student and Staff Restroom Facilities

Student and Staff Restrooms have received some repairs, but are essentially original and do not meet ADA accessibility requirements. The overall count (campus-wide) appears adequate per current enrollment. Each project submitted to the Division of the State Architect (DSA) for regulatory review and approval will require at least 20% ADA restroom and/or path of travel upgrades.

Summary of Facilities - Bates Elementary School					
Unit:	Description:	DSA #	Date	Area	Comments
C	Classrooms	Unknown	1951	3,760	
E	Admin / Classrooms	11828	1954	3,015	
F	Classrooms	Unknown	1957	7,190	
G	Media Center / Classrooms	37110	1974	10,434	Media Center now Computer Lab
H	Gymnasium	37110	1974	11,113	
I	Joint-Use Library (P)	104790	2003	1,440	Portable 2003
	Total			39,952 sf	

Summary of Facilities - Mokelumne School					
Unit:	Description:	DSA #	Date	Area	Comments
A	Auditorium	2158	1938	7,706	Modernized 1995-1998
B	Alternative HS/District Shop	Unknown	1949	5,341	Converted to 2 Classrooms
D	Healthy Start	11437	1953	2,369	Minor Modernization 2003
I	Pump House, Unapproved	Unknown	Unknown	255	Non- conforming
J	Electric House, Unapproved	Unknown	Unknown	48	Non- conforming
K	Abandoned	Unknown	Unknown	452	Non- conforming
L	Migrant Child Center	Unknown	Unknown	960	Portable - Unapproved
	Total			17,131 sf	

Bates Elementary- Main Buildings - C, E, F and G

Categories 1-3

Administration and Support Spaces, Classrooms, and Computer Lab

General

The main buildings, comprised of Buildings C, E, F, and G, were built around a central courtyard between 1951 and 1974, and include administrative offices and support spaces, classrooms, and a Computer Lab. The wing also includes custodial and mechanical rooms,

Staff Lounge and Work Room, and staff and student restroom facilities. The older buildings received some modernization upgrades in 1974 when Buildings G & H were constructed.

Building Envelope and Exterior Conditions

Categories 1-2

1. The site is relatively flat and ADA access and path of travel to the wing appears compliant.
 - a. Exterior doors, door hardware and thresholds are non-compliant.
 - b. Drinking fountains are not ADA-compliant.
 - c. An ADA accessible pathway to the play structure is needed.
2. The old boiler rooms have asbestos containing materials noted, requiring abatement.
3. Window frames and glazing are single glaze steel frame windows and require repair/replacement. Window putty, where it exists, will need to be tested for lead, asbestos or PCB containing materials.
4. Exterior plaster is evidencing some cracking and needs repairs and repainting.
5. Plaster surfaces will need to be tested for lead paint and asbestos prior to surface preparation and new paint.
6. Wood trim and siding is in poor condition.
7. Building identification and exit signage needs upgrade.
8. The Roof Assessment Summary noted roof restoration is anticipated in 2018.
9. Roofs should be cleaned and roof penetrations should be checked and re-sealed periodically.
10. Dry rot conditions were noted on the older buildings.
11. Gutters and downspouts are rusted and missing.
12. Knob type door hardware is non-compliant.
13. One security camera exists at the entry.
14. Drainage work is needed to keep water away from the building foundation.

Interior Conditions – Administration and Classrooms

Categories 1-3

1. Floor Covering: Floor type and conditions vary. Most classrooms have carpet though support spaces have vinyl flooring, restrooms have ceramic tile or epoxy floor finish and the custodial and mechanical rooms have concrete floors.
 - a. Carpet in the main office, Principal's Office, Teacher's Break Room and Conference Rooms have serviceable life remaining (approximately 3-5 years).
 - b. Carpet in Classroom 4 (Kindergarten) is in poor condition.
 - c. The Nurses area is vinyl composition tile flooring (VCT) and is in good condition.
 - d. Vinyl tile in the Book Room is 9x9 asbestos tile (VAT) and needs abatement and replacement.
 - e. The Teacher Work Room has sheet vinyl flooring that is in poor condition.
2. Ceiling Conditions: Ceiling finishes and conditions vary:
 - a. Administrative Offices and Rooms 6, and 13-17 have T-bar ceilings; T-bar ceilings are generally in serviceable condition.

- b. The Conference Room, Book Room and Classrooms 1-5 and 9-11 have 12"x12" acoustic tile.
 - c. The 12"x12" acoustic ceiling tiles in Rooms 5, 7 and 9 are in good condition.
 - d. Rooms 1, 2, 3, 4 and 12, ceiling tiles are coming loose and need replacement.
 - e. With minor patching and paint, the drywall ceiling in Room 12 (Teacher Break/Work Room) is serviceable.
- 3. Wall Finishes: most classrooms generally have vinyl wall covering over drywall, Tackable vinyl wall panels or wood paneling, some with 12"x12" acoustic tile or painted drywall above, and appear to be in serviceable condition except as noted:
 - a. The south wall in the Principal's Office is in poor condition.
 - b. The south and west walls of the Conference Room are in poor condition.
 - c. Wall finishes in Rooms 5-7 and 10-12, 14, 16 and 17 are in good condition.
 - d. Concrete masonry walls in rooms 7 (N), 9 (N&E), Custodial (all) and Room 12 (N), are in good condition.
- 4. Casework: not all classrooms have cabinetry. Casework where it exists (Rooms 1-4, 5-7, and 9-14) are made of wood or plastic laminate with laminated counter tops and are generally in poor condition.
 - a. Cabinetry in the Conference Room, Teacher Room, Nurse's Station, Classrooms 6, 7, 9, 12, and 14, with some repairs, are serviceable.
 - b. Casework in classrooms that have sinks must be ADA accessible, requiring modifications or new cabinetry.
- 5. Windows: window frames and glazing are single glaze aluminum and steel frame windows, and require repair/replacement.
 - a. Window putty, where it exists, will need to be tested for lead, asbestos or PCB containing materials.
 - b. Windows have been replaced with dual glaze aluminum windows in Rooms 7, 9, 10, 11, 12, 13, 14 and 17.
- 6. Doors and Hardware: A couple of doors have lever type locksets (Rooms 2, 3, 4, and 16). All other doors have non-compliant knob type hardware. No doors have the ("Columbine" type) locking mechanisms.
- 7. Signage: Room identification and exit signage is lacking, requiring new compliant signage.
- 8. Plumbing: classroom sinks and fixtures are generally in poor condition. Faucets and drinking fountains do not comply with ADA standards:
 - a. Sinks in the offices and support spaces are serviceable.
 - b. Restrooms in Kindergarten Classroom 4 are non-compliant and in poor condition.
 - c. There is an abandoned boiler in the closet of Classroom 1 that has asbestos wrapping.
 - d. There is an operative boiler in Classroom 3 with asbestos wrapping
- 9. HVAC: Mechanical (HVAC) systems are varying type and condition:

- a. Administrative Office and support spaces, Classrooms 5, 6 and 16 have a centralized forced air system in serviceable condition.
 - b. Independent units in classrooms 7-12 appear in good condition.
 - c. Classrooms 1, 2, 3 and 4 have old radiant heat and window air conditioning units that are in poor condition.
 - d. Classrooms 13, 14, 15 and 17 are older systems in disrepair.
10. Lighting: Classrooms 8-14 have been retrofitted with LED fixtures with the District's Prop 39 energy grant but other fixtures need upgrades.
11. Technology: IT distribution and number of drops vary by room. Classrooms 8-11, 14, 16 and 17 have been upgraded. The Principal's Office and Main Office area have minimal drops for access and will need upgrade to accommodate current and future needs.
12. Audio Visual: AV is mostly provided by portable projectors on carts. A couple of rooms have SmartBoards. A District Standard for SmartBoards, projectors or TV monitors should be established.

Interior Conditions – Student Restrooms

Categories 1 & 3

Student Restrooms are non-compliant and are in poor condition:

- 1. Flooring: epoxy floor is in serviceable condition.
- 2. Ceilings: painted drywall ceilings are in serviceable condition.
- 3. Walls: walls are concrete block and in good condition.
- 4. Partitions: wood partitions are in poor condition and non-compliant.
- 5. Door Hardware: hardware is serviceable.
- 6. Windows: steel frame windows need repair/replacement.
 - a. Window putty, where it exists, will need to be tested for lead, asbestos or PCB containing materials.
- 7. Signage: building identification and exit signage needs upgrades.
- 8. HVAC: heating and ventilation are in poor condition.
- 9. Plumbing: toilets and sinks are in poor condition and are not ADA compliant.
 - a. Boys: 3 sinks, 4 urinals and 2 toilets.
 - b. Girls: 3 sinks and 4 toilets.
- 10. Lighting: lighting is inefficient and requires upgrade.

Interior Conditions – Interior Hallway

Categories 1 & 3

- 1. Floor Covering: carpeting is in poor condition.
- 2. Ceiling Conditions: drywall ceiling is in serviceable condition.
- 3. Wall Finishes: painted drywall and wallcovering is in poor condition.
- 4. Casework: casework is in poor condition.
- 5. Windows: windows have been replaced with dual glaze aluminum windows.
- 6. Doors and Hardware: doors have non-compliant knob type hardware and need the ("Columbine" type) locking mechanisms.

7. Signage: need tactile signage.
8. Plumbing: ADA compliant drinking fountains are needed.
9. HVAC: units are serviceable.
10. Lighting: lighting has been upgraded with LED fixtures with the District's Prop 39 energy grant.

Interior Conditions – Warming Kitchen

Categories 1-3

The Warming Kitchen is non-ADA and code compliant.

1. Floor Covering: 12"x12" vinyl tile is in poor condition.
2. Ceiling Conditions: 12"x12" acoustic tile is in serviceable condition.
3. Wall Finishes: painted (textured) drywall is in poor condition. Wall finishes should be washable surfaces (FRP, plastic laminate or similar).
4. Casework: laminated fixtures and counter tops are serviceable.
5. Windows: aluminum windows are in poor condition.
6. Doors and Hardware: doors have non-compliant knob type hardware.
7. Signage: need tactile signage.
8. Plumbing: plumbing, sinks and faucets are antiquated and in poor condition.
9. HVAC: none
10. Lighting: florescent lighting is serviceable.

Building H – Gymnasium/MUB

Categories 1-2

Building Envelope and Exterior Conditions

Categories 1-2

1. The site access is relatively flat and ADA path of travel to the wing appears compliant, except as follows:
 - a. Handrails are non-compliant.
 - b. Exterior doors, door hardware and thresholds are non-compliant.
 - c. Drinking fountains are not ADA compliant.
2. Thin brick facing is serviceable.
3. Plaster has cracks, the exterior paint is flaking and needs repairs and repainting.
4. Exterior surfaces will need to be tested for lead paint and asbestos prior to surface preparation and new paint.
5. Wood trim on south elevation is loose and rotted.
6. Tile roof was scheduled to be replaced with standing seam roof panels in 2018 pursuant to the District's roof report.
7. Gutters and downspouts are rusted through.
8. Window frames and glazing are single glaze aluminum frame windows and require replacement.
9. Building identification and exit signage needs upgrade.
10. Knob type door hardware is non-compliant.
11. No security cameras were observed.

Interior Conditions – Gymnasium/ MUB

Categories 1-2

Flooring: 12'x12' vinyl composition tile (VCT) is in poor condition.

Ceiling: acoustical ceiling tiles are missing.

Wall Finishes: drywall with acoustic tiles are in poor condition.

Bleachers: wooden bleachers are in serviceable condition but need ADA modifications.

Windows: aluminum frame windows require replacement.

Doors and Hardware: door hardware is non-compliant.

Signage: need tactile signage.

HVAC: no air conditioning; heating is marginal.

Lighting: lighting is serviceable; consider LED upgrade.

Technology/AV: none observed. Need assisted listening devices.

Interior Conditions – Stage

Categories 1-2

Flooring: 12'x12' vinyl composition tile (VCT) is in poor condition

Ceiling: Acoustical ceiling tile are in serviceable condition

Wall Finishes: Drywall with acoustic tiles are in serviceable condition

Doors and Hardware: Door hardware is non-compliant

Signage: Needs tactile signage

ADA Access: No ADA access to stage. Needs wheel chair lift

HVAC: No air conditioning. Heating is marginal

Lighting: Lighting is serviceable. Consider LED upgrade

Technology/AV: None observed

Interior Conditions – Locker Rooms/Restrooms

Categories 1-2

Student locker and restrooms facilities are non-compliant and are generally in poor condition:

1. Flooring: ceramic tile in restroom and concrete in locker room are in serviceable condition in the girls' facility and in poor condition in the boys'.
2. Ceilings: painted drywall ceilings are in poor condition.
3. Walls: ceramic tile walls are in serviceable condition in the girls' facility and in poor condition in the boys'.
4. Partitions: partitions are in poor condition.
5. Lockers: serviceable
6. Door Hardware: hardware is in poor condition.
7. Windows: Windows are serviceable
8. Signage: building tactile identification is needed. Exit signage needs upgrade in boys' and is in good condition in girls'.
9. HVAC: heating and ventilation are in poor condition.
10. Plumbing: toilets and sinks are in poor condition and are not ADA compliant.
 - a. Boys: 3 sinks, 3 urinals and 2 toilets.
 - b. Girls: 3 sinks and 3 toilets (one is ADA compliant).
11. Lighting: lighting is inefficient and requires upgrade.

Mokelumne Continuation High School and Community Day School

Building H – Mokelumne (Courtland) Auditorium

Categories 1-2

The building is part of the old Courtland High School campus and was built in 1938 and renovated between 1995-1998

Building Envelope and Exterior Conditions

Categories 1-2

1. Path of travel access appears compliant.
2. Plaster has cracks that need repair and repainting.
3. Exterior surfaces will need to be tested for lead paint and asbestos prior to surface preparation and new paint.
4. Wood trim needs repair.
5. Composition roofing appears serviceable.
6. Gutters and downspouts are in disrepair.
7. Window have dry rot on the south side.
8. Building tactile identification signage is needed.
9. Knob type door hardware is non-compliant.
10. No security cameras were observed.

Interior Conditions

Categories 1- 3

Flooring: hardwood floor is serviceable. Will need refinishing within the next 2 years.

Ceiling: T-bar ceiling is stained from current or prior roof leaks and falling.

Wall Finishes: plaster finish is in serviceable condition; needs painting.

Casework: wood fixtures at stage are serviceable.

Windows: aluminum windows are dual glaze and were replaced in 1998.

Doors and Hardware: hardware was upgraded to meet code and ADA compliance in 1998.

Signage: need tactile signage; some exit signage is missing.

Plumbing: ADA access improvements were made when modernized in 1998.

HVAC: heating only in marginal condition.

Lighting: florescent lighting is serviceable; consider LED upgrade.

Technology/AV: none observed. Need assisted listening devices.

Mokelumne Continuation High School and Community Day School

The building is part of the old Courtland High School campus.

Building Envelope and Exterior Conditions

Categories 1-2

1. An ADA accessible pathway to the classrooms is needed.
2. Plaster has cracks that need repair and repainting.
3. Exterior surfaces will need to be tested for lead paint and asbestos prior to surface preparation and new paint.

4. Some dry rot is evident on the exterior siding and wood trim needs repair.
5. The District's Roof Assessment Survey did not address this roof condition.
6. Gutters and downspouts are in disrepair.
7. Windows are single pane and will need replacement. Wood windows evidence dry rot conditions (south side).
8. Building tactile identification signage is needed.
9. Some lever handle door hardware has been installed. Existing knob type door hardware is non-compliant.
10. No security cameras were observed.

Interior Conditions

Categories 1 - 3

Flooring: The Continuation Classroom has new 12'X12' VCT. Community Day School has 9'X9' VAT (asbestos) floor tiles.

Ceiling: wood tongue and groove is in good condition.

Wall Finishes: painted drywall is in serviceable condition. Community Day School side needs painting.

Casework: wood fixtures in Continuation Classroom are serviceable; there is no cabinetry in Community Day School.

Windows: single pane steel frame windows have reached the end of their useful life span.

Doors and Hardware: a mix of outdated panic bars, levers and knobs need update.

Signage: need tactile signage; some exit signage is missing.

Plumbing: The Continuation Classroom has an upgraded sink but it is not ADA compliant. The Community Day School restroom is not ADA compliant.

HVAC: upgraded HVAC.

Lighting: LED upgrade installed.

Technology/AV: Wireless Access Point (WAP) in each room, outdated AV.

Portables

A modular Joint-Use Library was constructed in 2003 and is in good condition. j

Outbuildings and Storage Sheds

Not included in Assessment

A 255 sf pump house, a 48sf electric house and a 452sf abandoned building sit on-campus. A Migrant Education Center is housed in a nonconforming converted shop space.

Parking, Emergency Vehicle and Access Roads and Hardcourts

Asphalt and drainage conditions vary

1. Newer asphalt surfaces will need repair and coatings within 5 years to maintain integrity and extend life.

2. Older asphalt areas are deteriorated and need more comprehensive remedial work or replacement.
3. Drainage needs improvement in several areas.

Play Fields

The grass fields are undeveloped. The grass turf and irrigation systems are in need of renovation.

Reference Reports and Information

1. Building Inventory & Site Information
2. 2004-2009 Master Planning and Facility Assessment Documents
3. Original Building Construction Plans
4. New Construction and Modernization Plans
5. Available Site Information
6. AHERA/Hazmat/Roofing and other District M&O Reports and Project Lists
7. District Demographic Studies and Enrollment Information
8. Drinking Water Reports

RIVER DELTA UNIFIED SCHOOL DISTRICT

Walnut Grove Elementary School

Facility Condition Assessment

August 9, 2019

Address: 14181 Grove Street, Walnut Grove, CA 95690

Acreage:	<u>11.4 Acres</u> <u>Useable = 10.26 Acres (90%)</u>
Building Square Footage:	<u>39,493 sf (approx.)</u> Per DSA/CDE Info
Year Built:	<u>Various- See table below</u>
Modernized:	<u>Various- See table below</u>
Classrooms:	<u>10 Teaching Stations</u>
Permanent Classrooms:	<u>10</u>
Portable Classrooms	<u>0</u>
Capacity:	<u>270 Students (@ 27/1)</u> 10 Permanent
2018/2019 Enrollment:	<u>166 Students</u>
Avg. Daily Attendance (ADA):	<u>161 (11/2018)</u>
Teaching Calendar:	<u>Traditional (K-6)</u>

BACKGROUND

Building A was constructed in 1935. Buildings B and C were built in 1973.

The previous bond (Measure V) Plan generally addressed improvements to restrooms (Building A), ADA access, partial modernization of classrooms and support facilities, windows at the Gym, asbestos abatement, replacement of boiler/chiller systems, campus reroofing (2018), and asphalt maintenance and paving repairs and other site improvements. Some improvements were accomplished by small maintenance projects through the Emergency Repair Program.

The 2006 Master Plan anticipated funding some modernization to Buildings A and B with Measure V funds. Other projects were identified, but unfunded.

SUMMARY OF INFRASTRUCTURE AND SYSTEMS

Solar Photovoltaic System

The site is conducive for a ground mount solar array or one placed on covered parking structures. The approximate cost to provide 85-90% capacity (118kW): \$847,855.

Electrical and Lighting Infrastructure

Main electrical, secondary service and distribution upgrades are needed. Some older buildings have obsolete electrical panels for which parts are no longer available. Current concerns are:

1. Additional classroom power outlet distribution to support growing technology, system upgrades and maintenance are needed.
2. Pursuant to ADA requirements, light switch and outlet heights, GFI circuits, conduits, fittings and finish trim need to be upgraded.
3. Although some energy efficient upgrades may have been completed with Prop 39 funds, to meet Title 24 electrical code and more recent energy efficiency requirements lighting upgrades throughout older interiors is necessary.
4. Exterior LED lighting can be improved around the campus for security and energy savings.

Technology Infrastructure

The school's technology infrastructure, fiber and wire cabling pathways, MDF, IDFs and wireless access have been installed over time. Components and cabling will need updating to new technology standards, potentially including:

1. New fiber optic and cable pathways between buildings.
2. Pathways and cabling upgrades are also needed within buildings.
3. Some cabling pathways may not provide adequate separation between high and low voltage wiring.
4. Wireless equipment will need to be upgraded over the next few years.
5. Increased technology also requires power distribution upgrades.
6. The District has been using projectors, Smart Boards, TVs, and other teaching and media technology district-wide. Projectors have been purchased over time and models and ages vary. Over the next few years, most projectors and TVs will be ready for replacement with newer models.
7. Establishing new District Standards should be considered with new funding sources and further Master Planning.

Heating, Ventilation and Air Conditioning Equipment

The old boiler-chiller systems and other HVAC upgrades were completed and eventually funded through the Emergency Repair program (ERP). Remaining HVAC equipment types and ages vary. The District has prioritized replacement of remaining HVAC units and energy management controls as funding permits.

Automatic Fire Alarm System

The District has prioritized a fire alarm upgrade as funds become available. Some cabling is either original or connected via old cabling and patch panels. While the system is operational, panels and cabling in some areas are not adequate to meet new voice evacuation (EVAC) and current code requirements, which will be required for future projects. Devices in older buildings have been upgraded for compatibility but should be reviewed for compliance to current code. Some cabling from panels to older buildings is untagged and difficult to decipher without tracing.

Phone/Clock/Bell & Speaker Systems

The phone system has been recently upgraded. The campus has differing Clock/Bell PA system cabling and patchwork connections. New clock/Bell PA systems have been identified as a priority.

Energy Management Limited – needs improvement

Surveillance Cameras Partial Coverage

Security System Partial Coverage

BUILDINGS AND GROUNDS

Safety and Security

1. Some fencing and gate improvements have been made as funding has permitted. Further fencing needs have been identified.
2. Door hardware upgrades are needed campus-wide to address ADA access and security hardware, including “Columbine” type security locksets.
3. The campus has limited security camera coverage; further camera locations may be identified.
4. A campus-wide fire alarm system upgrade has been identified as a priority.
5. The systems should be evaluated further for updated code compliance requirements. Additional sensors and annunciation devices will be required and a new fully addressable and monitored upgrade may be required, which will likely necessitate new cabling and raceways in older buildings.
6. A security camera monitoring system covers limited areas. System expansion should be considered, as funding allows.
7. The PA and All Call systems need upgrades/replacement with newer technology.
8. Through past modernizations and energy efficiency improvements, some exterior lighting upgrades have been made, but a need for additional exterior lighting to provide better coverage (safety and security), and retrofits and replacements to existing lighting, has been identified.
9. Emergency exit signage and room identification signage should be prioritized.

ADA Compliance - Path of Travel Access

Although some path of travel improvements have been made, additional ADA compliance issues have been identified throughout the site and at each building, including:

1. Building A has numerous barriers and ADA compliance challenges.
2. Asphalt and concrete paving have cracks and elevation differentials that create potential tripping hazards. Furthermore, grades that are out of compliance create path of travel issues.
3. Transitions to and between buildings and new walkways should be installed to establish an ADA-compliant path of travel.

4. Most doors in older un-modernized buildings are out of compliance with respect to ADA-compliant door hardware (locksets and thresholds). Some doors have insufficient space on the strike side, as is required by code.
5. The majority of door closers require adjustment or replacement.
6. Not all drinking fountains are ADA-compliant. New drinking fountains should include bottle fillers. A District Standard requiring Board authorization should be established.
7. To meet ADA accessibility requirements, most of the older classroom sinks and faucets will require an ADA compliance upgrades, including modifications to casework and faucets at many of the sink locations.

General Building Envelope Maintenance and Repairs

Buildings have varying exterior finish materials (i.e., plaster, masonry & wood siding) and conditions vary. Wood trim was noted to be worn and showing signs of potential dry rot conditions. Major roofing work was completed in 2018.

The following have been identified as needing attention:

1. Additional and ongoing repairs.
2. All roofs will need routine maintenance to maintain integrity and improve longevity.
3. Repairs to exposed wood beams and trim.
4. Additional window repair/replacement.
5. Exterior plaster, siding and masonry repairs.
6. Exterior paint and prep, caulking and sealants.
7. Replace deteriorated wood and metal doors, older storefront doors, thresholds and hardware as needed.
8. Check and repair or replace any skylights and clearstory windows, as applicable.

Classroom Upgrades

Typical classroom upgrades should consider:

1. New District Standard carpet, except where resilient flooring is better suited.
2. Cabinet refurbishing or new teaching walls, where applicable.
3. Lighting and power upgrades.
4. Acoustical ceiling repair/replacement.
5. Door and hardware upgrades.
6. AV upgrades – Pole Vault (or similar) projectors, LED Screen TVs, or Smart Boards.
7. Technology upgrades and electrical outlet distribution.
8. Wall finishes/paint.
9. Marker boards/tack boards where applicable.
10. Window system repairs or replacement as funds allow.
11. Window shades/sun screens/blackout curtains.
12. Specialty classrooms will require updated casework and furnishings.
13. Clock, Bell and PA Communication upgrades.
14. Fire alarm, smoke detectors and fire extinguisher upgrades.

Doors and Hardware

Door conditions and lockset types vary throughout the campus. Some ADA compliant lever locksets have been installed, but do not have the “Columbine” type security locking capability. To address ADA and “Columbine” type security concerns, the District should endeavor to replace all locksets and doors as necessary with new District Standard locking hardware.

Window Blinds & Coverings

Types and conditions vary. Most rooms do not have window coverings and those that do are beyond repair. Recommend establishing a District Standard product and replace shades as funds allow. Shades also provide a line-of-sight security barrier during emergency lockdowns.

Potable Water and Irrigation

Potable water is supplied by two District wells; one for domestic water and the other for irrigation. The wells also provide water to the adjacent county park. The well systems have produced issues over the years in terms of volume, pressure and water quality. A new pump was installed in 2003. Volume and pressure are ongoing concerns and additional needs for fire hydrants and fire sprinklers could require additional booster pumps, storage tanks or other solutions. In 2010 the District tested the water sources and arsenic levels were shown to be near the threshold limits. A Safe Drinking Water (planning) grant application was submitted for additional testing and engineering solutions, however, upon further testing the levels had dropped and due to economic conditions, the program funds were forestalled.

Exterior Paint

The campus has been well maintained, although some buildings have exposed wood that has been deteriorating over time. Further repairs to the exposed siding, fascia, beams and trim, wood and metal doors have been noted. New paint should be considered within 3-5 years in conjunction with building repairs. Portable structures, if not replaced, will need exterior repairs to cladding, trim and doors, and will need repainting.

Student and Staff Restroom Facilities

The overall count (campus-wide) appears adequate per current enrollment. One set of Boys/Girls restrooms in Building A were renovated in 2017. Other restrooms need upgrades to meet current ADA requirements (including entrance doors, partitions and fixtures), and will require full renovation. Each project submitted to the Division of the State Architect (DSA) for regulatory review and approval will require at least 20% ADA restroom and/or path of travel upgrades.

Summary of Facilities – Walnut Grove Elementary School					
Unit:	Description:	DSA #	Date	Area	Comments
A	Classrooms/Auditorium	1256	1935	17,198	Partially Modernized 2006/2007
B	Multi-Purpose	36642	1973	11,084	
C	Admin/Classrooms	36642	1973	11,211	
D	Vandal Watch	None			Non-Conforming
	Total Square Footage			39,493	

General

Building A was constructed in 1935. The building contains classrooms, restrooms, an interior corridor and a Staff Room. Although well maintained, the building is in need of modernization. The structure poses numerous ADA challenges. Additionally, the structure should be evaluated by a structural engineer for remedial seismic and structural upgrade recommendations when a modernization can be advanced.

Building Envelope and Exterior Conditions

Categories 1-3

1. ADA access and path of travel issues noted:
 - a. Exterior doors, door hardware and thresholds are non-compliant
 - b. Ramps and stairs to and within the building are non-compliant
 - c. Walkway and asphalt cracking and elevation variances
 - d. Drinking fountains are not ADA compliant
 - e. The Kindergarten play structure is not fully ADA accessible. The ramp is noncompliant
 - f. Asphalt at the kindergarten playground is rough and cracked. Surfacing repairs have been made over the years, however the subbase conditions are poor
2. Building A and associated covered walkways were re-roofed in 2018.
3. The windows and glazing require repairs/replacement
4. Window putty where exists will need to be tested for lead, asbestos or PCB containing materials
5. Exterior surfaces need repairs and repainting. Existing paint is flaking and peeling
6. Plaster has cracks. Surfaces will need to be tested for lead paint and asbestos prior to surface preparation and new paint.
7. Exterior trim and exposed beams have evidenced dry rot conditions
8. The building has limited security coverage
9. Building ID and exit signage needs upgrade

Interior Conditions

Categories 1-3

1. Flooring: Floor conditions vary:
 - a. Vinyl asbestos floor tile (VAT) in the staff and boiler rooms need abatement and replacement.
 - b. Concrete hallways and epoxy floors in the restrooms are in good condition.
 - c. Sheet vinyl flooring in the conference and custodial rooms are still in serviceable condition but will require replacement in 3-5 yrs.
 - d. Carpeting conditions vary. Most classrooms should be serviceable for a couple of years. Classrooms 1 and 5 need replacement as soon as funds allow.
2. Ceilings: Ceilings finishes and conditions vary throughout the building:
 - a. Many of the classrooms and hallways have plaster ceilings which are in relatively good condition, but need minor repairs and new paint.

- b. The plaster ceilings in Classrooms 1 & 2 and 7 & 8 will need more significant repairs and new paint.
 - c. The 12'x12' acoustic ceiling tiles in the Staff Room are in serviceable condition. The ceiling finish could use repairs and paint or replacement as funds allow.
3. Walls: Wall conditions vary in the old building. Most wall finishes are comprised of wood and/or plaster, except restrooms which have fiber reinforced plastic (FRP) panels.
 - a. Plaster wall finishes are in relatively good condition.
 - b. A couple of walls need minor repairs and paint.
 - c. The wood siding is in decent condition, however, not the best finishes for classrooms and corridors.
 - d. Sound attenuation is a vital component of functional educational spaces. Neither the plaster nor wood surfaces sufficiently absorb noise.
4. Casework: Casework type and conditions vary:
 - a. Trophy cases in the corridors are in good condition.
 - b. Plastic laminate and wood cabinetry are in fairly good condition; however, sink cabinets are non-ADA compliant and will need to be modified.
5. Windows: Wood and metal window systems are marginal and should be replaced as funds allow.
6. Doors and Hardware: Doors and hardware are ADA non-compliant and need upgrades.
7. Signage: Building identification and exit signage needs to be upgraded.
8. Lighting: Florescent fixtures should be retrofitted with energy efficient LED.
9. Plumbing: Sinks, faucets and drinking fountains are non-compliant and in poor condition.
10. HVAC: HVAC systems need replacement.

Building A – Restrooms

Category 3

The two main student restrooms in the old wing were upgraded in 2016.

Building A – Old Gym

Categories 2-3

The old Gym has been converted to office and swing space for after school programs and activities. The space is in serviceable condition with upgrades needed to windows and door hardware:

1. Aluminum windows are failing and need replacement.
2. Door hardware needs ADA and security upgrade.
3. The roof condition should be checked. The 2015 roof condition report called for repairs in 2017-2018, but the 2018 roofing projects were limited to Building A classroom and canopies.

Building B was constructed in 1973. The building includes a warming kitchen, a Multi-Purpose Room, locker rooms, a raised platform stage, a Storage Room and restrooms.

Building Envelope and Exterior Conditions

Categories 2-3

1. The path of travel is ADA accessible, however the door hardware needs to be upgraded.
2. The exterior brick appears to be in good condition.
3. Paint is generally in good condition.
4. The windows need replacement.
5. Gutters and rain water leaders appear in good condition.
6. No dry rot was noted.
7. There is no camera surveillance coverage.
8. Roofing conditions require additional inspection. The district report called for remediation in 2017-2018, however the work performed only addressed sheet metal repairs. Other work may be needed soon.

Interior Conditions – Warming Kitchen

Categories 2-3

1. Haz-Mat: Asbestos pipe wrapping was noted in the boiler room and will require abatement.
2. Flooring: The Warming Kitchen has 12"x12" vinyl floor tiles which are in serviceable condition; however, health code requires seamless flooring, polished or epoxy concrete, or ceramic tile.
3. Ceilings: Ceilings and walls are painted drywall and in good condition.
4. Casework: Laminated casework appears in serviceable condition, but the counter tops are chipped and delaminating.
5. Doors and Hardware: Door hardware is non-compliant; replace with ADA compliant lever handles.
6. Signage: Upgrade signage. Room Signage is deficient and noncompliant
7. Plumbing: Plumbing appears in serviceable condition.
8. HVAC: The HVAC system was replaced in 2008 and appears to be in good condition.
9. Lighting: Florescent lighting should be upgraded to LED.

Interior Conditions – Multi-Purpose Room

Categories 1-3

1. Flooring: The Multi-Purpose Room has 12"x12" vinyl tiles that are in serviceable condition.
2. Ceilings: Ceilings are drywall with acoustical tiles and appear to be in good condition.
3. Walls: Walls are tackable wall panels with painted drywall above and in good condition.
4. Casework: The wood cabinetry is in serviceable condition.
5. Windows: The steel window assemblies are single glaze and should be serviceable for a few more years.

6. Doors and Hardware: Door hardware needs replacement with updated ADA compliant hardware.
7. Plumbing: The sink on the stage needs replacement.
8. Signage: Lighted exit signage is serviceable; additional exit signage is recommended.
9. HVAC: The central HVAC system was upgraded with an Emergency Repair Grant circa 2008 and, with routine maintenance, should remain in serviceable condition for another 7-10 years.
10. Lighting: The florescent light fixtures should be replaced with more energy efficient LED.
11. Technology: Technology appears adequate.
12. Audio Visual: There are no projectors or large screen TVs for media.

Interior Conditions – Rest Rooms and Locker Rooms

Category 1

The restrooms and locker rooms are non-ADA compliant, in failing condition, and need a full-scale modernization.

Building C – Administration, Media Center and Classroom Bldg. Categories 1-3

Building C was constructed in 1973. The building includes administration offices and support spaces, classrooms, Media Center and interior corridors.

Building Envelope and Exterior Conditions

Categories 2-3

1. The path of travel is ADA accessible, however, the door hardware needs to be upgraded.
2. The exterior brick appears to be in good condition.
3. Paint is generally in good condition.
4. The windows need replacement.
5. Gutters and rain water leaders appear in good condition.
6. No dry rot was noted.
7. Security camera surveillance coverage could be improved.
8. Roofing conditions require additional inspection. The district report called for remediation in 2017-2018, however the work performed only addressed sheet metal repairs. Other work may be needed soon.

Interior Conditions

Categories 1-3

Floor conditions vary:

1. Flooring: Carpet and vinyl tile floor covering generally appears serviceable for a few more years, except:
 - a. Carpeting in Rm 9 needs replacement.
 - b. The vinyl floor tiles in the interior corridor are worn.
2. Ceilings: Most ceilings are suspended T-bar and are generally in serviceable condition with some repairs needed, except as follows:
 - a. T-bar ceiling in the work areas and Teacher Work Room are water damaged.

- b. Repairs to track and tiles are needed in Rm 11.
 - c. Ceilings in Rm 12 are missing tiles.
 - d. Interior corridor is painted gyp board and is in relatively good condition.
- 3. Walls: Most wall finishes are tackable wall surfaces with painted drywall above and appear to be in relatively good condition.
- 4. Casework: Casework is a mix of wood and melamine with laminated counter tops, and appear to be in relatively good condition.
 - a. The cabinetry in the work areas are in poor condition.
 - b. Cabinetry with sinks need ADA upgrades.
- 5. Windows: Windows are single glaze aluminum or steel and in marginal condition.
 - a. Windows with calking or glazing putty will need to be tested for asbestos, lead or PCB content.
- 6. Doors and Hardware: Doors and hardware need updated lever locksets, with ("Columbine" type) security locking mechanisms.
- 7. Signage: Most areas do not have adequate room or exit signage.
- 8. Plumbing: Plumbing appears to be in serviceable condition
 - a. See note 4.b - some faucets and wheelchair access needs upgrade
 - b. New drinking fountains with bottle fillers are needed.
- 9. HVAC: Mechanical systems are in good condition.
- 10. Lighting: 2x4 florescent lighting should be upgraded to LED fixtures.
- 11. Technology: IT technology distribution appears adequate (verify if additional drops are needed).
- 12. Audio Visual: Audio Visual is mostly provided by projectors on carts:
 - a. Room 11 has a Smart Board.
 - b. A District Standard for TV, Smart Boards or TV monitors should be established.

Parking, Emergency Vehicle and Access Roads and Hardcourts Categories 1-2

Asphalt and drainage conditions vary throughout the campus:

1. The District initiated some pavement work in 2018.
2. Newer asphalt surfaces will need repair and coatings within 5 years to maintain integrity and extend life.
3. Older asphalt areas are deteriorated and need more comprehensive remedial work or replacement.
4. Drainage needs improvement in several areas.
5. Asphalt repairs at the Kindergarten playground and interior courtyard have been made over the years, however the subbase conditions are poor.

Play Fields

Category 1

The grass fields are undeveloped. The grass turf and irrigation systems are in need of renovation.

Play Structures

Categories 2-3

1. The play structures are in serviceable condition.
2. Better ADA access needs to be provided to the Kindergarten structure.
3. The surrounding asphalt condition is failing and needs repair/replacement.

Reference Reports and Information

1. Building Inventory & Site Information
2. 2004-2009 Master Planning and Facility Assessment Documents
3. Original Building Construction Plans
4. New Construction and Modernization Plans
5. Available Site Information
6. AHERA/Hazmat/Roofing and other District M&O Reports and Project Lists
7. District Demographic Studies and Enrollment Information
8. Drinking Water Reports

River Delta Unified School District
 Facilities Assessment
 Conceptual Cost Estimate
 October 16, 2019



Total Cost Summary by Site

Site	Construction	Soft Costs & Contingencies 30%	Total Cost	Escalations 10%	Total with Escalations
SFID #1					
Rio Vista High School	\$28,458,438	\$8,537,531	\$36,995,969	\$3,699,597	\$40,695,566
Riverview Middle School	\$12,872,258	\$3,861,678	\$16,733,936	\$1,673,394	\$18,407,329
D. H. White Elementary School	\$9,521,397	\$2,856,419	\$12,377,816	\$1,237,782	\$13,615,598
Isleton Elementary School	\$9,890,648	\$2,967,194	\$12,857,842	\$1,285,784	\$14,143,627
Subtotal SFID #1	\$60,742,742	\$18,222,822	\$78,965,564	\$7,896,556	\$86,862,120
SFID #2					
Walnut Grove Elementary School	\$10,544,976	\$3,163,493	\$13,708,469	\$1,370,847	\$15,079,315
Bates Elementary School	\$10,063,179	\$3,018,954	\$13,082,132	\$1,308,213	\$14,390,346
Clarksburg Middle School	\$6,130,871	\$1,839,261	\$7,970,132	\$797,013	\$8,767,146
Delta High School	\$23,562,112	\$7,068,633	\$30,630,745	\$3,063,075	\$33,693,820
Subtotal SFID #2	\$50,301,137	\$15,090,341	\$65,391,479	\$6,539,148	\$71,930,626
Total All Sites	\$111,043,879	\$33,313,164	\$144,357,043	\$14,435,704	\$158,792,747

Cost Summary by Site and Condition

Site	Condition 1 (w/o Escalations)	Condition 2 (w/o Escalations)	Condition 3 (w/o Escalations)	Site Total (w/o Escalations)	Total with Escalations
SFID #1					
Rio Vista High School	\$16,212,846	\$7,474,397	\$13,308,726	\$36,995,969	\$40,695,566
Riverview Middle School	\$14,290,424	\$711,735	\$1,731,777	\$16,733,936	\$18,407,329
D. H. White Elementary School	\$9,712,313	\$676,534	\$1,988,970	\$12,377,816	\$13,615,598
Isleton Elementary School	\$8,212,420	\$1,655,711	\$2,989,711	\$12,857,842	\$14,143,627
Subtotal SFID #1	\$48,428,002	\$10,518,378	\$20,019,184	\$78,965,564	\$86,862,120
SFID #2					
Walnut Grove Elementary School	\$12,749,444	\$486,841	\$472,184	\$13,708,469	\$15,079,315
Bates Elementary School	\$12,328,105	\$554,294	\$199,733	\$13,082,132	\$14,390,346
Clarksburg Middle School	\$7,108,460	\$741,228	\$120,444	\$7,970,132	\$8,767,146
Delta High School	\$17,910,828	\$845,894	\$11,874,023	\$30,630,745	\$33,693,820
Subtotal SFID #2	\$50,096,836	\$2,628,258	\$12,666,384	\$65,391,479	\$71,930,626
Total All Sites	\$98,524,838	\$13,146,636	\$32,685,568	\$144,357,043	\$158,792,747

**River Delta Unified School District
Facilities Assessment
Conceptual Cost Estimate**



Cost Estimate Assumptions:

Site	River Delta Unified School District
Project	Conceptual Cost Estimate
Estimate Title	Facilities Assessment
Estimate Date	10/16/19
Estimate No.	1
Plan Date	None
Estimator	MLJ
General Conditions	10.0%
GC P&O	8.0%
Design Contingency	10.0%
Bonds & Insurance	2.0%
Escalation	10.0%
Soft Costs	30%
FF&E	NIC
Construction Contingency	NIC

Exclusions:

Clarifications:

River Delta Unified School District
 Facilities Assessment
 Conceptual Cost Estimate

Date 10/16/19



Rio Vista High School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
Site & Campus Wide Improvement								
2	09 91 13.	Exterior Painting	103,778	sf	\$290,492	\$87,147.54	\$377,639	
3	10 14 00.	Marquee Sign Allowance	1	ls	\$66,647	\$19,994.04	\$86,641	
2	25 10 00.	EMS System (Pelican)	103,778	sf	\$193,661	\$58,098.36	\$251,760	
2	26 05 00.	Site Electrical Upgrades	1	ls	\$133,294	\$39,988.08	\$173,282	
2	27 10 00.	New Data Backbone	103,778	sf	\$221,327	\$66,398.13	\$287,725	
1	27 30 00.	VOIP Clock Bell Speaker System	103,778	sf	\$165,995	\$49,798.60	\$215,794	
1	28 16 00.	IP Security Cameras	32	ea	\$133,294	\$39,988.08	\$173,282	
1	28 46 00.	Fire Alarm Upgrade	103,778	sf	\$1,244,965	\$373,489.47	\$1,618,454	
1	32 12 00.	Replace Damaged AC Paving	23,399	sf	\$233,920	\$70,176.08	\$304,096	
	32 12 36.	Crack Seal/Slurry Seal & Stripe						
3		Student Lot - Seal & Stripe	105,000	sf	\$62,981	\$18,894.37	\$81,876	
3		Staff Lot - Seal & Stripe	16,000	sf	\$9,597	\$2,879.14	\$12,476	
3		SW Bldg. G - Seal	3,000	sf	\$1,000	\$299.91	\$1,300	
3		E Bldg. F - Seal	2,650	sf	\$883	\$264.92	\$1,148	
1	32 16 23.	ADA Improvements	1	ls	\$333,234	\$99,970.20	\$433,204	
1	32 16 23.	Repair/Replace Hardscape	15,700	sf	\$366,224	\$109,867.25	\$476,091	
	32 18 00.	Field Improvements						
3		Artificial Turf Field	1	ls	\$1,999,404	\$599,821.20	\$2,599,225	
3		New Track	1	ls	\$1,299,613	\$389,883.78	\$1,689,496	
3		Replace/Repair Bleachers	2	ls	\$933,055	\$279,916.56	\$1,212,972	
3		New Concession/Toilet Building	4,000	sf	\$2,399,285	\$719,785.44	\$3,119,070	
3		New Press Box	1	LS	\$333,234	\$99,970.20	\$433,204	
1	32 31 00.	Fencing Repair/Replacement	1	ls	\$66,647	\$19,994.04	\$86,641	
2	32 80 00.	Landscaping	1	ls	\$66,647	\$19,994.04	\$86,641	
Demolition								
2	02 41 16.	Demolish Boiler Room Building	896	sf	\$41,801	\$12,540.26	\$54,341	
2	02 41 16.	Demolish Old Radio Station Building	496	sf	\$23,140	\$6,941.93	\$30,082	
3	02 41 16.	Remove Existing Portables	2	ea	\$26,659	\$7,997.62	\$34,656	
2	02 41 16.	Remove Old Radio Antenna	1	ls	\$6,665	\$1,999.40	\$8,664	

River Delta Unified School District
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Rio Vista High School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
Modernization								
	07 50 00.	Roofing						
1		Building D - Admin	8,725	sf				In Modernization Cost
1		Building E Theater	16,150	sf	\$193,742	\$58,122.67	\$251,865	
2		Building J Ag Shop	5,000	sf				In Modernization Cost
1		Repair Allowance	84,280	sf	\$140,425	\$42,127.44	\$182,552	
2	09 24 23.	Stucco end of Building D	600	sf	\$9,597	\$2,879.14	\$12,476	
		Building Modernization*						*Modernization Legend: L1 - Full Modernization L2 - Cosmetic & Minor MEP L3 - Cosmetic Upgrades
2		Building B - Shop (L2)	6,625	sf	\$1,103,838	\$331,151.29	\$1,434,989	
1		Building D - Cafeteria/Admin (L1)	17,655	sf	\$4,118,272	\$1,235,481.72	\$5,353,754	
3		Building E (L3)	14,681	sf	\$1,223,052	\$366,915.63	\$1,589,968	
3		Building F (L3)	15,526	sf	\$1,293,448	\$388,034.33	\$1,681,482	
1		Building G - Gymnasium (L1)	23,470	sf	\$5,474,701	\$1,642,410.42	\$7,117,112	
2		Building J - Ag Shop (L2)	4,521	sf	\$753,275	\$225,982.64	\$979,258	
				sf				
New Construction								
2		New Science Classrooms	4,000	sf	\$2,905,800	\$871,740.14	\$3,777,541	2 ea. Modular Science Classrooms
3		Replace Portable Classrooms	960	sf	\$588,625	\$176,587.36	\$765,212	One Modular Classroom
TOTALS					\$28,458,438	\$8,537,531	\$36,995,969	

Summary - Total Cost by Condition Level	Condition 1 \$16,212,846	Condition 2 \$7,474,397	Condition 3 \$13,308,726
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River Delta Unified School District
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Riverview Middle School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
Site & Campus Wide Improvement								
2	09 91 13.	Exterior Painting	42,587	sf	\$119,208	\$35,762.42	\$154,970	
3	10 14 00.	Marquee Sign Allowance	1	ls	\$66,647	\$19,994.04	\$86,641	
2	25 10 00.	EMS System (Pelican)	42,587	sf	\$79,472	\$23,841.61	\$103,314	
1	26 05 00.	Electrical Service Upgrade	1	ls	\$333,234	\$99,970.20	\$433,204	
1	27 10 00.	New Data Backbone	42,587	sf	\$90,825	\$27,247.56	\$118,073	
1	27 30 00.	VOIP Clock Bell Speaker System	42,587	sf	\$68,119	\$20,435.67	\$88,555	
1	28 16 00.	IP Security Cameras	15	ea	\$62,481	\$18,744.41	\$81,226	
1	28 46 00.	Fire Alarm Upgrade	42,587	sf	\$510,892	\$153,267.51	\$664,159	
	32 12 00.	Replace Damaged AC Paving						
3		Repair at Removed Portables	5,000	sf	\$49,985	\$14,995.53	\$64,981	
	32 12 36.	Crack Seal/Slurry Seal & Stripe						
2		Playground - Seal & Stripe	65,965	sf	\$39,567	\$11,870.16	\$51,437	
	32 16 23.	ADA Improvements						
1		ADA Ramp to Field	1	ls	\$99,970	\$29,991.06	\$129,961	
1		ADA Improvements Allowance	1	ls	\$199,940	\$59,982.12	\$259,923	
3	32 16 23.	New Parking Lot	12,210	sf	\$651,006	\$195,301.78	\$846,308	
	32 18 00.	Field Improvements						
2		Repair Turf	135,000	sf	\$89,973	\$26,991.95	\$116,965	
2		Irrigation Repair	135,000	LS	\$71,979	\$21,593.56	\$93,572	
	32 31 00.	Fencing Repair/Replacement						
2		New 8'H CL Fence	1,700	lf	\$147,289	\$44,186.83	\$191,476	
3	32 80 00.	Landscaping Repair/Upgrades	1	ls	\$66,647	\$19,994.04	\$86,641	
Demolition								
3	02 41 16.	Remove Existing Portable Classrooms	3	ea	\$39,988	\$11,996.42	\$51,985	No replacement assumed
3	02 41 16.	Remove Restroom Portable	1	ea	\$7,998	\$2,399.28	\$10,397	
Modernization								

River Delta Unified School District
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Riverview Middle School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
	07 50 00.	Roofing						
1		Repair Allowance	46,845	sf	\$78,052	\$23,415.52	\$101,467	
		Building Modernization						*Modernization Legend:
1		Classroom/Admin Building (L1)	19,842	sf	\$4,628,420	\$1,388,526.10	\$6,016,946	L1 - Full Modernization
1		Cafeteria / Art Classroom (L1)	6,242	sf	\$1,456,033	\$436,809.79	\$1,892,842	L2 - Cosmetic & Minor MEP
1		Gymnasium (L1)	14,853	sf	\$3,464,667	\$1,039,400.17	\$4,504,067	L3 - Cosmetic Upgrades
		New Construction						
3		New Student Restrooms	750	sf	\$449,866	\$134,959.77	\$584,826	
		TOTALS			\$12,872,258	\$3,861,678	\$16,733,936	

Summary - Total Cost by Condition Level				Condition 1	Condition 2	Condition 3
				\$14,290,424	\$711,735	\$1,731,777



D. H. White Elementary School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
Site & Campus Wide Improvement								
2	09 91 13.	Exterior Painting	37,407	sf	\$104,708	\$31,412.52	\$136,121	
3	10 14 00.	Marquee Sign Allowance	1	ls	\$66,647	\$19,994.04	\$86,641	
2	25 10 00.	EMS System (Pelican)	37,407	sf	\$69,806	\$20,941.68	\$90,747	
1	26 05 00.	Site Electrical Upgrades	1	ls	\$199,940	\$59,982.12	\$259,923	
1	27 10 00.	New Data Backbone	37,407	sf	\$79,778	\$23,933.35	\$103,711	
1	27 30 00.	VOIP Clock Bell Speaker System	37,407	sf	\$59,833	\$17,950.01	\$77,783	
1	28 16 00.	IP Security Cameras	15	ea	\$62,481	\$18,744.41	\$81,226	
1	28 46 00.	Fire Alarm Upgrade	37,407	sf	\$448,750	\$134,625.07	\$583,375	
	32 12 00.	Replace Damaged AC Paving						
2		Replace Walkway Paving	700	sf	\$13,996	\$4,198.75	\$18,195	
	32 12 36.	Crack Seal/Slurry Seal & Stripe						
3		Parking Lot - Seal & Stripe	15,160	sf	\$9,093	\$2,727.99	\$11,821	
3		Driveway - Seal	3,850	sf	\$1,283	\$384.89	\$1,668	
3		Playground - Seal & Stripe	35,700	sf	\$21,414	\$6,424.09	\$27,838	
1	32 16 23.	ADA Improvements	1	ls	\$66,647	\$19,994.04	\$86,641	
	32 18 00.	Field Improvements						
2		Repair Turf	110,000	sf	\$73,311	\$21,993.44	\$95,305	
2		Irrigation Repair	110,000	LS	\$58,649	\$17,594.76	\$76,244	
2	32 31 00.	Fencing Repair/Replacement	1	ls	\$66,647	\$19,994.04	\$86,641	Allowance
2	32 80 00.	Landscaping Repair/Upgrades	1	ls	\$66,647	\$19,994.04	\$86,641	Allowance
2	00 33 40.	Storm Drain Repairs/Upgrades	1	ls	\$66,647	\$19,994.04	\$86,641	Allowance
Demolition								
3	02 41 16.	Remove Existing Portables	1	ea	\$13,329	\$3,998.81	\$17,328	
Modernization								
	07 50 00.	Roofing						
		Building A - Classrooms	11,550	sf				In Modernization Cost



D. H. White Elementary School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
		Building B - Classrooms	11,370	sf				In Modernization Cost
1		Building H - Multi	11,650	sf	\$139,758	\$41,927.50	\$181,686	
1		Repair Allowance	6,580	sf	\$10,963	\$3,289.02	\$14,252	
		Building Modernization						*Modernization Legend:
1		Building A - Classrooms (L1)	9,550	sf	\$2,227,669	\$668,300.79	\$2,895,970	L1 - Full Modernization
1		Building B - Classrooms (L1)	9,920	sf	\$2,313,977	\$694,193.07	\$3,008,170	L2 - Cosmetic & Minor MEP
1		Building C - Admin (L1)	1,259	sf	\$293,679	\$88,103.74	\$381,783	L3 - Cosmetic Upgrades
1		Building D - Classrooms (L1)	960	sf	\$223,933	\$67,179.97	\$291,113	
1		Building E - Classrooms (L1)	3,840	sf	\$895,733	\$268,719.90	\$1,164,453	
1		Building F - Classrooms (L1)	1,920	sf	\$447,866	\$134,359.95	\$582,226	
3		Building H - Multi (L3)	9,958	sf	\$829,586	\$248,875.81	\$1,078,462	
New Construction								
3		Modular Classroom Building	960	sf	\$588,625	\$176,587.36	\$765,212	
TOTALS					\$9,521,397	\$2,856,419	\$12,377,816	

Summary - Total Cost by Condition Level	<u>Condition 1</u> \$9,712,313	<u>Condition 2</u> \$676,534	<u>Condition 3</u> \$1,988,970
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Isleton Elementary School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
Site & Campus Wide Improvement								
2	09 91 13.	Exterior Painting	39,723	sf	\$111,191	\$33,357.38	\$144,549	
3	10 14 00.	Marquee Sign Allowance	1	ls	\$66,647	\$19,994.04	\$86,641	
2	25 10 00.	EMS System (Pelican)	39,723	sf	\$74,128	\$22,238.25	\$96,366	
1	26 05 00.	Electrical Service Upgrade	1	ls	\$333,234	\$99,970.20	\$433,204	
1	27 10 00.	New Data Backbone	39,732	sf	\$84,736	\$25,420.90	\$110,157	
1	27 30 00.	VOIP Clock Bell Speaker System	39,723	sf	\$63,538	\$19,061.36	\$82,599	
1	28 16 00.	IP Security Cameras	18	ea	\$74,978	\$22,493.30	\$97,471	
1	28 46 00.	Fire Alarm Upgrade	39,723	sf	\$476,534	\$142,960.19	\$619,494	
	32 12 00.	Replace Damaged AC Paving						
1		Replace Damaged AC Paving - Playground	16,383	sf	\$163,781	\$49,134.35	\$212,916	
1		Replace Damaged AC Paving - BB Courts	18,771	sf	\$187,654	\$56,296.22	\$243,950	
	32 12 16.	Asphalt Paving						
3		Pave Area West of Building A	3,729	sf	\$74,558	\$22,367.33	\$96,925	
	32 12 36.	Crack Seal/Slurry Seal & Stripe						
2		Courtyard - Repair & Slurry Seal	7,769	sf	\$12,944	\$3,883.34	\$16,828	
2		Playground - Seal & Stripe	53,843	sf	\$32,296	\$9,688.85	\$41,985	
2		Playground - Repair, Slurry & Stripe	15,938	sf	\$31,867	\$9,559.95	\$41,426	
	32 16 23.	Concrete Walkways		sf				
1		ADA Improvements Allowance	1	ls	\$199,940	\$59,982.12	\$259,923	
2		Replace Walkway at Street	4,560	sf	\$106,368	\$31,910.49	\$138,279	
3	32 16 23.	New Staff Parking Lot behind Gym	10,315	sf	\$549,969	\$164,990.82	\$714,960	
	32 18 00.	Field Improvements						
2		Repair Turf	140,835	sf	\$46,931	\$14,079.30	\$61,010	
2		Irrigation Repair	140,845	LS	\$37,547	\$11,264.24	\$48,812	
	32 31 00.	Fencing Repair/Replacement						
2		New 6'H CL Fence	1,158	lf	\$74,090	\$22,226.97	\$96,317	
2		New 12'H CL Fence at BB Courts	556	lf	\$72,629	\$21,788.71	\$94,418	
1		D Street Traffic Control Gates	2	ea	\$33,323	\$9,997.02	\$43,320	
2	32 80 00.	Landscaping Repair/Upgrades	1	ls	\$66,647	\$19,994.04	\$86,641	
1		Replace Hardscape/Landscape at Bldg. E/F	7,691	sf	\$61,510	\$18,452.90	\$79,963	



Isleton Elementary School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
	Demolition							
3	02 41 16.	Demo Maintenance Shop Building	5,000	sf	\$233,264	\$69,979.14	\$303,243	
	Modernization							
	07 50 00.	Roofing						
1		Repair Allowance	43,700	sf	\$72,812	\$21,843.49	\$94,655	Allowance
		Building Modernization						*Modernization Legend: L1 - Full Modernization L2 - Cosmetic & Minor MEP L3 - Cosmetic Upgrades
1		Building A - Cafeteria (L1)	3,910	sf	\$912,061	\$273,618.44	\$1,185,680	
3		Building E/F - Classrooms (L3)	16,509	sf	\$1,375,340	\$412,602.01	\$1,787,942	
1		Building D - Gym (L1)	11,341	sf	\$2,645,445	\$793,633.43	\$3,439,078	
2		Building B - Admin Library (L2)	3,643	sf	\$606,986	\$182,095.72	\$789,081	
1		Building P - Classrooms (L1)	4,320	sf	\$1,007,700	\$302,309.88	\$1,310,010	
	New Construction							
		None						
		TOTALS			\$9,890,648	\$2,967,194	\$12,857,842	

Summary - Total Cost by Condition Level	Condition 1 \$8,212,420	Condition 2 \$1,655,711	Condition 3 \$2,989,711
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Walnut Grove Elementary School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
Site & Campus Wide Improvement								
2	09 91 13.	Exterior Painting	38,363	sf	\$107,384	\$32,215.32	\$139,600	
3	10 14 00.	Marquee Sign Allowance	1	ls	\$66,647	\$19,994.04	\$86,641	
2	25 10 00.	EMS System (Pelican)	38,363	sf	\$71,590	\$21,476.88	\$93,066	
1	26 05 00.	Electrical Service Upgrade						Appears to be upgraded.
1	27 10 00.	New Data Backbone	38,363	sf	\$81,817	\$24,545.00	\$106,362	
1	27 30 00.	VOIP Clock Bell Speaker System	38,363	sf	\$61,363	\$18,408.75	\$79,771	
1	28 16 00.	IP Security Cameras	15	ea	\$62,481	\$18,744.41	\$81,226	
1	28 46 00.	Fire Alarm Upgrade	38,363	sf	\$460,219	\$138,065.64	\$598,284	
	32 12 16.	Asphalt Paving						
3		Pave Parking South of Bldgs. B/C	12,338	sf	\$246,686	\$74,005.94	\$320,692	
	32 12 36.	Crack Seal/Slurry Seal & Stripe						
3		Parking - Slurry Seal & Stripe	21,019	sf	\$12,608	\$3,782.29	\$16,390	
3		Playground - Repair, Slurry Seal & Stripe	9,314	sf	\$18,622	\$5,586.73	\$24,209	
3		Playground - Seal & Stripe	16,200	sf	\$9,717	\$2,915.13	\$12,632	
3		Tennis Courts - Slurry Seal and Strip	14,901	sf	\$8,938	\$2,681.38	\$11,619	
	32 16 23.	Concrete Walkways		sf				
1		ADA Improvements Allowance	1	ls	\$66,647	\$19,994.04	\$86,641	
1		Replace Concrete Walkways at Front	2,389	sf	\$55,727	\$16,718.02	\$72,445	
	32 18 00.	Field Improvements						
2		Repair Turf	103,740	sf	\$34,570	\$10,370.91	\$44,941	
2		Irrigation Repair	103,740	LS	\$27,656	\$8,296.73	\$35,952	
	32 31 00.	Fencing Repair/Replacement						
2		Fencing Repair Allowance	1	ls	\$66,647	\$19,994.04	\$86,641	
2	32 80 00.	Landscaping Repair/Upgrades	1	sf	\$66,647	\$19,994.04	\$86,641	
Demolition								
		None						
Modernization								



Walnut Grove Elementary School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
	07 50 00.	Roofing						
1		Repair Allowance	42,200	sf	\$70,312	\$21,093.71	\$91,406	
		Building Modernization						*Modernization Legend:
1		Building A - Classrooms/Auditorium (L1)	17,141	sf	\$3,998,375	\$1,199,512.44	\$5,197,887	L1 - Full Modernization
1		Building B - Gym (L1)	10,427	sf	\$2,432,242	\$729,672.49	\$3,161,914	L2 - Cosmetic & Minor MEP
1		Building C - Admin/Classrooms (L1)	10,795	sf	\$2,518,083	\$755,424.82	\$3,273,508	L3 - Cosmetic Upgrades
		New Construction						
		None						
		TOTALS			\$10,544,976	\$3,163,493	\$13,708,469	

Summary - Total Cost by Condition Level	<u>Condition 1</u> \$12,749,444	<u>Condition 2</u> \$486,841	<u>Condition 3</u> \$472,184
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Bates Elementary School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
Site & Campus Wide Improvement								
2	09 91 13.	Exterior Painting	33,240	sf	\$93,044	\$27,913.28	\$120,958	
3	10 14 00.	Marquee Sign Allowance	1	ls	\$66,647	\$19,994.04	\$86,641	
2	25 10 00.	EMS System (Pelican)	33,240	sf	\$62,030	\$18,608.85	\$80,638	
1	26 05 00.	Electrical Service Upgrade	1	ls	\$333,234	\$99,970.20	\$433,204	
1	27 10 00.	New Data Backbone	33,240	sf	\$70,891	\$21,267.26	\$92,158	
1	27 30 00.	VOIP Clock Bell Speaker System	33,240	sf	\$53,168	\$15,950.45	\$69,119	
1	28 16 00.	IP Security Cameras	12	ea	\$49,985	\$14,995.53	\$64,981	
1	28 46 00.	Fire Alarm Upgrade	33,240	sf	\$398,761	\$119,628.34	\$518,389	
	32 12 16.	Asphalt Paving						
3		Repair Access Road Paving	8,702	sf	\$86,994	\$26,098.22	\$113,092	
	32 12 36.	Crack Seal/Slurry Seal & Stripe						
2		Parking - Slurry Seal & Stripe	25,950	sf	\$15,565	\$4,669.61	\$20,235	
2		Playground - Repair, Slurry Seal & Stripe	17,524	sf	\$35,038	\$10,511.27	\$45,549	
2		Playground - Seal & Stripe	36,892	sf	\$22,129	\$6,638.58	\$28,767	
	32 16 23.	Concrete Walkways		sf				
1		ADA Improvements Allowance	1	ls	\$199,940	\$59,982.12	\$259,923	
1		Replace Concrete Walkway	1,260	sf	\$29,391	\$8,817.37	\$38,209	
	32 18 00.	Field Improvements						
2		Repair Turf	219,946	sf	\$73,293	\$21,988.05	\$95,282	
2		Irrigation Repair	219,946	LS	\$58,635	\$17,590.44	\$76,225	
	32 31 00.	Fencing Repair/Replacement						
1		Fencing Repair Allowance	1	ls	\$66,647	\$19,994.04	\$86,641	
2	32 80 00.	Landscaping Repair/Upgrades	1	sf	\$66,647	\$19,994.04	\$86,641	
	46 60 00.	Water Filtration Equipment						
1		Mitigation of Arsenic in Well Water	1	ls	\$466,528	\$139,958.28	\$606,486	
Demolition								
		None						



Bates Elementary School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
	Modernization							
	07 50 00.	Roofing						
1		Repair Allowance	36,565	sf	\$60,924	\$18,277.05	\$79,201	
		Building Modernization						*Modernization Legend: L1 - Full Modernization L2 - Cosmetic & Minor MEP L3 - Cosmetic Upgrades
1		Building C/E/F/G - Classrooms/Admin / Library (L1)	23,082	sf	\$5,384,195	\$1,615,258.51	\$6,999,454	
1		Building H - Multi (L1)	10,158	sf	\$2,369,494	\$710,848.10	\$3,080,342	
		Building N - Library		NIC				
	New Construction							
		None						
		TOTALS			\$10,063,179	\$3,018,954	\$13,082,132	

Summary - Total Cost by Condition Level	<u>Condition 1</u> \$12,328,105	<u>Condition 2</u> \$554,294	<u>Condition 3</u> \$199,733
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River Delta Unified School District
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Clarksburg Middle School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
Site & Campus Wide Improvement								
2	09 91 13.	Exterior Painting	20,704	sf	\$57,954	\$17,386.18	\$75,340	
3	10 14 00.	Marquee Sign Allowance	1	ls	\$66,647	\$19,994.04	\$86,641	
2	25 10 00.	EMS System (Pelican)	20,704	sf	\$38,636	\$11,590.78	\$50,227	
	26 05 00.	Electrical Service Upgrade						
1	27 10 00.	New Data Backbone	20,704	sf	\$44,155	\$13,246.61	\$57,402	
1	27 30 00.	VOIP Clock Bell Speaker System	20,704	sf	\$33,117	\$9,934.96	\$43,051	
1	28 16 00.	IP Security Cameras	10	ea	\$41,654	\$12,496.28	\$54,151	
1	28 46 00.	Fire Alarm Upgrade	20,704	sf	\$248,374	\$74,512.19	\$322,886	
	32 12 16.	Asphalt Paving						
2		Pave Parking Lot and Driveway	20,353	sf	\$406,939	\$122,081.61	\$529,020	
	32 12 36.	Crack Seal/Slurry Seal & Stripe						
3		Playground - Repair, Slurry Seal & Stripe	10,004	sf	\$20,002	\$6,000.61	\$26,003	
3		Playground - Seal & Stripe	10,004	sf	\$6,001	\$1,800.18	\$7,801	
	32 16 23.	ADA Improvements						
1		ADA Improvements Allowance	1	ls	\$199,940	\$59,982.12	\$259,923	
	32 31 00.	Fencing Repair/Replacement						
1		Fencing Repair Allowance	1	ls	\$33,323	\$9,997.02	\$43,320	
2	32 80 00.	Landscaping Repair/Upgrades	1	ls	\$66,647	\$19,994.04	\$86,641	
Demolition								
		None						
Modernization								
	07 50 00.	Roofing						
1		Repair Allowance	22,800	sf	\$37,989	\$11,396.60	\$49,385	
		Building Modernization						
1		Bldg. A - Classroom/Admin (L1)	20,704	sf	\$4,829,494	\$1,448,848.11	\$6,278,342	*Modernization Legend: L1 - Full Modernization L2 - Cosmetic & Minor MEP



Clarksburg Middle School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
								L3 - Cosmetic Upgrades
		New Construction						
		None						
		TOTALS			\$6,130,871	\$1,839,261	\$7,970,132	

Summary - Total Cost by Condition Level	<u>Condition 1</u> \$7,108,460	<u>Condition 2</u> \$741,228	<u>Condition 3</u> \$120,444
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Delta High School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
Site & Campus Wide Improvement								
	04 22 00.	CMU Masonry						
1		Containment Wall around Pressure Tank	1	ls	\$53,317	\$15,995.23	\$69,313	
2	09 91 13.	Exterior Painting	67,804	sf	\$189,795	\$56,938.39	\$246,733	
3	10 14 00.	Marquee Sign Allowance	1	ls	\$66,647	\$19,994.04	\$86,641	
2	25 10 00.	EMS System (Pelican)	84,362	sf	\$157,429	\$47,228.64	\$204,657	
1	26 05 00.	Site Electrical Upgrades	1	ls	\$199,940	\$59,982.12	\$259,923	
1	27 10 00.	New Data Backbone	66,691	sf	\$142,232	\$42,669.52	\$184,901	
1	27 30 00.	VOIP Clock Bell Speaker System	84,362	sf	\$134,939	\$40,481.69	\$175,421	
1	28 16 00.	IP Security Cameras	28	ea	\$116,632	\$34,989.57	\$151,621	
1	28 46 00.	Fire Alarm Upgrade	39,640	sf	\$475,538	\$142,661.47	\$618,200	Modernized/New Only
	32 12 16.	Asphalt Paving						
3		Pave Access Road and between Wood Shop and Ag Classroom	11,496	sf	\$229,851	\$68,955.45	\$298,807	
1		Pave at removed Modular Classroom	960	sf	\$19,194	\$5,758.28	\$24,953	
	32 12 36.	Crack Seal/Slurry Seal & Stripe						
2		Slurry Seal Walkways/Plaza	16,213	sf	\$5,403	\$1,620.82	\$7,024	
2		Slurry Seal Driveway	5,221	sf	\$1,740	\$521.94	\$2,262	
2		Slurry Seal & Stripe Tennis Courts	15,400	sf	\$9,237	\$2,771.17	\$12,008	
	32 16 23.	Concrete Walkways		sf				
1		ADA Improvements Allowance	1	ls	\$199,940	\$59,982.12	\$259,923	
1		Replace Concrete Walkway	6,660	sf	\$155,354	\$46,606.11	\$201,960	
1		New ADA Walkway Ramps	3	ea	\$5,998	\$1,799.46	\$7,798	
2	32 16 23.	Repair/Replace Hardscape	1	ls	\$66,647	\$19,994.04	\$86,641	
	32 18 00.	Field Improvements						
3		Artificial Turf Field	1	LS	\$1,999,404	\$599,821.20	\$2,599,225	
3		New Track	1	ls	\$1,299,613	\$389,883.78	\$1,689,496	
3		Replace/Repair Bleachers	2	LS	\$933,055	\$279,916.56	\$1,212,972	
3		New Concession/Toilet Building	4,000	SF	\$2,399,285	\$719,785.44	\$3,119,070	
3		New Press Box	1	LS	\$333,234	\$99,970.20	\$433,204	
1		Replace ball field bleachers (5 rows)	1	ls	\$19,994	\$5,998.21	\$25,992	

River Delta Unified School District
Facilities Assessment
Conceptual Cost Estimate

Date 10/16/19



Delta High School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
2		Repair Turf	320,575	sf	\$106,826	\$32,047.95	\$138,874	
2		Irrigation Repair	320,575	LS	\$85,461	\$25,638.36	\$111,100	
1	32 31 00.	Fencing Repair/Replacement	1	ls	\$99,970	\$29,991.06	\$129,961	
	32 80 00.	Landscaping						
2		Landscape in front of Art Wing	3,017	sf	\$28,150	\$8,445.08	\$36,595	
1		Landscape Repair/Replace	1	ls	\$46,653	\$13,995.83	\$60,649	
1	33 22 00.	Storm Drain Repair Allowance	1	ls	\$66,647	\$19,994.04	\$86,641	
		Demolition						
3	02 41 16.	Demolish Boiler Room Building	1	ls	\$33,323	\$9,997.02	\$43,320	
1	02 41 16.	Remove Existing Portables (Bldg. I)	2	ea	\$26,659	\$7,997.62	\$34,656	
1	02 41 16.	Demo Modular Classrooms (Bldg. L & M)	3,188	sf	\$106,235	\$31,870.50	\$138,105	
1	02 41 16.	Demo Modular Media Center (Bldg. N)	4,090	sf	\$136,293	\$40,887.81	\$177,181	
		Modernization						
	07 50 00.	Roofing						
1		Building F - Welding Shop	3,100	sf	\$37,189	\$11,156.67	\$48,346	
1		Repair Allowance	90,000	sf	\$149,955	\$44,986.59	\$194,942	
		Building Modernization						*Modernization Legend:
1		Building A - North Wing (L1)	6,510	sf	\$1,518,547	\$455,564.20	\$1,974,112	L1 - Full Modernization
1		Building D - Cafeteria/Music (L1)	8,650	sf	\$2,017,732	\$605,319.56	\$2,623,051	L2 - Cosmetic & Minor MEP
1		Building E - Modular Classrooms (L1)	2,155	sf	\$502,683	\$150,805.05	\$653,489	L3 - Cosmetic Upgrades
1		Building H - Gym (L1)	21,835	sf	\$5,093,315	\$1,527,994.52	\$6,621,310	
		New Construction						
1		New Modular Media Center	4,000	sf	\$2,452,602	\$735,780.67	\$3,188,383	
3		Replace Portable Classrooms	3,000	sf	\$1,839,452	\$551,835.50	\$2,391,287	If required
		TOTALS			\$23,562,112	\$7,068,633	\$30,630,745	



Delta High School

Condition	CSI	Description	Qty	Unit	Total Construction Cost	Soft Costs & Contingencies 30%	Total Cost	Comments
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Summary - Total Cost by Condition Level					<u>Condition 1</u> \$17,910,828	<u>Condition 2</u> \$845,894	<u>Condition 3</u> \$11,874,023	
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River Delta Unified School District
 Facilities Assessment
 Conceptual Cost Estimate
 October 16, 2019



Alternate Add - Ground Mount PV Solar

Site	Construction	Soft Costs & Contingencies 30%	Total Cost	Escalations 10%	Total with Escalations
SFID #1					
Rio Vista High School	\$1,762,629	\$528,789	\$2,291,418	\$229,142	\$2,520,560
Riverview Middle School	\$723,324	\$216,997	\$940,321	\$94,032	\$1,034,353
D. H. White Elementary School	\$635,344	\$190,603	\$825,947	\$82,595	\$908,541
Isleton Elementary School	\$674,680	\$202,404	\$877,084	\$87,708	\$964,792
Subtotal SFID #1	\$3,795,977	\$1,138,793	\$4,934,770	\$493,477	\$5,428,247
SFID #1					
Walnut Grove Elementary School	\$651,581	\$195,474	\$847,055	\$84,706	\$931,761
Bates Elementary School	\$564,569	\$169,371	\$733,939	\$73,394	\$807,333
Clarksburg Middle School	\$351,649	\$105,495	\$457,144	\$45,714	\$502,859
Delta High School	\$1,432,856	\$429,857	\$1,862,713	\$186,271	\$2,048,984
Subtotal SFID #2	\$3,000,655	\$900,197	\$3,900,852	\$390,085	\$4,290,937
Total All Sites	\$10,592,608	\$3,177,782	\$13,770,391	\$1,377,039	\$15,147,430

River Delta Unified School District
 Facilities Assessment
 Conceptual Cost Estimate

Date 10/16/19



Add Alternate - Ground Mount PV Solar

Site	Total Building Area	Estimated SF/kW	Total kW	\$/kW	Est. Cost	Soft Costs & Contingencies 30%	Total Cost
SFID #1							
Rio Vista High School	103,778 SF	325 SF	319 kW	\$ 5,520	\$ 1,762,629	\$ 528,789	\$ 2,291,418
Riverview Middle School	42,587 SF	325 SF	131 kW	\$ 5,520	\$ 723,324	\$ 216,997	\$ 940,321
D. H. White Elementary School	37,407 SF	325 SF	115 kW	\$ 5,520	\$ 635,344	\$ 190,603	\$ 825,947
Isleton Elementary School	39,723 SF	325 SF	122 kW	\$ 5,520	\$ 674,680	\$ 202,404	\$ 877,084
Subtotal SFID #1	223,495 SF		688 kW		\$ 3,795,977	\$ 1,138,793	\$ 4,934,770
SFID #1							
Walnut Grove Elementary School	38,363 SF	325 SF	118 kW	\$ 5,520	\$ 651,581	\$ 195,474	\$ 847,055
Bates Elementary School	33,240 SF	325 SF	102 kW	\$ 5,520	\$ 564,569	\$ 169,371	\$ 733,939
Clarksburg Middle School	20,704 SF	325 SF	64 kW	\$ 5,520	\$ 351,649	\$ 105,495	\$ 457,144
Delta High School	84,362 SF	325 SF	260 kW	\$ 5,520	\$ 1,432,856	\$ 429,857	\$ 1,862,713
Subtotal SFID #1	176,669 SF		544 kW		\$ 3,000,655	\$ 900,197	\$ 3,900,852
Total All Sites	400,164 SF		1,231 kW		\$ 6,796,632	\$ 2,038,989	\$ 8,835,621

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: _____

From: Katherine Wright, Superintendent

Item Number: 14

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Public Hearing to Sunshine the River Delta Unified School District's (RDUSD) Negotiation proposals to the River Delta Unified Teachers Association (RDUTA) and to approve RDUSD's negotiation proposals to RDUTA for 2019-2020

BACKGROUND:

Under the California Educational Employment Relations Act (EERA) the District must participate in "Good Faith" bargaining with the employees' unions.

The River Delta Unified School District intends to negotiate with River Delta Unified Teachers Association (RDUTA) the following articles for the 2019-2020 school year:

Open Full Contract

STATUS:

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board holds the Public Hearing to Sunshine the River Delta Unified School District's Negotiation proposals to the River Delta Unified Teachers Association (RDUTA) for 2019-2020 and to approve the District's negotiation proposals to RDUTA for 2019-2020. That the Board instructs the District's Negotiator (Superintendent) to begin negotiating with RDUTA.

Time allocated: 5 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
<http://riverdelta.org>

NOTICE OF PUBLIC HEARING

A public hearing will be held by the River Delta Unified School District to receive public testimony and input from members of the community on the River Delta Unified School District's Initial Openers for Contract Negotiations with River Delta Unified Teachers Association. The public hearing will enable the Board of Trustees to approve the RDUSD's initial reopeners and receive public input and testimony but **not to provide a forum for public debate**. The public hearing is scheduled as follows:

DATE:
November 12, 2019

TIME:
After 6:30 p.m.

LOCATION:
Clarksburg Middle School
Clarksburg, California

If you have any questions or need further information, please contact Jennifer Gaston, Executive Assistant to the Superintendent and the Board of Trustees at (707) 374-1711 at 445 Montezuma Street, Rio Vista, CA 94571.

NOTE: The Board of Trustees encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, contact the Superintendent's Office at (707) 374-1711 at least 48 hours before the scheduled meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132).]

PLEASE POST

Bates School
Clarksburg Middle

Isleton School
Riverview Middle

Walnut Grove School
D. H. White Elementary
River Delta High/Elementary School
Delta Elementary Charter School

Delta High School
Rio Vista High School
River Delta Community Day School

Wind River School
Mokelumne High School

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: X_____

From: Katherine Wright, Superintendent

Item Number: 15_____

Type of item: (Action, Consent Action or Information Only): Action_____

SUBJECT:

Public Hearing to Sunshine the River Delta Unified School Teacher's Association Negotiation proposals to the River Delta Unified School District and that the Board of Trustees acknowledge RDUTA's initial proposals to the District for 2019-2020.

BACKGROUND:

Under the California Educational Employment Relations Act (EERA) the Teachers' Association must participate in "Good Faith" bargaining with the District. The law states that the Union must present its proposals to the public before the bargaining process can begin.

STATUS:

The River Delta Unified Teachers Association (RDUTA) plan on negotiating following articles for the 2019-2020 school year:

Open Full Contract

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board holds the Public Hearing to Sunshine the River Delta Unified School Teachers Association Negotiation proposals to the District for 2019-2020 and to Acknowledge the River Delta Unified School Teacher's Association negotiation proposals for 2019-2020.

Time allocated: 5 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
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<http://riverdelta.org>

NOTICE OF PUBLIC HEARING

A public hearing will be held by the River Delta Unified School District to receive public testimony and input from members of the community on the River Delta Unified Teachers Association Initial Openers for Contract Negotiations with River Delta Unified School District. The public hearing will enable the Board of Trustees to Acknowledge the RDUTA's initial reopeners and receive public input and testimony but **not to provide a forum for public debate**. The public hearing is scheduled as follows:

DATE:
November 12, 2019

TIME:
After 6:30 p.m.

LOCATION:
Clarksburg Middle School
Clarksburg, California

If you have any questions or need further information, please contact Jennifer Gaston, Executive Assistant to the Superintendent and the Board of Trustees at (707) 374-1711 at 445 Montezuma Street, Rio Vista, CA 94571.

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PLEASE POST

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Delta Elementary Charter School

Delta High School
Rio Vista High School
River Delta Community Day School

Wind River School
Mokelumne High School

From: [Kathy Wright](#)
To: [jgaston](#)
Subject: FW: TA ratification, board meeting
Date: Friday, November 8, 2019 1:36:41 PM

From: William Hodges <whodges@rdusd.org>
Sent: Friday, September 27, 2019 7:55 AM
To: Kathy Wright <kwright@rdusd.org>
Subject: RE: TA ratification, board meeting

Good Morning, Kathy.

I think we will be better served by waiting. I appreciate the offer.

Sincerely,

Bill Hodges

From: Kathy Wright
Sent: Thursday, September 26, 2019 9:54 PM
To: William Hodges <whodges@rdusd.org>
Subject: Re: TA ratification, board meeting

Good evening, Bill.

If it would be helpful, I would be willing to request an extra day on behalf of the Association. Please let me know if this is something that would help.

Respectfully,

Kathy Wright

Sent from my iPhone

On Sep 26, 2019, at 9:20 PM, William Hodges <whodges@rdusd.org> wrote:

Good Evening Kathy,

I am unfortunately thinking that with that deadline RDUTA will need to postpone opening the next agreement discussion until the November Board meeting.

Apologies for the delay and change in decision.

Respectfully,

Bill Hodges

From: Kathy Wright
Sent: Thursday, September 26, 2019 8:36 PM
To: William Hodges
Subject: Re: TA ratification, board meeting

Hi Bill.

Sounds good. Please email the letter to me by Monday, Sept. 30th.

Thank you!

Kathy

Sent from my iPhone

On Sep 26, 2019, at 5:59 PM, William Hodges <whodges@rdusd.org> wrote:

Hi Kathy,

I will be sending a formal letter to the board of trustees with more specifics. When do you need that letter by?

Thank you,

Bill Hodges

From: Kathy Wright
Sent: Thursday, September 26, 2019 3:22 PM
To: William Hodges
Subject: Re: TA ratification, board meeting

Good afternoon, Bill.

Thank you for your clarity. I want to be clear that including your

request to open negotiations on the agenda for the October Board Meeting was never in question. The item will be included.

I must include direct communication from you that requests to open negotiations for the full contract by attaching it to the Board Briefing. I wanted to check to see if you would be sending a formal letter to the Board of Trustees or if you want me to include your original email on 9/24/19. Please let me know which you prefer.

Thank you!

Kathy Wright
Superintendent
River Delta Unified School District
(707) 374-1711

From: William Hodges <whodges@rdusd.org>
Date: Thursday, September 26, 2019 at 7:54 AM
To: Kathy Wright <kwright@rdusd.org>
Cc: jgaston <jgaston@rdusd.org>
Subject: RE: TA ratification, board meeting

Good Morning, Kathy.

I appreciate that you are doing your due diligence in consulting your legal counsel. I have consulted with CTA, and because the contract is expired, RDUTA has a right to a successor agreement. I want to make sure that our opening of negotiations is on the agenda for Oct. 8th, and that there is no delay in that process. I was informed by Ms. Gaston that Sept. 26th is the deadline for putting items on the agenda, so I want to be clear that this is an official request.

Sincerely,

Bill Hodges
President
River Delta Unified Teachers Association

From: Kathy Wright
Sent: Wednesday, September 25, 2019 10:26 PM
To: William Hodges <whodges@rdusd.org>
Cc: jgaston <jgaston@rdusd.org>
Subject: Re: TA ratification, board meeting

Good evening, Bill.

That is fantastic news! Thank you for your leadership and support.

I am consulting with legal counsel in regard to the timing to opening the full contract for 2019-2020 Negotiations at the same meeting that the Board of Trustees is voting on the ratified agreement. I will be in touch when I hear back from him.

Congratulations to you and your team!

Respectfully,

Kathy Wright
Superintendent
River Delta Unified School District
(707) 374-1711

From: William Hodges <whodges@rdusd.org>
Date: Tuesday, September 24, 2019 at 10:39 AM
To: Kathy Wright <kwright@rdusd.org>
Cc: jgaston <jgaston@rdusd.org>
Subject: TA ratification, board meeting

Good Morning,

I just sent a district wide email but I am happy to inform you that RDUTA has ratified the tentative agreement, and by a large margin. Please pass the agreement along to the board for their approval. I also request that I be placed on the agenda for the next Board meeting (Oct. 8th) to open the full contract for negotiations for the 2019-2020 school year.

Respectfully, and congratulations,

Bill Hodges
President
River Delta Unified Teachers Association

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: _____

From: Katherine Wright, Superintendent

Item Number: 16

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Public Hearing to Sunshine the River Delta Unified School District's (RDUSD) Negotiation proposals to the California School Employees' Association (CSEA) Chapter #319 for 2019-2020 and to approve RDUSD negotiation proposals to the CSEA Chapter #319 for 2019-20.

BACKGROUND:

Under the California Educational Employment Relations Act (EERA) the District must participate in "Good Faith" bargaining with the employees' unions. The law states that District must present its proposals to the public before the bargaining process can begin.

STATUS:

The District proposes to discuss the following Articles:

1. Article 17: Health and Welfare
2. Article 19: District Use of Volunteers
3. Appendix B: Salary Schedule

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board holds the Public Hearing to Sunshine the River Delta Unified School District's Negotiation proposals to the California School Employees' Association (CSEA) for 2019-2020 and to approve the District's negotiation proposals to CSEA Chapter #319 for 2019-2020. The Board instructs the District's negotiator (Superintendent) to begin negotiations the CSEA Chapter #319.

Time allocated: 3 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
<http://riverdelta.org>

NOTICE OF PUBLIC HEARING

A public hearing will be held by the River Delta Unified School District to receive public testimony and input from members of the community on the River Delta Unified School District's Initial Openers for Contract Negotiations with California School Employees Association Chapter 319. The public hearing will enable the Board of Trustees to approve the RDUSD's initial reopeners and receive public input and testimony but **not to provide a forum for public debate**. The public hearing is scheduled as follows:

DATE:
November 12, 2019

TIME:
After 6:30 p.m.

LOCATION:
Clarksburg Middle School
Clarksburg, California

If you have any questions or need further information, please contact Jennifer Gaston, Executive Assistant to the Superintendent and the Board of Trustees at (707) 374-1711 at 445 Montezuma Street, Rio Vista, CA 94571.

NOTE: The Board of Trustees encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, contact the Superintendent's Office at (707) 374-1711 at least 48 hours before the scheduled meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132).]

PLEASE POST

Bates School
Clarksburg Middle

Isleton School
Riverview Middle

Walnut Grove School
D. H. White Elementary
River Delta High/Elementary School
Delta Elementary Charter School

Delta High School
Rio Vista High School
River Delta Community Day School

Wind River School
Mokelumne High School

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: November 12, 2019

Attachments: _____

From: Katherine Wright, Superintendent

Item Number: 17

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Public Hearing to Sunshine the California School Employees' Association (CSEA) Chapter #319 Negotiation proposals to the River Delta Unified School District (RDUSD) for 2019-2020 and to Acknowledge CSEA Chapter #319 negotiation proposals to the District for 2019-2020.

BACKGROUND:

Under the California Educational Employment Relations Act (EERA) the employees' unions must participate in "Good Faith" bargaining with the District. The law states that employees' unions must present its proposals to the public before the bargaining process can begin.

STATUS:

CSEA Chapter #319 proposes to discuss the following Articles:

1. *ARTICLE 7 - Transportation*
CSEA would like to discuss transportation.
2. *ARTICLE 14 - Grievance Procedure*
CSEA would like to discuss the grievance procedure.
3. *ARTICLE 17 - Health and Welfare Benefits*
17.1.1 CSEA would like to discuss an increase in the insurance cap.
4. *APPENDIX B - Wage increase to step and column*

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board holds the Public Hearing to Sunshine the California School Employees' Association (CSEA) Negotiation proposals to the for 2019-2020 and to Acknowledge CSEA's negotiation proposals to District for 2019-2020.

Time allocated: 3 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
<http://riverdelta.org>

NOTICE OF PUBLIC HEARING

A public hearing will be held by the California School Employees Association Chapter #319 to receive public testimony and input from members of the community on the California School Employees Association Chapter 319 Initial Openers for Contract Negotiations with River Delta Unified School District. The public hearing will enable the Board of Trustees to Acknowledge the unions initial reopeners and receive public input and testimony but **not to provide a forum for public debate**. The public hearing is scheduled as follows:

DATE:
November 12, 2019

TIME:
After 6:30 p.m.

LOCATION:
Clarksburg Middle School
Clarksburg, California

If you have any questions or need further information, please contact Jennifer Gaston, Executive Assistant to the Superintendent and the Board of Trustees at (707) 374-1711 at 445 Montezuma Street, Rio Vista, CA 94571.

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PLEASE POST

Bates School
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Delta Elementary Charter School

Delta High School
Rio Vista High School
River Delta Community Day School

Wind River School
Mokelumne High School



AFL-CIO

California
School
Employees
Association

5375 West Lane
Stockton, CA 95210

(209) 472-2170

(800) 757-4229

FAX: (209) 472-2089

www.csea.com

Ben Valdepeña
Association President

Keith Pace
Executive Director

Member of the AFL-CIO

The nation's largest
independent classified
employee association



November 7, 2019

VIA EMAIL SCAN & U.S. MAIL
kwright@rdusd.org

Kathy Wright, Superintendent
River Delta Unified School District
445 Montezuma
Rio Vista, CA 94571-1651

**Re: River Delta Chapter 319 Initial Proposal for Contract Reopener
2019-2020**

Dear Superintendent Wright:

Pursuant to the agreement between the California School Employees Association and its River Delta Chapter 319 (CSEA) River Delta Unified School District, please find enclosed the initial proposal for amendments and modifications.

Please consider this document for public notice provisions pursuant to Government Code Section 3547(a). CSEA desire to commence negotiations as soon as possible after the completion of the public notice provisions.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Carol Black
Labor Relations Representative

CB/ksc

Enclosure – 2019-2020 Initial Proposals for Contract Reopener

c: Mary Weathers, Chapter President 319
Regional Representative 42
Carmen Alessandro, Area Director E
Janet Jones Sterling, Field Director
319 file

**PROPOSAL FROM
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and Its
RIVER DELTA CHAPTER #319
TO
RIVER DELTA UNIFIED SCHOOL DISTRICT
Reopener 2019-2020**

ARTICLE 7 – Transportation

CSEA would like to discuss transportation.

ARTICLE 14 – Grievance Procedure

CSEA would like to discuss the grievance procedure.

ARTICLE 17 – Health and Welfare Benefits

17.1.1 CSEA would like to discuss an increase in the insurance cap.

APPENDIX B – Wage increase to step and column

CSEA would like to discuss an increase in wages.

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: 11/12/2019

Attachments: X

From: Stacy Wallace, Principal

Item Number: 18

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request to approve RDUSD State Pre-School change to the Child Development Contract. The Maximum Rate per child increased from \$48.28 to \$49.85 as well as the Maximum Reimbursable Amount payable has also increased from \$292,714. to \$304,359. The new agreement is amended to the State Preschool Contract as of July 1, 2019.

PRESENTER:

Stacy Wallace

COST AND FUNDING SOURCES:

None

RECOMMENDATION:

That the Board approves this amendment to the California State Contract for the River Delta Unified School District State Pre-School.

Time allocated: 3 minutes



Amendment 01

DATE: July 01, 2019

CONTRACT NUMBER: CSPP-9404

PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM

PROJECT NUMBER: 34-6741-00-9

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

Budget Act/Rate Change

CONTRACTOR'S NAME: RIVER DELTA UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2019 designated as number CSPP-9404 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$292,714.00 and inserting \$304,359.00 in place thereof.

The Maximum Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be amended by deleting reference to \$48.28 and inserting \$49.85 in place thereof.

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 6,063.0 and inserting 6,105.5 in place thereof.

Minimum Days of Operation (MDO) Requirement shall be 244. (No Change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		PRINTED NAME AND TITLE OF PERSON SIGNING			
TITLE Contract Manager		ADDRESS			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 11,645	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 292,714	(OPTIONAL USE) 0656 23038-6741				
TOTAL AMOUNT ENCUMBERED TO DATE \$ 304,359	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2019	FISCAL YEAR 2019-2020	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.		
SIGNATURE OF ACCOUNTING OFFICER		DATE			