

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

Rio Vista High School • 410 South Fourth Street, Rio Vista, CA

June 25, 2019 * 5:30 pm

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 (@ 4:30 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** (@4:35 p.m.)

Motioned: _____ Second: _____ Times: _____
5. Reconvene to Open Session (@5:30 p.m.)
 - 5.1 Retake Roll Call
Member Fernandez ___; Member Olson ___; Member Riley ___; Member Casillas ___;
Member Elliott ___; Member Stone ___; Member Mahoney ___
 - 5.2 Pledge of Allegiance
 - 5.3 Recognize the retirees of 2018-2019 – Don Beno
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 agendized item on this agenda 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 actually listed on this agenda** (except as authorized by Government Code Section 54954.2). (BB9323) **Individual speakers shall be allowed three 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 to 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 Don Beno' report(s)

- 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 and Ken Gaston, Director of MOT
 - 9.2.1 ADA/Enrollment Report - Elizabeth Keema-Aston
 - 9.2.2 GASB 75 OPEB Actuarial Report – Elizabeth Keema-Aston
 - 9.2.3 MOT Update – Ken Gaston
- 9.3 Other – Education Services' Reports and/or Presentation(s) – Katherine Wright
 - 9.3.1 Receive presentations of the District Schools' Single Plan for Student Achievement for the 2019-2020 school year, presented by Victoria Turk, principal of Rio Vista High School; Maria Elena Becerra, principal of Bates Elementary School; and Nick Casey, principal of D.H. White Elementary School
 - 9.3.2 Receive information on the Title III LEA Plan for the 2019-2020 school year – Katherine Wright
- 9.4 River Delta Unified Teacher's Association (RDUTA) Update:
- 9.5 California State Employees' Association (CSEA) Chapter #319 Update:

10. **Consent Calendar**

- 10.1 Approve Board Minutes
 - Regular Meeting of the Board – June 11, 2019
- 10.2 Receive and Approve Monthly Personnel Reports - As of June 25, 2019
- 10.3 Request to approve the Independent Contract for Services Agreement with Rio Vista CARE for the 2019-2020 school year at a cost not to exceed \$10,000 – Special Education and General Funds – Katherine Wright
- 10.4 Request to approve the contract with Illuminate Education (formerly School City) for the 2019-2020 school year at a cost not to exceed \$8,800 – Educational Services Funds– Katherine Wright
- 10.5 Approval of the Bates Elementary; D.H. White Elementary and Rio Vista High School's Single Plans for Student Achievement for the 2019-2020 school year – Site Principals
- 10.6 Request to Pre-Approve the 2019-2020 ASB, Booster Club, PTC and PTA Fundraisers– Elizabeth Keema-Aston
- 10.7 Request to approve the purchase of ABC Mouse Early Learning Academy for the 2019-2020 school year at a cost not to exceed \$4,375 – Educational Funds – Katherine Wright
- 10.8 Request approval to renew the AVID membership and pay dues for River Delta Unified School District schools for the 2019-2020 school year - \$30,336 - Educational Service Funds – Katherine Wright
- 10.9 Request to approve the renewal of 61 Odysseyware web-based instructional program licenses for use in Alternative Education, Special Education and Adult Education throughout the district for the 2019-2020 school year at a cost not to exceed \$45,200 – Educational Services and Adult Education Funds – Katherine Wright
- 10.10 Request to approve the purchase of licenses for IXL Learning Math Software for the 2019 2020 school year at a cost not to exceed \$4,463 – Educational Service Funds – Katherine Wright
- 10.11 Request to approve the purchase of Measures of Academic Performance (MAP) Assessments for student's grades K-10 for the 2019-2020 school year at a cost not to exceed \$24,934.50 - Educational Services Funds– Katherine Wright
- 10.12 Request to approve the Renewal with Renaissance Learning Educational Software Licenses for the 2019-2020 school year at a cost not to exceed \$20,315.75 - Educational Services & After School Program Funding – Katherine Wright
- 10.13 Request to approve the Medical Billing Systems, Inc. Agreement for the 2019-2020 school year at a cost not to exceed \$1,000 – Educational Services Funds– Katherine Wright
- 10.14 Request to approve the purchase of licenses for Turnitin, LLC software for the 2019-2020 school year at a cost not to exceed \$4,240 – Educational Services Funds– Katherine Wright
- 10.15 Request to approve the renewal of 490 Lexia Reading Program licenses for 1 year at \$30 per license at a cost not to exceed \$14,700 – Educational Services Funds- Katherine Wright
- 10.16 Request to approve the Professional Expert Agreement with Linda Van DeMaele to provide health services and instruction for the 2019-2020 school year at a cost not to exceed \$9,000, General Fund – Katherine Wright

- 10.17 Request to approve the 2019-20 Consolidated Application (Con App) – Katherine Wright
- 10.18 Request to approve the renewal of the Read 180 Program for the 2019-2020 school year at a cost not to exceed \$600, Educational Funds – Katherine Wright
- 10.19 Request permission to apply for the Agricultural Grant for the 2019-2020 school year – Katherine Wright
- 10.20 Request to approve the contract with Loy Mattison Enterprises, E-rate Consultant to provide assistance with the E-Rate process in fiscal year 2019-2020, not to exceed \$8,000 –Keema-Aston
- 10.21 Request to acknowledge the Special Education Performance Indicator Review for River Delta USD Special Education – Danielle Tharp
- 10.22 Request to approve the Professional Expert Agreement with Susan Jones to provide 15 days of coaching and mentoring for Rio Vista High School teachers in the 2019-2020 school year at a cost not exceed \$3,000 – Site Funds – Victoria Turk
- 10.23 Request to approve the Professional Expert Agreement with Rhiann Eddy to finalize the Western Association of Schools and Colleges (WASC) Report for Rio Vista High School for submission in 2020, at a cost not exceed \$5,000 – Site Funds – Victoria Turk
- 10.24 Request to declare as surplus miscellaneous textbooks, instructional materials, obsolete technology and equipment that are being replaced with new curriculum and deem all as zero value – Katherine Wright
- 10.25 Request to approve the required actions to update the Sierra Adult Education Alliance (DSAEA) to reflect the organizational structure, bylaws and decision-making process – Nick Casey
- 10.26 Request to approve the updated Title I plan for Community Day School for the 2019-2020 school year – Maria Elena Becerra
- 10.27 Request to acknowledge the CSPP-8405 Program Self Evaluation for 2018-2019 – Antonia Slagle
- 10.28 Donations to Receive and Acknowledge:

Riverview Middle School – Team Building Events

Beth Brockhouse - \$333.32

Rio Vista Lions Club – United States and California Flags

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

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 to 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 and adopt the 2019-2020 Local Control and Accountability Plan (LCAP) for River Delta Unified School District – Don Beno
Motioned: _____ Second: _____ Ayes: ____ Noes: ____ Absent: _____
- 12. Request to approve the Federal Addendum to the 2019-2020 LCAP – Katherine Wright
Motioned: _____ Second: _____ Ayes: ____ Noes: ____ Absent: _____
- 13. Request to approve and adopt the Proposed 2019-2020 District Budget for River Delta Unified School District – Elizabeth Keema-Aston
Motioned: _____ Second: _____ Ayes: ____ Noes: ____ Absent: _____
- 14. Request to approve Resolution #764 CDE Child Development Services Contract – CSPP-9404-00 California State Preschool naming Katherine Wright and Elizabeth Keema-Aston as authorized signees to sign transactions for the Governing Board – Katherine Wright
Motioned: _____ Second: _____

Roll Call Vote:

Member Fernandez ____; Member Olson ____; Member Riley ____; Member Donnelly ____; Member Elliott ____; Member Bettencourt ____; Vote: _____

15. Request to approve Resolution #765 beginning July 1, 2019 authorizing delegation of power to contract to Katherine Wright and Elizabeth Keema-Aston – Elizabeth Keema-Aston
 Motioned: _____ Second: _____
 Roll Call Vote:
 Member Fernandez ___; Member Olson ___; Member Riley ___; Member Casillas ___; Member Elliott ___; Member Stone ___; Member Mahoney ___
16. Request to approve Resolution #766 beginning July 1, 2019 authorizing Designees to sign contracts and authorization to sign change orders to Katherine Wright, Elizabeth Keema-Aston, Alicia Fernandez, Don Olson and Marilyn Riley – Elizabeth Keema-Aston
 Motioned: _____ Second: _____
 Roll Call Vote:
 Member Fernandez ___; Member Olson ___; Member Riley ___; Member Casillas ___; Member Elliott ___; Member Stone ___; Member Mahoney ___
17. Request to approve Resolution #767 beginning July 1, 2019 authorizing designees to sign District payroll orders and request for payments to vendors to Katherine Wright, Elizabeth Keema-Aston, and Sharon Silva – Elizabeth Keema-Aston
 Motioned: _____ Second: _____
 Roll Call Vote:
 Member Fernandez ___; Member Olson ___; Member Riley ___; Member Casillas ___; Member Elliott ___; Member Stone ___; Member Mahoney ___
18. Request to approve Resolution #768 beginning July 1, 2019 identifying District representatives authorized to execute documents related to construction to Katherine Wright and Elizabeth Keema-Aston – Elizabeth Keema-Aston
 Motioned: _____ Second: _____
 Roll Call Vote:
 Member Fernandez ___; Member Olson ___; Member Riley ___; Member Casillas ___; Member Elliott ___; Member Stone ___; Member Mahoney ___
19. Request to approve the Special Education Local Plan Area - Local Educational Agency: River Delta Unified School District Assurances SED-LP-5 – Don Beno
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
20. Request to acknowledge and accept grant funding if awarded from the California Air Resources Board – Ken Gaston
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
21. Request permission to apply for the Volkswagen Settlement Funding for Clean Transportation Grant – Ken Gaston
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
22. Request to approve the adoption and purchase of “Twig Science” by Twig Education for the K-5 Science program for approximately \$79,901.38 - Educational Funds – Katherine Wright
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
23. Request to approve the adoption and purchase of “Interactive Science” by Pearson for the 6th – 8th Grade Science program at a cost not to exceed \$103,499.92 - Educational Funds – Katherine Wright, Stacy Knisley, & Jennifer Walker
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
24. Request to approve the adoption and purchase of “Miller Levine Biology” and “Earth Science” by Pearson for the 9th – 12th Grade Science program at a cost not to exceed \$47,826.45 - Educational Funds – Katherine Wright, Stacy Knisley, & Jennifer Walker
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
25. Re-Adjourn to continue Closed Session, if needed
26. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) – Board President Fernandez
27. 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, June 21, 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:

Rio Vista High School • 410 South Fourth Street, Rio Vista, CA

June 25, 2019

4:30 pm

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 4:35 p.m. on June 25, 2019, at Rio Vista High School, Rio Vista, 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 **Possible or Pending Litigation** [Government Code 54956.9(a)(b)(c)]
Following Conference with Legal Counsel (Parker & Covert, LLC; Girard, Edwards, Stevens & Tucker LLP) – Pending or Anticipated Litigation/Potential Case(s) Update(s)
 - 4.1.1 Name(s) unspecified as disclosure would jeopardize the service of process and/or existing/possible settlement negotiations
- 4.2 Student Discipline [Education Code Sections 49070 (c) and 76232 (c)].
- 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.
 - 4.3.6.1 Administration
 - 4.3.6.2 Confidential
 - 4.3.6.3 RDUTA
 - 4.3.6.4 CSEA

- 5. **Adjourn to Open Session (@5:30 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: _____

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 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 (**JUNE**)

BACKGROUND: Each month district staff compiles attendance and enrollment data for all school sites. The attached summary shows comparative enrollment and ADA for 2017-2018 and 2018-2019. 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 62 students** compared to the same month last year, *increasing* from 1,853 to 1,915. (Does not include Adult Ed)

District-wide enrollment **decreased by 42 students** compared to **last month (May)**, *decreasing* from 1,957 to 1,915. (Does not include Adult Ed)

District-wide attendance **decreased 10 ADA** compared to **last month (May)**, *1,853 to 1,843*. (Does not include Adult Ed)

PRESENTER:

Elizabeth Keema-Aston, Chief Business Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

RECOMMENDATION:

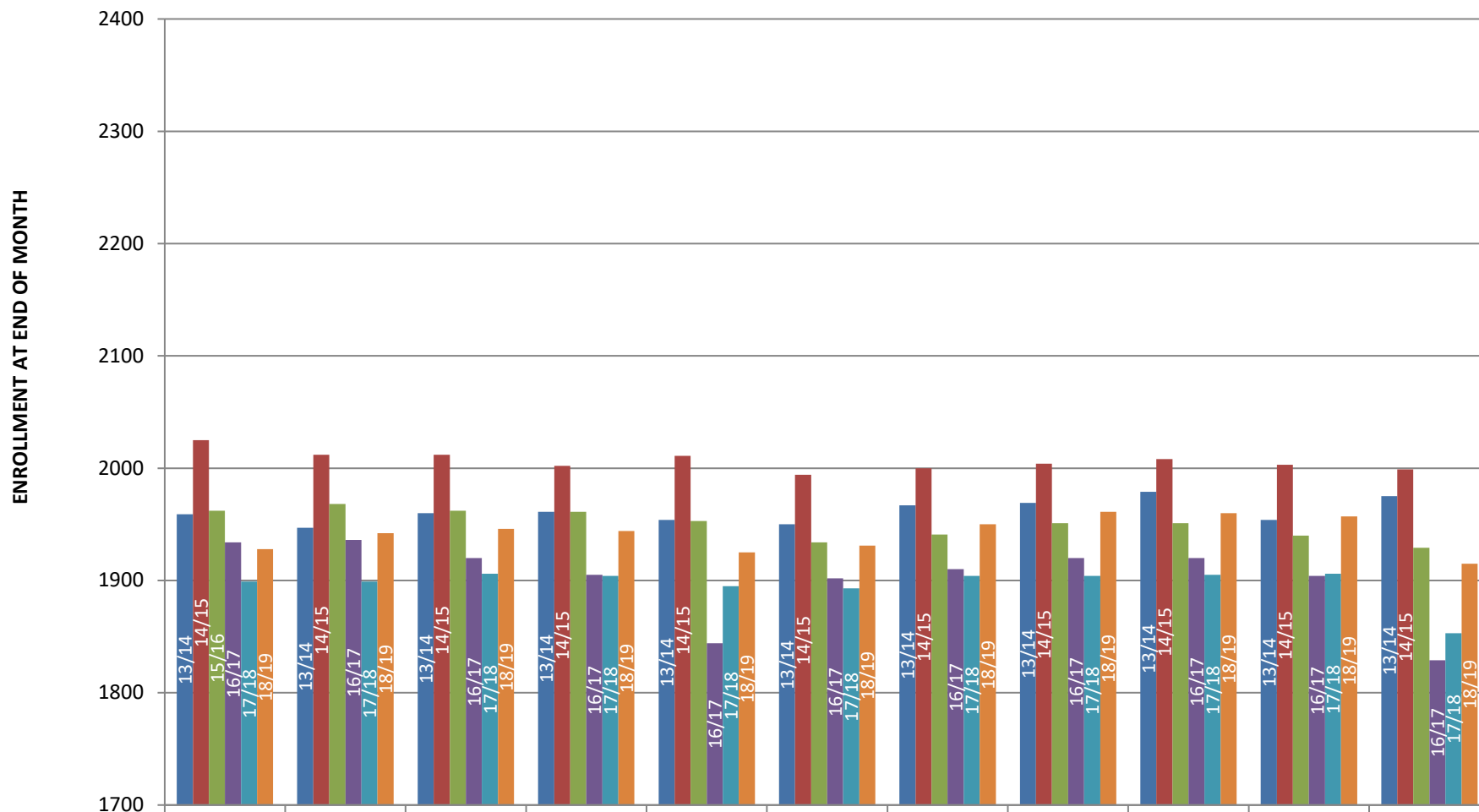
That the Board receives the information presented.

Time allocated: 3 minutes

SITE		AUG	AUG	% of ADA		SEPT	SEPT	Incr/Decr From Pr Month	% of ADA	OCT	OCT	Incr/Decr From Pr Month	% of ADA	NOV	NOV	Incr/Decr From Pr Month	% of ADA	DEC	DEC	Incr/Decr From Pr Month	% of ADA	JAN	JAN	Incr/Decr From Pr Month	% of ADA	FEB	FEB
		17-18	18-19			17-18	18-19			17-18	18-19			17-18	18-19			17-18	18-19			17-18	18-19			17-18	18-19
BATES	ENR	136	118			132	121	3		137	122	1		137	127	5		129	127	0		136	125	-2		137	122
	ADA	133	116	98.3%		132	117		96.7%	130	117		95.9%	134	121		95.3%	132	120		94.5%	133	120		96.0%	134	120
CLARKSBURG (7th & 8th Gr)	ENR	197	193			197	195	2		197	191	-4		194	192	1		197	192	0		196	191	-1		197	188
	ADA	193	188	97.4%		192	188		96.4%	191	188		98.4%	191	182		94.8%	187	184		95.8%	185	184		96.3%	189	183
ISLETON	ENR	159	162			158	158	-4		162	158	0		161	158	0		162	150	-8		164	159	9		166	157
	ADA	153	155	95.7%		151	153		96.8%	155	152		96.2%	155	151		95.6%	152	151		100.7%	148	152		95.6%	155	151
RIVERVIEW	ENR	231	234			230	233	-1		231	236	3		231	235	-1		230	229	-6		230	229	0		229	233
	ADA	226	222	94.9%		221	222		95.3%	218	226		95.8%	221	224		95.3%	220	217		94.8%	214	220		96.1%	216	222
WALNUT GROVE	ENR	163	165			164	168	3		166	168	0		165	166	-2		162	167	1		167	173	6		166	176
	ADA	158	158	95.8%		158	160		95.2%	159	163		97.0%	158	161		97.0%	156	156		93.4%	159	161		93.1%	160	167
D.H. WHITE	ENR	352	333			353	346	13		349	350	4		356	350	0		335	333	-17		348	341	8		350	350
	ADA	331	319	95.8%		337	327		94.5%	332	332		94.9%	334	335		95.7%	331	327		98.2%	331	331		97.1%	332	325
ELEMENTARY SUB TOTAL	ENR	1,238	1,205			1,234	1,221	16		1,242	1,225	4		1,244	1,228	3		1,215	1,198	-30		1,241	1,218	20		1,245	1,226
	ADA	1,194	1,158			1,191	1,167			1,185	1,178			1,193	1,174			1,178	1,155			1,170	1,168			1,186	1,168
CLARKSBURG (9th Grade)	ENR	80	83			80	83	0		79	84	1		79	83	-1		81	82	-1		80	83	1		80	83
	ADA	79	81	97.6%		78	80		96.4%	78	79		94.0%	74	78		94.0%	77	79		96.3%	68	82		98.8%	76	79
DELTA HIGH	ENR	162	191			164	191	0		165	192	1		164	190	-2		166	190	0		161	184	-6		166	191
	ADA	160	183	95.8%		157	184		96.3%	157	183		95.3%	158	183		96.3%	156	179		94.2%	149	171		92.9%	156	182
RIO VISTA HIGH	ENR	386	414			385	412	-2		387	407	-5		381	407	0		368	391	-16		376	410	19		380	413
	ADA	372	398	96.1%		368	395		95.9%	367	393		96.6%	366	391		96.1%	365	391		100.0%	361	402		98.0%	357	390
HIGH SCHOOL SUB TOTAL	ENR	628	688			629	686	-2		631	683	-3		624	680	-3		615	663	-17		617	677	14		626	687
	ADA	611	662			603	659			602	655			598	652			598	649			578	655			589	651
Mokelumne High (Continuation)	ENR	15	14			14	14	0		12	14	0		14	12	-2		12	12	0		14	11	-1		13	11
	ADA	12	11			12	12			10	11			12	11			12	9			11	7			12	8
River Delta High/Elem (Alternative)	ENR	14	18			18	18	0		17	21	3		18	20	-1		17	15	-5		17	17	2		16	17
	ADA	11	16			11	16			13	16			14	18			16	18			13	14			13	14
Community Day	ENR	4	3			4	3	0		4	3	0		4	3	0		3	5	2		3	5	0		3	5
	ADA	3	3			4	3			4	3			4	4			4	3			2	4			3	4
TOTAL K-12 LCFF Funded	ENR	1,899	1,928			1,899	1,942	14		1,906	1,946	4		1,904	1,943	-3		1,862	1,893	-50		1,892	1,928	35		1,903	1,946
	ADA	1,831	1,850			1,821	1,857			1,814	1,863			1,821	1,859			1,808	1,834			1,774	1,848			1,803	1,845
Wind River- Adult Ed	ENR	0	0			40	30	30		48	27	-3		53	39	12		53	42	3		55	45	3		57	48
TOTAL DISTRICT	ENR	1,899	1,928			1,939	1,972	44		1,954	1,973	1		1,957	1,982	9		1,915	1,935	-47		1,947	1,973	38		1,960	1,994

SITE	Incr/Decr From Pr Month	% of ADA	MAR		Incr/Decr From Pr Month	% of ADA	APR		Incr/Decr From Pr Month	% of ADA	MAY		Incr/Decr From Pr Month	% of ADA	JUNE		Incr/Decr From Pr Month	% of ADA	
			17-18	18-19			17-18	18-19			17-18	18-19			17-18	18-19			
BATES	ENR	-3		137	123	1		133	122	-1		134	122	0		134	122	0	
	ADA		98.4%	133	120		97.6%	130	117		95.9%	131	119		97.5%	129	118		96.7%
CLARKSBURG (7th & 8th Gr)	ENR	-3		196	188	0		196	189	1		196	190	1		196	190	0	
	ADA		97.3%	189	177		94.1%	189	179		94.7%	190	183		96.3%	188	182		95.8%
ISLETON	ENR	-2		167	159	2		165	158	-1		167	159	1		167	159	0	
	ADA		96.2%	158	152		95.6%	158	152		96.2%	159	150		94.3%	160	152		95.6%
RIVERVIEW	ENR	4		229	237	4		234	237	0		232	234	-3		234	237	3	
	ADA		95.3%	217	222		93.7%	220	225		94.9%	220	226		96.6%	216	219		92.4%
WALNUT GROVE	ENR	3		169	179	3		170	181	2		171	181	0		171	181	0	
	ADA		94.9%	159	168		93.9%	162	174		96.1%	166	174		96.1%	164	175		96.7%
D.H. WHITE	ENR	9		352	356	6		357	360	4		358	361	1		358	360	-1	
	ADA		92.9%	327	322		90.4%	334	337		93.6%	337	338		93.6%	337	336		93.3%
ELEMENTARY SUB TOTAL	ENR	8		1,250	1,242	16		1,255	1,247	5		1,258	1,247	0		1,260	1,249	2	
	ADA			1,183	1,161			1,193	1,184			1,203	1,190			1,194	1,182		
CLARKSBURG (9th Grade)	ENR	0		80	83	0		79	83	0		79	83	0		79	83	0	
	ADA		95.2%	77	77		92.8%	77	78		94.0%	77	79		95.2%	76	78		94.0%
DELTA HIGH	ENR	7		165	188	-3		165	187	-1		165	187	0		107	140	-47	
	ADA		95.3%	157	180		95.7%	155	179		95.7%	158	178		95.2%	152	177		126.4%
RIO VISTA HIGH	ENR	3		375	414	1		373	411	-3		374	407	-4		377	410	3	
	ADA		94.4%	350	387		93.5%	352	386		93.9%	351	377		92.6%	355	380		92.7%
HIGH SCHOOL SUB TOTAL	ENR	10		620	685	-2		617	681	-4		618	677	-4		563	633	-44	
	ADA			584	644			584	643			586	634			583	635		
Mokelumne High (Continuation)	ENR	0		13	9	-2		12	8	-1		10	8	0		10	8	0	
	ADA			11	8			11	5			8	6			7	6		
River Delta High/Elem (Alternative)	ENR	0		17	20	3		18	19	-1		18	21	2		18	21	0	
	ADA			13	17			12	17			18	17			16	17		
Community Day	ENR	0		4	5	0		3	5	0		2	4	-1		2	4	0	
	ADA			3	5			3	5			2	6			2	3		
TOTAL K-12 LCFF Funded	ENR	18		1,904	1,961	15		1,905	1,960	-1		1,906	1,957	-3		1,853	1,915	-42	
	ADA			1,794	1,835			1,803	1,854			1,817	1,853			1,802	1,843		
Wind River- Adult Ed	ENR	3		58	52	4		58	56	4		58	67	11		58	67	0	
TOTAL DISTRICT	ENR	21		1,962	2,013	19		1,963	2,016	3		1,964	2,024	8		1,911	1,982	-42	

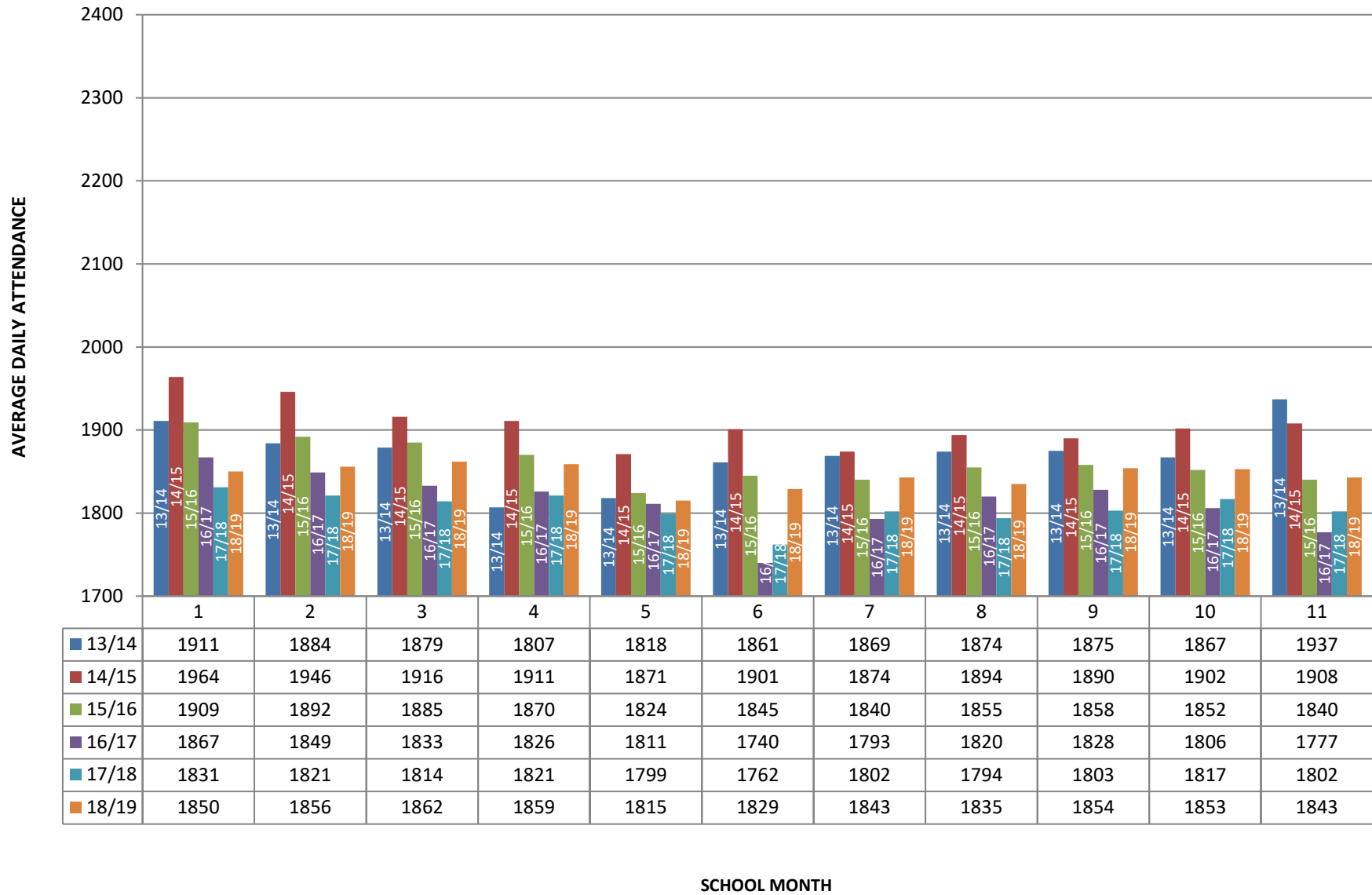
ENROLLMENT



	1	2	3	4	5	6	7	8	9	10	11
13/14	1959	1947	1960	1961	1954	1950	1967	1969	1979	1954	1975
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

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: June 25, 2019

Attachments: x

From: Elizabeth Keema-Aston, Chief Business Officer

Item number: 9.2.2

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

SUBJECT:

Request the Board to receive the GASB 75 OPEB Actuarial Report

BACKGROUND:

River Delta Unified has an Other Post-Employment Benefits (OPEB) Trust which is administered by Public Agency Retirement Services (PARS). GASB 75 requires Actuarial Reports for the district's OPEB Plan to be reported to the Governing Board on an annual basis. Every other year a full actuarial valuation is necessary. For the years that the District does not receive a full actuarial valuation the District will be required to obtain a roll forward valuation from the actuary.

The annual report includes updates to the plans assets. The purpose of the valuation is to determine the plan's financial status.

STATUS:

This GASB 75 report is a roll forward valuation from the actuary firm of Nicolay Consulting, the same firm that performed our full valuation last year. This report has the actuarial valuation date of January 31, 2017, with a measurement date of June 30, 2018 for fiscal year end of June 30, 2019.

Our current funding methodology is to contribute 1% of monthly payroll to the Trust with the option of an additional ad hoc payment. River Delta participates in a 'pay-as-you-go' method, much like most of the districts in Sacramento County.

Currently in our collective bargaining agreement, a retiree who had been employed by the district for a minimum of ten years and is between the ages of 55 and 65, are entitled to \$300 a month for the purchase of health, dental and life insurance.

PRESENTER:

Elizabeth Keema-Aston, Chief Business Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

NOT APPLICABLE

COST AND FUNDING SOURCES:

Unrestricted General Fund

RECOMMENDATION:

That the Board receives the information as submitted

Time allocated: 5 minutes

**River Delta Unified School District
OPEB Plan**

**Governmental Accounting Standards Board
(GASB) Statement 75**

Actuarial Valuation Date: January 31, 2017

Measurement Date: June 30, 2018

Fiscal Year End: June 30, 2019

June 11, 2019

June 11, 2019

OPEB CONSULTANTS AND ACTUARIES
530 BUSH STREET, SUITE 500
SAN FRANCISCO, CALIFORNIA 94108-3633
TEL: 415-512-5300
FAX: 415-512-5314

Sharon Silva
Director of Accounting
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Re: River Delta Unified School District GASB 75 Report for FYE June 30, 2019

Dear Ms. Silva,

River Delta Unified School District (the "District") has retained Nicolay Consulting Group to complete this valuation of the District's postemployment medical program (the "Plan") as of June 30, 2018 measurement date compliant under Governmental Accounting Standards Board (GASB) Statement 75.

The purpose of this valuation is to determine the value of the expected postretirement benefits for current and future retirees and the Net OPEB Liability and OPEB Benefit Cost for the fiscal year ending June 30, 2019. The amounts reported herein are not necessarily appropriate for use for a different fiscal year without adjustment.

Based on the foregoing, the cost results and actuarial exhibits presented in this report were determined on a consistent and objective basis in accordance with applicable Actuarial Standards of Practice and generally accepted actuarial procedures. We believe they fully and fairly disclose the actuarial position of the Plan based on the plan provisions, employee and plan cost data submitted.

The actuarial calculations were completed under the supervision of Gary Cline, ASA, MAAA, FCA, Enrolled Actuary. A member of the American Academy of Actuaries whom meets the Qualification Standards of the American Academy of Actuaries to render the actuarial opinion herein. To the best of our knowledge, the information supplied in the actuarial valuation is complete and accurate. In our opinion, assumptions as approved by the plan sponsor are reasonably related to the experience of and expectations for the Plan.

We would be pleased to answer any questions on the material contained in this report or to provide explanation or further detail as may be appropriate.

Respectfully submitted,

NICOLAY CONSULTING GROUP



Gary E. Cline, ASA, MAAA, FCA, EA
Vice President & Chief Operating Officer

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Section I Management Summary

A) Highlights

Summary of Key Valuation Results

	2018	2017
Disclosure elements as of measurement period ending June 30:		
<u>Present Value of Future Benefits:</u>		
Active	\$7,142,089	\$6,684,219
Retiree	1,695,989	1,789,216
Total	\$8,838,078	\$8,473,435
<u>Actuarial Accrued Liability or Total OPEB Liability (TOL)</u>		
Active	\$5,000,559	\$4,420,902
Retiree	1,695,989	1,789,216
Total	\$6,696,548	\$6,210,118
Plan Fiduciary Net Position (i.e Fair Value of Assets)	682,679	351,278
Net OPEB Liability (NOL)	\$6,013,869	\$5,858,840
Plan Fiduciary Net Position as a percentage of the TOL	10%	6%
Aggregate OPEB Expense (Exhibit 4)	\$652,134	\$630,874
Covered Payroll	\$13,991,170	N/A
Schedule of contributions for measurement period ending June 30:		
Actuarially determined contributions (Exhibit 7)	\$687,880	\$652,050
Actual contributions ⁽¹⁾	548,767	224,914
Contribution deficiency/(excess)	\$139,113	\$427,136
Employer's Share of Benefit Payments	\$240,742	\$171,079
Demographic data for measurement period ending June 30⁽²⁾:		
Number of active members	248	248
Number of retired members and beneficiaries	60	60
Inactive Participants with deferred benefits	0	0
Total Participants	308	308
Key assumptions as of the Measurement Date:		
Discount rate	6.85%	6.85%
<u>Initial Trend Rate</u>		
Pre-65	8.00%	8.00%
Post-65	5.50%	5.50%
Ultimate Rate	5.00%	5.00%
Year Ultimate Rate is Reached	2030	2030
CalPERS Minimum	4.00%	4.00%

(1) Includes payments to trust and amounts paid directly by the plan sponsor

(2) Census data as of January 31, 2017 is used in the measurement of the TOL as of June 30, 2018. See Section III for additional details on the demographic data.

Section I Management Summary

B) Gap Analysis

The Total OPEB Liability has increased \$486,430 from \$6,210,118 as of June 30, 2017 to \$6,696,548 as of June 30, 2018. This increase is primarily due to expected benefits earned and interest on the total OPEB liability, offset by the expected benefit payments during the year.

Interim Valuation

This report presents liabilities as of the measurement date that are based on an interim valuation.

GASB 75 allows plan sponsors to perform valuations biennially, meaning the results for a valuation can be rolled forward to up to two GASB 75 measurement dates. The valuation date can precede a GASB 75 measurement date as long as the results would not be materially different had an updated census been collected as of the measurement date. Therefore, if the District has had a significant shift in participant demographics between the valuation date and a GASB 75 measurement date, an updated census must be collected and a full valuation performed.

When a full valuation is performed the inputs to the valuation (participant census, plan provisions, assets, and actuarial assumptions and methods) are reviewed and updated.

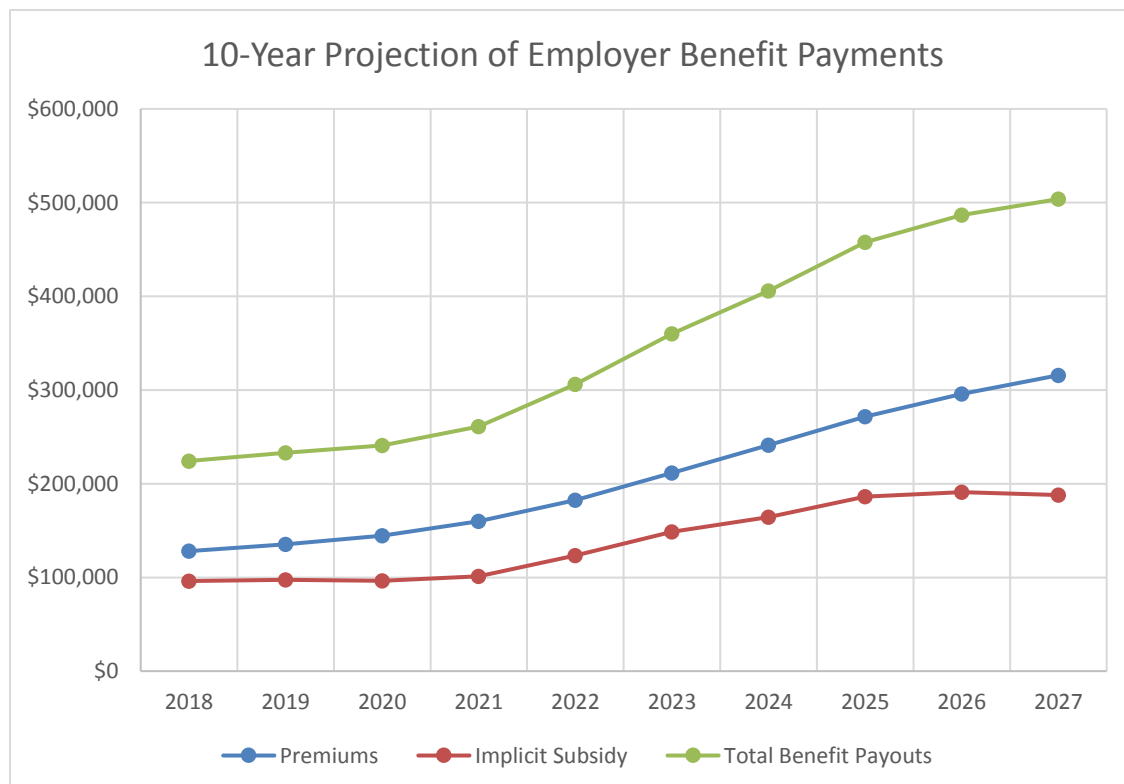
When an interim valuation is performed, both the census data and the assumptions and methods do not need to be updated. What does need to be updated in an interim valuation are assets, plan provision changes materially impacting the results, and the discount rate to the extent that it is based on a yield or index rate for a 20-year, tax exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Section I Management Summary

C) 10-Year Projection of Employer's Benefit Payments

In this table we show the projected pay-as-you-go costs (employer's share of premiums), the implicit subsidy, and total expected benefit payments. The implicit subsidy reflects the shortfall of premiums versus the true cost of coverage. The shortfall exists because claims for active employees are combined with claims of retirees (who generally are older and cost more) to develop a single flat premium paid by both groups.

Plan Year Beginning 7/1	Employer's Share of Premiums	Implicit Subsidy	Total
2018	\$128,111	\$96,196	\$224,307
2019	\$135,506	\$97,597	\$233,103
2020	\$144,444	\$96,291	\$240,735
2021	\$159,905	\$101,158	\$261,063
2022	\$182,427	\$123,567	\$305,994
2023	\$211,654	\$148,565	\$360,219
2024	\$241,363	\$164,351	\$405,714
2025	\$271,460	\$186,297	\$457,757
2026	\$295,782	\$191,015	\$486,797
2027	\$315,752	\$188,042	\$503,794



Section I Management Summary

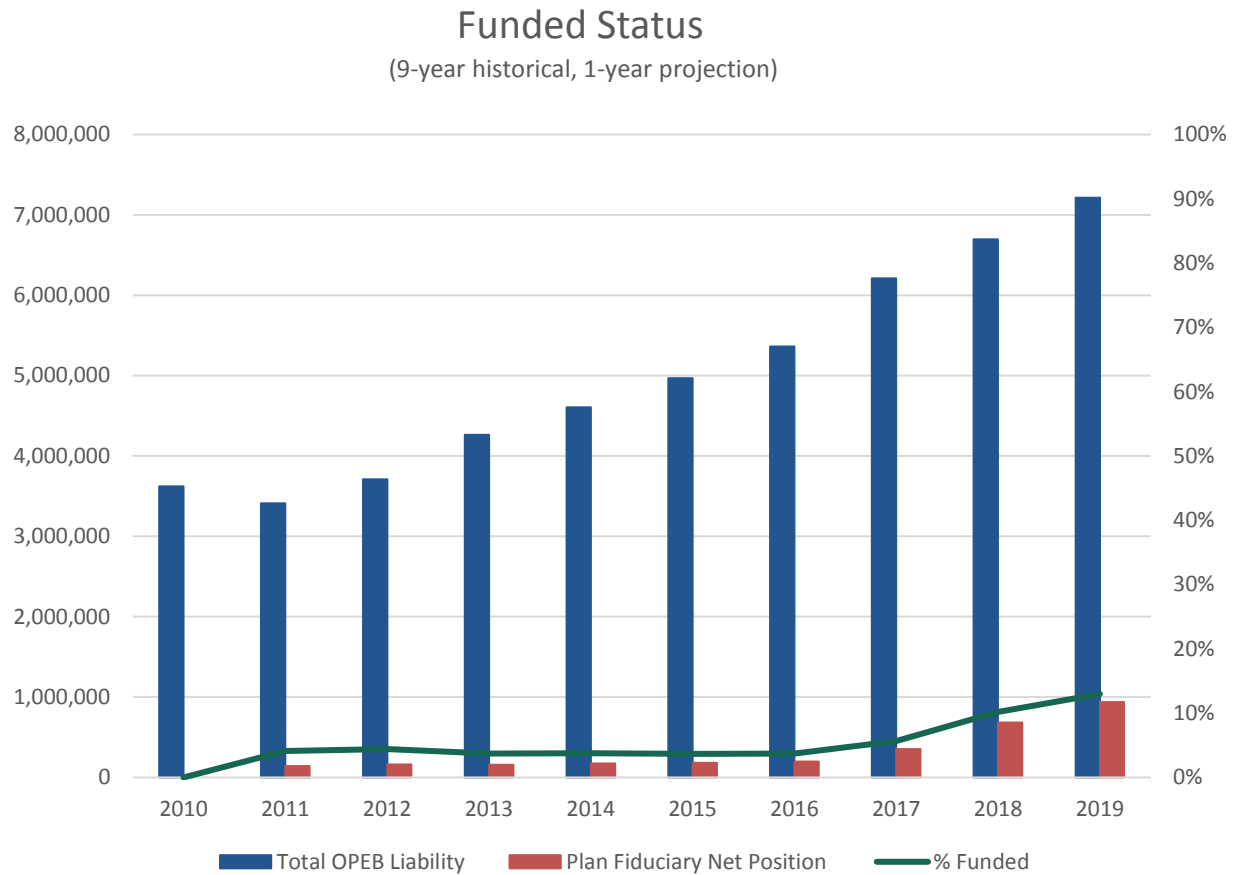
D) Breakdown of Explicit and Implicit Liabilities

	Explicit	Implicit	Total
Present Value of Future Benefits			
Actives	\$4,007,861	\$3,134,228	\$7,142,089
Retirees	<u>1,201,320</u>	<u>494,669</u>	<u>1,695,989</u>
Total	\$5,209,181	\$3,628,897	\$8,838,078
Actuarial Accrued Liability			
Actives	\$2,863,075	\$2,137,484	\$5,000,559
Retirees	<u>1,201,320</u>	<u>494,669</u>	<u>1,695,989</u>
Total	\$4,064,395	\$2,632,153	\$6,696,548
Normal Cost	\$152,575	\$119,458	\$272,033

Section I Management Summary

E) Funding Progress

Below is an illustration of the funded status of the Plan for the past 9 years, and a projection of the next year looking forward:



Section II GASB 75 Exhibits

A) Schedule of Changes in Net OPEB Liability (Exhibit 1)

	2018	2017
<u>Total OPEB Liability</u>		
Service cost	\$246,742	\$246,741
Interest	434,186	405,465
Change of benefit terms	0	0
Differences between expected and actual experience	46,244	(27,572)
Changes of assumptions	0	0
Benefit payments ⁽¹⁾	<u>(240,742)</u>	<u>(171,079)</u>
Net change in Total OPEB Liability	\$486,430	\$453,555
Total OPEB Liability – beginning (a)	\$6,210,118	\$5,756,563
Total OPEB Liability – ending (b)	\$6,696,548	\$6,210,118
<u>Plan Fiduciary Net Position</u>		
Contributions – employer	\$548,767	\$224,914
Contributions – employee	0	0
Net investment income	24,651	24,774
Benefit payments ⁽¹⁾	(240,742)	(171,079)
Administrative expense	(1,275)	(1,384)
Other	<u>0</u>	<u>0</u>
Net change in Plan Fiduciary Net Position	\$331,401	\$69,777
Plan Fiduciary Net Position – beginning (c)	\$351,278	\$281,501
Plan Fiduciary Net Position – ending (d)	\$682,679	\$351,278
Net OPEB Liability - beginning (a) – (c)	\$5,858,840	\$5,475,062
Net OPEB Liability – ending (b) – (d)	\$6,013,869	\$5,858,840
Plan Fiduciary Net Position as a percentage of the TOL	10%	6%
Covered employee payroll⁽²⁾	\$13,991,170	N/A
NOL as percentage of covered employee payroll⁽²⁾	43%	N/A

¹ Including refunds of employee contributions

² Covered payroll not available

Section II GASB 75 Exhibits

B) Summary of Changes in Net OPEB Liability (Exhibit 2)

	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a)-(b)
Measurement as of June 30, 2017:	\$6,210,118	\$351,278	\$5,858,840
Recognized Changes Resulting from:			
▪ Service cost	246,742	-	246,742
▪ Interest	434,186	-	434,186
▪ Diff. between expected and actual experience	46,244	-	46,244
▪ Changes of assumptions	-	-	-
▪ Net investment income	-	24,651	(24,651)
▪ Benefit payments ⁽¹⁾	(240,742)	(240,742)	-
▪ Contributions – employer	-	548,767	(548,767)
▪ Contributions – employee	-	-	-
▪ Administrative expense	-	(1,275)	1,275
▪ Change of benefit terms	-	-	-
Net Changes	\$486,430	\$331,401	\$155,029
Measurement as of June 30, 2018:	\$6,696,548	\$682,679	\$6,013,869

¹ including refunds of employee contributions

Section II GASB 75 Exhibits

C) Derivation of Significant Actuarial Assumptions

Long-term Expected Rate of Return – As of June 30, 2018, the long-term expected rates of return for each major investment class in the Plan’s portfolio are as follows:

Investment Class	Target Allocation	Long-Term Expected Real Rate of Return ¹
Equity	58.00%	5.66%
Fixed Income	35.00%	1.41%
REITs	2.00%	5.06%
Cash	5.00%	0.00%

¹JPMorgan arithmetic Long Term Capital Market assumptions and expected inflation of 2.26%.

The above table shows the target asset allocation in the PARS Balanced investment policy.

Discount rate – The discount rate is based on a blend of the long-term expected rate of return on assets for benefits covered by plan assets and a yield or index for 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or better for benefits not covered by plan assets.

Above are the arithmetic long-term expected real rates of return by asset class for the next 10 years as provided in a report by JP Morgan. For years thereafter, returns were based on historical average index real returns over the last 30 years assuming a similar equity/fixed investment mix and a 2.26% inflation rate. Investment expenses were assumed to be 10 basis points per year. These returns were matched with cash flows for benefits covered by plan assets and the Bond Buyer 20-Bond General Obligation index was matched with cash flows not covered by plan assets to measure the reasonableness of the choice in discount rate.

	June 30, 2018	June 30, 2017
Discount Rate	6.85%	6.85%
Bond Buyer 20-Bond GO Index	3.87%	3.58%

Section II GASB 75 Exhibits

D) Sensitivity Analysis (Exhibit 3)

Sensitivity of the Net OPEB Liability to changes in the discount rate – The following presents the District’s Net OPEB Liability if it were calculated using a discount rate that is 1% point lower (5.85%) or 1% point higher (7.85%) than the current rate:

Sensitivity of the Net OPEB Liability to changes in the Trend rate – The following presents the District’s Net OPEB Liability if it were calculated using a trend table that has rates that are 1% point lower or 1% point higher than the current set of rates:

Net OPEB Liability as of the June 30, 2018 measurement date: \$6,013,869

Sensitivity Analysis:

	NOL(A)	\$ Change	%Change
Discount Rate			
+1%	\$5,165,363	(\$848,506)	(14%)
Base	\$6,013,869	-	-
-1%	\$7,060,106	\$1,046,237	17%
Trend Rate			
+1%	\$7,209,928	\$1,196,059	20%
Base	\$6,013,869	-	-
-1%	\$5,067,126	(\$946,743)	(16%)

Section II GASB 75 Exhibits

E) Schedule of OPEB Expense (Exhibit 4)

Measurement Period Ending:	June 30, 2018	June 30, 2017
Components of OPEB Expense:		
Service Cost	\$246,742	\$246,741
Interest on the Total OPEB Liability (Exhibit 5)	434,186	405,465
Projected Earnings on OPEB Plan Investments (Exhibit 6)	(34,395)	(21,050)
Employee Contributions	0	0
Administrative Expense	1,275	1,384
Changes on Benefit Terms	0	0
Recognition of Deferred Resources Due to:		
▪ Changes of Assumptions	0	0
▪ Differences between Expected and Actual Experience	1,632	(2,411)
▪ Differences Between Projected Actual Earnings on Assets	2,694	745
Aggregate OPEB Expense	<u>\$652,134</u>	<u>\$630,874</u>

Section II GASB 75 Exhibits

F) Interest on the Total OPEB Liability (Exhibit 5)

	Amount for Period a	Portion of Period b	Interest Rate c	Interest on the Total OPEB Liability a*b*c
Beginning Total OPEB Liability	\$6,210,118	100%	6.85%	\$425,393
Service Cost	\$246,742	100%	6.85%	16,902
Benefit payments*	(\$240,742)	50%	6.85%	<u>(8,109)</u>
Total Interest on the TOL				\$434,186

* including refunds of employee contribution

Section II GASB 75 Exhibits

G) Earnings on Plan Fiduciary Net Position (Exhibit 6)

Total Projected Earnings	Amount for Period a	Portion of Period b	Projected Rate of Return c	Projected Earnings a*b*c
Beginning Plan Fiduciary Net Position	\$351,278	100%	6.85%	\$24,063
Employer Contributions	\$548,767	50%	6.85%	18,484
Employee Contributions	\$0	50%	6.85%	0
Benefits payments*	(\$240,742)	50%	6.85%	(8,109)
Administrative Expense and Other	(\$1,275)	50%	6.85%	(43)
Total Projected Earnings				\$34,395

* including refunds of employee contribution

Comparison of Projected and Actual Earnings On Investments

Total Projected Earnings	\$34,395
Actual Net Investment Income	<u>24,651</u>
Difference Between Projected and Actual Earnings on Assets	\$9,744

Section II GASB 75 Exhibits

H) Schedule of Contributions¹ (Exhibit 7)

Measurement Period Ending:	June 30, 2018	June 30, 2017
Actuarially Determined Contribution ²	\$687,880	\$652,050
Contributions to the Trust	\$366,877	\$120,771
Pay-go Payments by Employer Unreimbursed by the Trust	92,019	33,989
Active Implicit Rate Subsidy Transferred to OPEB	89,871	70,154
Total OPEB Contributions ¹	\$548,767	\$224,914
Covered-employee payroll ³	\$13,991,170	N/A
Contributions as a percentage of covered-employee payroll ³	3.6%	N/A

¹ ADC and Contributions are for the measurement period July 1, 2017 to June 30, 2018.

² Employers setting a discount rate based on the assumption that assets will be sufficient to cover all future benefit payments under the plan are assumed to annually make contributions equal to the actuarially determined contribution. Annual contributions made that are substantially less than the ADC would require additional support for use of a discount rate equal to the long-term expected return on trust assets.

³ Covered-Employee Payroll represented above is based on covered-employee payroll provided by the employer. GASB 75 defines covered-employee payroll as the total payroll of employees that are provided benefits through the OPEB plan. Accordingly, if OPEB covered-employee payroll shown above is different than total earnings for covered-employees, the employer should display in the disclosure footnotes the payroll based on total earnings for the covered group and recalculate the required payroll-related ratios.

Section II GASB 75 Exhibits

I) Deferred Inflows/Outflows of Resources (Exhibit 8)

	Deferred Outflows of Resources	Deferred Inflows of Resources
Unrecognized Deferred Resources due to:		
▪ Differences between expected and actual experience	\$42,201	\$22,750
▪ Changes in assumptions	0	0
▪ Net difference between projected and actual earnings	10,029	0
Contribution to OPEB plan after measurement date ¹	<u>0</u>	<u>0</u>
Total	\$52,230	\$22,750

¹ To be determined as of the fiscal year ending 2019

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Fiscal Year Ended June 30	Recognized Deferred Outflows/(Inflows) of Resources
2020	\$4,326
2021	4,326
2022	4,325
2023	3,580
2024	1,632
Thereafter	<u>11,291</u>
Total Deferred Resources:	\$29,480

Section II GASB 75 Exhibits

J) Schedule of Deferred Inflows/Outflows of Resources (Exhibit 9)

Fiscal Year Established	Initial Amount	Initial Year	Years Left	Amount Recognized In FY 2019	Balances as of 06/30/19 of Deferred	
					Outflows	Inflows
Difference Between Expected and Actual Plan Experience						
2018	(\$27,572)	11.4	9.4	(\$2,411)	\$0	(\$22,750)
2019	46,244	11.4	10.4	4,043	42,201	0
Total	\$18,672			\$1,632	\$42,201	(\$22,750)
Change in Assumptions						
2018	\$0	11.4	0.0	\$0	\$0	\$0
2019	0	11.4	10.4	0	0	0
Total	\$0			\$0	\$0	\$0
Net Difference Between Projected and Actual Earnings On Investments						
2018	\$3,724	5.0	3.0	\$745	\$2,234	\$0
2019	9,744	5.0	4.0	1,949	7,795	0
Total	\$13,468			\$2,694	\$10,029	\$0
Totals:				\$4,326	\$52,230	(\$22,750)

Section II GASB 75 Exhibits

K) Reconciliation of the Net Position (Exhibit 10)

Measurement as of:	June 30, 2018	June 30, 2017
Total OPEB Liability (TOL)	\$6,696,548	\$6,210,118
Plan Fiduciary Net Position (PFNP)	682,679	351,278
Net OPEB Liability (NOL)	\$6,013,869	\$5,858,840
Deferred Inflows of resources (CR):		
▪ Differences between expected and actual experience	22,750	25,161
▪ Changes in assumptions	0	0
▪ Net difference between projected and actual earnings	0	0
Deferred Outflows of resources (DR):		
▪ Differences between expected and actual experience	42,201	0
▪ Changes in assumptions	0	0
▪ Net difference between projected and actual earnings	10,029	2,979
▪ Est. contributions post measurement date ¹	0	0
Net Position	\$5,984,389	\$5,881,022

¹ Actual post-measurement date contributions should be reported in the financial disclosures

Reconciliation of Net Position

Net Position at June 30, 2017 ¹	\$5,881,022
Aggregate OPEB Expense	652,134
Total OPEB Contributions	(548,767)
Net Position at June 30, 2018 ¹	\$5,984,389

¹ Does not reflect post-measurement date contributions

Our GASB 75 reports do not include post-measurement contributions. However they should be included as a deferred outflow in the employer's financial statements.

Section III Data

A) Summary of Demographic Information

The participant data used in the valuation was provided by the District as of January 31, 2017. It is assumed that this data is representative of the population as of June 30, 2018. While the participant data was checked for reasonableness, the data was not audited. The valuation results presented in this report are dependent upon the accuracy of the participant data provided. The table below presents a summary of the basic participant information for the active and retired participants covered under the terms of the Plan.

Actives	
Counts	
▪ Total	248
Averages	
▪ Age	47.2
▪ Service	11.3
Retirees	
Counts	
▪ Under age 65	12
▪ Age 65 and over	48
▪ Total	60
Averages	
▪ Age	71.4
Inactive Participants with deferred benefits	0
Total Participants	308
Covered Dependents of Retirees	
Counts	
▪ Spouses / Domestic Partners	18
▪ Children	0
▪ Total	18
Total Participants and Dependents	326

Section III Data

B) Distribution of Participants by Age and Service

Age Group	Retired* Participants	Active Participant – Years of Service						Total
		0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25+	
< 25	0	7	0	0	0	0	0	7
25 - 29	0	16	6	0	0	0	0	22
30 - 34	0	12	7	2	0	0	0	21
35 - 39	0	8	7	12	4	0	0	31
40 - 44	0	8	6	10	4	3	0	31
45 - 49	0	2	5	3	11	4	1	26
50 - 54	0	6	5	6	6	3	4	30
55 - 59	1	7	2	4	8	11	4	36
60 - 64	11	3	0	6	4	3	6	22
65 - 69	15	4	5	1	1	3	2	16
> 70	33	2	0	0	2	1	1	6
Total	60	75	43	44	40	28	18	248

* Retired participants include retirees, disabled participants, and surviving family members. Does not include covered dependents.

Section IV Plan Provision Summary

A) Plan Description

Eligibility and Benefits

Employees who retire at age 55 or older with 10 or more years of continuous District service are eligible to receive postemployment benefits from the District until they reach age 65. The District will contribute \$300 per month (prorated if the retiree was a part-time employee) toward the cost of postemployment medical, dental, vision and life insurance coverage. Retirees may elect any plan available through the CalPERS medical program and they may continue their enrollment in the District's dental and vision plans. A retiree life insurance plan is also available. Any remaining amount is paid directly to the retiree.

On September 1, 2008 the District joined the CalPERS medical program (PEMHCA). The District elected the "unequal" contribution approach in which District contributions will increase steadily; ultimately reaching 100% of the CalPERS Minimum Employer Contribution. Any employee who retires from the District and receives a PERS or STRS pension is eligible for this benefit. The benefit continues throughout the life of the retiree and surviving spouse, independently of the aforementioned stipend.

Pre-Medicare Premiums	Sacramento Area Plans			
	2017 Plan	EE	EE+SP	EE+Fam
	Anthem HMO Select	\$907.08	\$1,814.16	\$2,358.41
	Anthem HMO Traditional	\$1,286.4	\$2,572.82	\$3,344.67
	Blue Shield Access+	\$859.42	\$1,718.84	\$2,234.49
	HealthNet SmartCare	\$672.66	\$1,345.32	\$1,748.92
	Kaiser	\$690.56	\$1,381.12	\$1,795.46
	PERS Care	\$812.40	\$1,624.80	\$2,112.24
	PERS Choice	\$723.47	\$1,446.94	\$1,881.02
	PERS Select	\$641.47	\$1,282.94	\$1,667.82
	UnitedHealthcare	\$756.78	\$1,513.56	\$1,967.63
Medicare Premiums	2017 Plan	EE	EE+SP	EE+Fam
	Kaiser	\$300.48	\$600.96	\$901.44
	PERS Choice	\$389.76	\$779.52	\$1,169.28
	PERS Select	\$353.63	\$707.26	\$1,060.89
	PERS Care	\$353.63	\$707.26	\$1,060.89
	United Healthcare	\$324.21	\$648.42	\$972.63
PEMHCA Minimum				2017
				\$128.00

Plan Provision Changes

There have been no plan amendments since the last measurement date.

Section V Actuarial Assumption, Methods, & Considerations

A) Actuarial Assumptions

Discount Rate	6.85%, based on the PARS Balanced investment policy.
Net Investment Return	6.85%, based on the PARS Balanced investment policy.
Inflation	We assumed 2.26% annual inflation.
Payroll increases	3.25% annual increases.
Administrative Expenses	We assumed that the administrative expense were \$1,275 for the measurement period ending June 30, 2018.

Pre-Excise Tax Health Care Trend	Year	Increase in Premium Rates	
	Beginning	Pre-65	Post-65
	2018	8.00%	5.50%
	2019	7.75%	5.25%
	2020	7.50%	5.00%
	2021	7.25%	5.00%
	2022	7.00%	5.00%
	2023	6.75%	5.00%
	2024	6.50%	5.00%
	2025	6.25%	5.00%
	2026	6.00%	5.00%
	2027	5.75%	5.00%
	2028	5.50%	5.00%
	2029	5.25%	5.00%
	2030 and later	5.00%	5.00%

Section V Actuarial Assumption, Methods, & Considerations

A) Actuarial Assumptions (continued)

Plan Distribution for Calculating Baseline Cost	Plan	Pre-Medicare	Post-Medicare
	Anthem Blue Cross	1.6%	0.0%
	Blue Shield Access	1.6%	0.0%
	Health Net SmartCare	1.6%	0.0%
	Kaiser Permanente	82.8%	91.8%
	PERS Care	0.0%	2.0%
	PERS Choice	3.3%	2.0%
	PERS Select	7.4%	2.0%
	United Healthcare HMO	<u>1.6%</u>	<u>2.0%</u>
	Total	100%	100%
Baseline Cost	Pre-Medicare: \$8,397 per year Post-Medicare: \$3,689 per year		
Administrative Expenses	We assumed that the administrative expense were \$1,384 for the plan ending in June 30, 2017.		
Health Plan Participation	We assumed that 100% of eligible participants will participate.		
Medicare Coverage	We assumed 95% of eligible retirees will elect to participate in the District's program until they reach age 65. We assumed that upon reaching age 65 80% of eligible retirees will elect to continue coverage under a CalPERS medical plan.		
Morbidity Factors	CalPERS 2013 study		
Population for Curving	CalPERS 2013 study		
Age-Weighted Claims Costs ¹	Age	Male	Female
	50	\$8,065	\$9,097
	55	\$10,806	\$10,436
	60	\$13,377	\$11,425
	65	\$3,011	\$2,821
	70	\$3,493	\$3,235
	75	\$3,849	\$3,848
	80	\$4,135	\$4,340
	85	\$4,242	\$4,535

Section V Actuarial Assumption, Methods, & Considerations

A) Actuarial Assumptions (continued)

Mortality*

Certificated and classified employees were treated separately; their mortality tables are described below.

The mortality rates used for classified employees are those used in the most recent CalPERS valuations.

Pre-Retirement: CalPERS 2014 Mortality pre-retirement

Post-Retirement: CalPERS 2014 Mortality post-retirement

Age	Sample Mortality Rates			
	Active Employees		Retired Employees	
	Male	Female	Male	Female
55	0.23%	0.14%	0.60%	0.42%
60	0.31%	0.18%	0.71%	0.44%
65	0.40%	0.26%	0.83%	0.59%
70	0.52%	0.37%	1.31%	0.99%
75	0.71%	0.53%	2.21%	1.72%
80	0.99%	0.81%	3.90%	2.90%
85	0.00%	0.00%	6.97%	5.24%
90	0.00%	0.00%	12.97%	9.89%

The mortality rates used for certificated employees are those used in the 2016 CalSTRS valuations, projected forward with the RP-2016 ultimate (2032) rates, increased by 10%.

Pre-Retirement: CalSTRS 2012 Mortality pre-retirement

Post-Retirement: CalSTRS 2012 Mortality post-retirement

Age	Sample Mortality Rates of Base Table			
	Active Employees		Retired Employees	
	Male	Female	Male	Female
55	0.16%	0.12%	0.37%	0.22%
60	0.27%	0.18%	0.49%	0.29%
65	0.46%	0.26%	0.70%	0.44%
70	0.82%	0.44%	1.12%	0.72%
75	1.45%	0.76%	2.00%	1.32%
80	2.56%	1.32%	3.67%	2.54%
85	0.00%	0.00%	7.06%	5.06%
90	0.00%	0.00%	13.57%	10.26%

Disability

Because of the anticipated low incidence of disability retirements we did not value disability.

Percent Married

We assumed that 30% of participating retirees will enroll a spouse.

* Source: NCG has not performed an experience study to select these assumptions. NCG has not observed materially consistent gains or consistent losses associated with these assumptions

Section V Actuarial Assumption, Methods, & Considerations

A) Actuarial Assumptions (continued)

Retirement * Certificated and classified employees were treated separately; their retirement tables are described below.

Certificated employees hired before prior to January 1, 2013 were evaluated using the Cal STRS retirement rates from the most recent evaluation. Certificated employees hired on or after January 1, 2013 were evaluated using the Cal STRS 2% @ 62 pension plan employees table.

Cal STRS 2016
Retirement Rates
(Male)

Age	Years of Service					
	5	10	15	20	25	30+
50	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
55	2.7%	2.7%	2.7%	2.7%	6.1%	2.7%
60	6.3%	6.3%	6.3%	6.3%	14.2%	6.3%
65	14.0%	14.0%	14.0%	14.0%	31.5%	14.0%
70	12.0%	12.0%	12.0%	12.0%	27.0%	12.0%
75	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Cal STRS 2016
Retirement Rates
(Female)

Age	Years of Service					
	5	10	15	20	25	30+
50	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
55	3.5%	3.5%	3.5%	3.5%	7.9%	3.5%
60	7.0%	7.0%	7.0%	7.0%	15.8%	7.0%
65	17.0%	17.0%	17.0%	17.0%	38.3%	17.0%
70	14.0%	14.0%	14.0%	14.0%	31.5%	14.0%
75	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Cal STRS 2% @ 62

Age	Male	Female
50	0.0%	0.0%
55	3.0%	4.0%
60	9.0%	9.0%
65	30.0%	30.0%
70	20.0%	20.0%
75	100.0%	100.0%

* Source: NCG has not performed an experience study to select these assumptions. NCG has not observed materially consistent gains or consistent losses associated with these assumptions

Section V Actuarial Assumption, Methods, & Considerations

A) Actuarial Assumptions (continued)

Retirement* (continued) Classified employees hired before prior to January 1, 2013 were evaluated using the Cal PERS school employees retirement rate. Classified employees hired on or after January 1, 2013 were evaluated using the 2014 Cal PERS Public Agency Misc. 2% @ 62 table.

2014 CalPERS school employees retirement rate	Years of Service					
	Age	5	10	15	20	25
	50	0.5%	0.9%	1.3%	1.5%	1.6%
	55	2.4%	4.8%	6.7%	7.9%	8.8%
	60	3.7%	7.3%	10.2%	12.1%	13.4%
	65	9.1%	18.0%	25.1%	29.7%	33.1%
	70	6.6%	13.1%	18.3%	21.6%	24.1%
	75	5.5%	10.8%	15.1%	17.9%	19.9%

2% @ 62	Years of Service					
	Age	5	10	15	20	25
	50	0.0%	0.0%	0.0%	0.0%	0.0%
	55	4.4%	5.6%	6.8%	8.0%	9.2%
	60	6.2%	7.8%	9.5%	11.2%	12.9%
	65	12.9%	16.4%	19.9%	23.4%	26.9%
	70	12.5%	16.0%	19.4%	22.8%	26.2%
	75	100.0%	100.0%	100.0%	100.0%	100.0%

* Source: NCG has not performed an experience study to select these assumptions. NCG has not observed materially consistent gains or consistent losses associated with these assumptions

Section V Actuarial Assumption, Methods, & Considerations

A) Actuarial Assumptions (continued)

Withdrawal Certificated and classified employees were treated separately; their retirement tables are described below.

Certificated employees were evaluated using the Cal STRS withdrawal rates. Selected rates are shown below.

STRS Withdrawal Rates	Service	Male	Female
	0	16.0%	15.0%
	5	3.5%	3.0%
	10	1.8%	1.8%
	15	1.2%	1.2%
	20	0.9%	0.9%
	25	0.7%	0.7%

Classified employees were evaluated using the CalPERS school employees withdrawal rates. Selected rates are shown below.

CalPERS School employees Withdrawal Rates	Age	Years of Service				
		0	5	10	15	20
	20	17.3%	12.0%	0.0%	0.0%	0.0%
	25	16.3%	10.9%	9.2%	0.0%	0.0%
	30	15.3%	9.8%	8.0%	7.7%	0.0%
	35	14.2%	8.7%	6.9%	6.5%	6.1%
	40	13.2%	7.6%	5.7%	5.3%	4.9%
	45	12.2%	6.5%	4.6%	4.2%	3.7%
	50	11.1%	1.4%	0.7%	0.5%	0.4%

Assumption Changes

There have been no assumption changes since the last measurement date.

Section V Actuarial Assumption, Methods, & Considerations

B) Actuarial Methods

Actuarial Cost Method	<p>Entry Age Normal</p> <p>An actuarial cost method under which the Actuarial Present Value of the Projected Benefits of each individual included in the valuation is allocated on a level basis over the earnings or service of the individual between entry age and assumed exit age(s). The portion of this Actuarial Present Value allocated to a valuation year is called the Normal Cost.</p>
Amortization Methodology	<p>We used straight-line amortization. For assumption changes and experience gains/losses, we assumed Average Future Working Lifetime, averages over all actives and retirees (retirees are assumed to have no future working years). For asset gains and losses, we assumed 5 years.</p>
Financial and Census Data	<p>The District provided the participant data, financial information and plan descriptions used in this valuation. The actuary has checked the data for reasonableness, but has not independently audited the data. The actuary has no reason to believe the data is not complete and accurate, and knows of no further information that is essential to the preparation of the actuarial valuation.</p>
Plan Fiduciary Net Position	<p>Market value of assets as of the measurement date</p>
Measurement Date	<p>June 30, 2018</p>
Valuation Date	<p>January 31, 2017. Results have been rolled forward (an actuarial adjustment) to June 30, 2018.</p>
Funding Policy	<p>The District contributes 1% of payroll (employer contribution) plus pay-go for PEMHCA premiums not reimbursed by the trust.</p> <p>The 1% of payroll contribution is intended to cover the funding for the \$300 minimum benefit and the District is reimbursed by the trust annually for the cost of this benefit.</p>

Section V Actuarial Assumption, Methods, & Considerations

C) Actuarial Considerations

Health Care Reform

Health care delivery is going through an evolution due to enactment of Health Care Reform. The Patient Protection and Affordable Care Act (PPACA), was signed March 23, 2010, with further changes enacted by the Health Care and Education Affordability Reconciliation Act (HCEARA), signed March 30, 2010. This valuation uses various assumptions that may have been modified based on considerations under PPACA. This section discusses particular legislative changes that were reflected in our assumptions. We have not identified any other specific provision of PPACA that would be expected to have a significant impact on the measured obligation. As additional guidance on the Act continues to be issued, we'll continue to monitor impacts.

Individual Mandate

Under PPACA, individuals (whether actively employed or otherwise) must be covered by health insurance or else pay a penalty tax to the government. While it is not anticipated that the Act will result in universal coverage, it has increased the overall portion of the population with coverage. We believe this will result in an increased demand on health care providers, resulting in higher trend for medical services for non-Medicare eligible retirees. (Medicare costs are constrained by Medicare payment mechanisms already in place, plus additional reforms added by PPACA and HCEARA.) The penalty tax was eliminated effective January 1, 2019 and this has effectively eliminated the individual mandate. The CBO estimates the impact this will have in 2019 is a decrease of enrollees of 2% of all insureds (18% of enrollees in the individual market) and expects this to grow to 5% (28%) by 2027.

Employer Mandate

Health Care Reform includes various provisions mandating employer coverage for active employees, with penalties for non-compliance. Those provisions do not directly apply to the postemployment coverage included in this valuation.

Section V Actuarial Assumption, Methods, & Considerations

C) Actuarial Considerations (continued)

Medicare Advantage Plans	Effective January 1, 2011, the Law provides for reductions to the amounts that would be provided to Medicare Advantage plans starting in 2011. We considered the effect of these reductions in federal payments to Medicare Advantage plans when setting our trend assumption.
Expansion of Child Coverage to Age 26	Health Care Reform mandates that coverage be offered to any child, dependent or not, through age 26, consistent with coverage for any other dependent. We assume that this change has been reflected in current premium rates. While this plan covers dependents, we do not currently assume non-spouse dependent coverage other than for firefighters. We believe the impact this assumption has on the valuation is immaterial due to the lack of retirees that have had or are expected to have non-spouse dependents for any significant amount of time during retirement.
Elimination of Annual or Lifetime Maximums	Health Care Reform provides that annual or lifetime maximums have to be eliminated for all “essential services.” We assume that current premium rates already reflect the elimination of any historic maximums.
Cadillac Tax (High Cost Plan Excise Tax)	<p>The PPACA legislation added a new High-Cost Plan Excise Tax (also known as the “Cadillac Tax”) starting in calendar year 2022. For valuation purposes, we assumed that the value of the tax will be passed back to the plan in higher premium rates.</p> <ul style="list-style-type: none">• The tax is 40% of the excess of (a) the cost of coverage over (b) the limit. We modeled the cost of the tax by calculating (a) using the working rates projected with trend. We calculated (b) starting with the statutory limits (\$10,200 single and \$27,500 family), adjusted for the following:<ul style="list-style-type: none">○ Limits will increase from 2018 to 2019 by 4.25% (CPI plus 1%);○ Limits will increase after 2019 by 3.25% (CPI); and○ For retirees over age 55 and not on Medicare, the limit is increased by an additional dollar amount of \$1,650 for single coverage and \$3,450 for family coverage.• Based on the above assumptions, we estimate that the tax will apply as early as 2028 for some of the District’s pre-Medicare plans. In addition, we estimate that the tax will not apply for the District’s post-Medicare plans.

Section VI Glossary

A) Key Terms

Annual OPEB Expense	The amount recognized by an employer in each accounting period for contributions to a defined benefit OPEB plan on the modified accrual basis of accounting.
Deferred outflows and inflows of resources related to OPEB	Deferred outflows of resources and deferred inflows of resources related to OPEB arising from certain changes in the collective net OPEB liability or collective total OPEB liability
Covered Payroll	Annual compensation paid (or expected to be paid) to active employees covered by an OPEB plan, in aggregate.
Net OPEB Liability (NOL)	The liability of employers and non-employer contributing entities to plan members for benefits provided through a defined benefit OPEB plan that is administered through a trust that meets the criteria of the GASB Statements.
Normal Cost or Service Cost	The portion of the Total Present Value of Future Benefits attributed to employee service during the current fiscal year by the actuarial cost method. These terms are used interchangeably.
Other Postemployment Benefits (OPEB)	Retiree health care benefits and post-employment benefits provided separately from a pension plan (excluding termination offers and benefits).
Plan Fiduciary Net Position (FNP)	Set equal to the market value of assets as of the measurement date.
Present Value of Future Benefits (PVFB)	The value, as of the valuation date, of the projected benefits payable to all members for their accrued service and their expected future service, discounted to reflect the time value (present value) of money and adjusted for the probabilities of retirement, withdrawal, death and disability.
Total OPEB Liability (TOL)	The portion of the actuarial present value of projected benefit payments that is attributed to past period of member service in conformity with the GASB Statements. The total OPEB liability is the liability of employers and non-employer contributing entities to plan members for benefits provided through a defined benefit OPEB plan that is not administered through a trust that meets the criteria of the GASB Statements.

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 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

STATUS:

See attached monthly report for the period of June 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
June 25, 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:

- **Clarksburg Middle School**
 - Replaced AC transformer unit in Room 13 - \$100.00

- **D.H. White Elementary School**
 - Installed new motor on swamp cooler in cafeteria area - \$715.93
 - Replaced thermostat on AC in staff room - \$149.32
 - Replaced condenser fan motor - \$720.01
 - Repaired faucet, replaced 6 lamps and 2 ballasts, organized internet wires on ceiling - \$115.49

- **Isleton Elementary School**
 - Spread dirt pile, removed bushes in front of library for new project - \$450.00

- **Rio Vista High School**
 - Setup for graduation - \$500.00
 - Replaced sprinkler timer outside of library - \$211.50

- **Riverview Middle School**
 - Removed smart board in portable 1, hung flat screen TV in portable 3 - \$137.50

- **Walnut Grove Elementary School**
 - Repaired leak in hallway – \$125.00

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 9.3.2

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

SUBJECT:

Receive information on the Title III LEA Plan for the 2019-2020 school year

BACKGROUND:

The US Department of Education distributes and monitors the use of Title III funds. Prior to the 2017-2018 school year, all Local Educational Agencies (LEA) were required to complete and approve a plan to describe how Title III funds were being used. The USDE has granted California permission to embed the action steps for the use of Title III funds into the Local Control and Accountability Plan (LCAP) and include that information into the Federal Addendum. The goal-action steps in the LCAP associated with the Title III funds are Goals 1-10 & 1-11.

STATUS:

The action steps for the Title III Plan are now included in the Federal Addendum.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: No cost to the district

RECOMMENDATION:

Acknowledge the change in reporting the actions steps of the Title III LEA Plan

Time allocated: 3 minutes

Title III LEA Plan

All limited English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 34-67413 LEA Name: River Delta Unified School District Title III Improvement Status: Year 2

Fiscal Year: 2019-2020 LEP Amount Eligibility: \$62,087 Immigrant Amount Eligibility: N/A

Plan to Provide Services for Limited English Proficient Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

A. Required Content	<p>Implement programs and activities in accordance with Title III RDUSD will continue to provide intervention and remediation for all EL students in our district who are not yet proficient. Appropriate supplemental curriculum will be provided and professional development will be provided to ensure implementation is effective and done with fidelity. Parental involvement and input will be regularly solicited through advisory meetings both formally and informally at each school site and at the district level.</p>
	<p>Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs) ELD specialists will be provided on all school sites to ensure students are making progress towards meeting all academic targets districtwide and an administrator has the assignment of monitoring this program and its implementation.</p>
	<p>Hold the school sites accountable All School Site Councils will monitor programming on campuses and ensure the SPSA plan includes program components and fiscal supports are identified and managed appropriately. The local ELACs will have active involvement in providing feedback to the Title III programs on campuses. The Director of Educational Services and the District EL Coordinator will monitor program implementation at the district level in coordination with site administration.</p>

	<p>Promote parental and community participation in programs for ELs Administration as well as the ELD specialists and/or ELAC will develop regular meeting topics and agendas that are of high interest to parents of our EL Students as indicated through the EL parent survey and feedback from the ELAC, DELAC and LCAP advisory meetings. Ongoing district and site newsletters in English and Spanish with site and district level activities as well as ensure all required communication is sent to families in a timely manner.</p>				
How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (LEP, Immigrant, or other)
B. Required Content	<p>Provide high quality language instruction Effective instructional strategies will be used in all content areas including intensified instruction at each site as appropriate focused on improving language acquisition and student achievement. ELD teachers will provide professional development opportunities for all staff during Wednesday staff development meetings, preservice trainings and in class support coaching for all content area teachers.</p>	Site administration/ Director of Ed. Services Ongoing year long	ELD Specialists salaries	\$50,087.00	LEP
	<p>Provide high quality professional development RDUSD will continue to provide professional development and in depth support on ELD standards and CCSS implementation for ELS which will be facilitated by our ELD specialists. RDUSD will continue to train all teachers in GLAD strategies.</p>	ELD specialists, site administration, Director of Ed. Services	Conference/ travel costs, release time, supplies	\$12,000.00	LCFF Funding

C. Required for Year 2	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>Please describe the factors contributing to failure to meet AMAO target(s).</p> <p>Lack of districtwide targeted instructional intervention for ELs, lack of identification of skill deficits and programming to meet the needs of ELs based on data from multiple measures, minimal professional development for teachers on effective language instruction and differentiation strategies to meet the needs of diverse learners.</p>				
	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet AMAO target(s).</p>				
D. Required for Year 4	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p>				
	N/A	N/A	N/A	N/A	N/A

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

LEAs receiving or planning to receive Title III LEP funding may include allowable activities.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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E. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for LEP students</p> <ul style="list-style-type: none"> • RDUSD will monitor student progress and implement supplemental services designed for LTEL students to provide relevant, current data to the ELD teachers at the elementary and high schools in order for them to make decisions about future professional development opportunities and instructional design and delivery for the LTEL courses. Courses specifically designed for LTEL classes will be provided at both high schools. • RDUSD will provide math instructional supports for ELs who are not yet proficient in math. • RDUSD will provide training and support on ELD standards and CCSS in math and ELA for ELS through ELD teachers during Wednesday staff development meetings, preservice trainings and in class support coaching for all content area teachers. • Provide meaningful and varied opportunities for parents to be involved with supporting their child’s academic achievement. • RDUSD will develop meeting topics that are of interest to parents of EL students, as indicated through the EL parent survey and feedback from ELAC and DELAC meetings. • Increase family involvement through early outreach to EL families of 0-5 year olds through partnership with RDUSD First 5 and Migrant Education. • RDUSD will continue to provide required communications to parents in a timely manner in English and Spanish. • RDUSD high school counselors will meet with all ELs and their parents to support the development and monitoring of graduation plans and provide exposure for career and college options. 	<p>ELD Specialists</p> <p>Counselors</p> <p>Site Administration</p> <p>Director of Educational Services</p>	<p>ELD Specialists’ salaries</p> <p>No related costs</p> <p>No related costs</p> <p>No related costs</p>	<p>62,087</p> <p>(This is the same figure as in Section B: Required Content.)</p>	<p>LEP</p>
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F. LEP Overall Budget		LEP 2% for Administrative/Indirect Costs:		\$7,547	
		LEP Estimated Costs Total:		\$54,540	

Plan to Provide Services for Immigrant Students

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	Describe all allowable activities chosen by LEA relating to:				
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:			
		Immigrant Estimated Costs Total:			

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Don Beno, 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 June 11, 2019.

BACKGROUND:

Attached are the minutes from the Board of Trustee's meetings held on June 11, 2019

STATUS:

The Board is to review for approval

PRESENTER:

Don Beno, 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

June 11, 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 5:35 p.m. on June 11, 2019 at Walnut Grove Elementary School, Walnut Grove, California.
2. **Roll Call of Members:**
 - Alicia Fernandez, President (Departed at 7:04pm)
 - Don Olson, Vice President
 - Marilyn Riley, Clerk
 - Jennifer Stone, Member
 - Chris Elliott, Member (Arrived 6:00pm)
 - Rafaela Casillas, Member
 - Dan Mahoney, Member (Absent)

Also present: Don Beno, 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 @ 5:40 pm**

Member Riley moved to approve, Member Stone seconded. Motion carried 5 (Ayes: Fernandez, Olson, Riley, Stone, Casillas): 0 (Nays): 2 (Absent: Elliott, Mahoney)
5. **Open Session was reconvened at 6:40 pm**
 - 5.1 Roll was retaken. Member Mahoney was absent. All other members were present.
Also present: Don Beno, Superintendent and Jennifer Gaston, Recorder.
 - 5.2 Pledge of Allegiance was led by the 2018-2019 Seal of Biliteracy candidates.
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. The Board also reviewed the stipulated expulsion for student case #1819-210-004. The Board will formally approve by voting in open session under action item number 16.
7. **Review and Approve the Open Session Agenda**

Board President Fernandez asked for a motion to approve the Open Session Agenda.

Member Olson moved to approve, Member Riley seconded. Motion carried 5 (Ayes: Fernandez, Olson, Riley, Stone, Casillas): 0 (Nays): 2 (Absent: Elliott, Mahoney)
8. **Public Comment:** Sally Christie, member of the Sacramento County Recreation Department Advisory Board as well as a member of the community, informed the River Delta USD Board of Trustees that as a committee member of the advisory board she had learned that the County Parks Department/Department of Resources has donated five acres to the Miwok Indian Tribe. This acreage is located next to Walnut Grove Elementary School and plans on donating approximately three acres to the district next to this same property donated to the tribe. As a community member, she is concerned that the County Parks Department is planning to donate the land without input from the Parks Advisory Committee. The concern lies that the committee would have contacted the school district to determine what impact it may have on the district. She wanted the district to be aware of the situation if it had not been brought to their attention. At the last Parks Advisory Committee meeting, Ms. Christie stated that Supervisor Nottoli was unhappy that the Parks Advisory Committee was not aware of the situation or had been asked for their input.

Mr. Beno commented that the district is aware of the situation and has had communication with the County Parks Department. It has been a long drawn out process with many questions still needing answers. The District has many concerns regarding this piece of land and there has been no decisions made at this point.

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 Stone attended the First 5 Sustainability event with Mrs. Wright and Mrs. Norris. River Delta Unified School District was recognized for maintaining a sustainable budget for the First 5 program. Member Stone thanked Mrs. Norris for the invitation to the event.

Member Olson attended the Isleton 6th grade promotion. The 6th grade students conducted a song and dance performance during the ceremony. Member Olson stated that the graduation ceremony at Rio Vista High School was enjoyable and he was happy that the ceremony was held outside.

Member Fernandez reported that she, Member Elliott and Member Casillas attend the graduation at Delta High School and it was also held outside and was cooler than anticipated. Member Fernandez noted that she and Member Riley attended the alternative graduation ceremonies. Member Fernandez stated that it was heartwarming and she applauds the District for offering alternative forms of education for students who may not excel in the traditional school settings.

- 9.1.2 Committee Report(s): None to report

- 9.1.3 Superintendent Beno's report(s): Mr. Beno reiterated the comments of the Board members, noting that the ceremonies are the highlight of the year. Mr. Beno reported that he has attended many graduations over the years and each one is special. Mr. Beno stated that our schools do a fantastic job recognizing the students for their accomplishments.

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 and Ken Gaston, Director of MOT

- 9.2.1 ADA/Enrollment Report - Elizabeth Keema-Aston was not in attendance, reported as submitted

- 9.2.2 Financial Update - Elizabeth Keema-Aston was not in attendance, reported as submitted
9.2.2.1 May Revise Update – Information was submitted in the Board packet as information only

- 9.2.3 Maintenance, Operations & Transportation Update – Ken Gaston reported that most of the work performed during the month was done in preparation for the promotion and graduation ceremonies. Mr. Gaston mentioned that he has met with the paving contractor to schedule the three upcoming projects. They will begin with the Delta High School parking lot project and is scheduled to begin on June 17th. If the conditions are acceptable the second project will be Walnut Grove's playground, and lastly the Rio Vista High School access road to the bus yard. Mr. Gaston informed the Board that the contracting company that was awarded the bid for the well abandonment project behind the school may not need to access the property as previously planned during the easement approval process. They will be on site in the next few weeks to walk the property and make the decision at that time. In response to a question from the Board, Mr. Gaston noted that after the Walnut Grove playground project has been completed it will be determined what the transitioning will look like from the blacktop to the grass area. Mr. Beno thanked Mr. Gaston and his support staff for the improvements to the facilities that have been completed this year.

9.3 Educational and Special Education Services Reports and/or Presentations Katherine Wright, Director of Educational Services

- 9.3.1 Recognition of students receiving the Seal of Biliteracy – Katherine Wright explained the criteria that each student must obtain to receive the California Seal of Biliteracy. Mrs. Wright and Mrs. Norris introduced each candidate and presented them with an official certificate acknowledging the California Seal of Biliteracy. In Spanish, Member Fernandez congratulated the students and their families for their accomplishments and noted that this accomplishment of biliteracy will be beneficial in the future.

- 9.3.2 Receive presentations of the District Schools' Single Plan for Student Achievement for school year 2019-2020 presented by Laura Uslan, principal of Delta High and Clarksburg Middle Schools; Carrie Norris, principal of Walnut Grove Elementary School; Antonia Slagle principal of Isleton Elementary School and Marcy Rossi, principal of Riverview Middle School.

During the Single Plan for Student Achievement presentations each principal described areas of strength and positive outcomes they have had during the current school year. They also spoke of areas that will be targeted for improvement and how they plan on implementing these changes during the 2019-2020 school year. Each plan was reviewed and approved by the school site councils. Mr. Beno thanked the principals for the all that they have accomplished this year.

9.4 River Delta Unified Teacher's Association (RDUTA) Update: No report given

9.5 California State Employees' Association (CSEA) Chapter #319 Update: No report given

9.6 Public Hearing regarding the Proposed 2019-2020 LCAP, LCAP adoption will be held at the regular June 25, 2019 Board meeting at Rio Vista High School – 5:30 pm – Don Beno

Open Public Hearing 7:39 pm

Public Comments: Mr. Beno stated that this public hearing is a requirement prior to the adoption of the District's LCAP at the June 25, 2019 Board meeting. There were no comments or concerns from the public or Board of Trustees.

Close Public Hearing 7:40 pm

9.7 Public Hearing regarding the Proposed 2019-2020 District Budget, adoption will be held at the Regular June 25, 2019 Board Meeting at Rio Vista High School – 5:30 pm – Elizabeth Keema-Aston

Open Public Hearing 7:41pm

Public Comments: In the absence of Ms. Keema-Aston, Mr. Beno stated that a public hearing is required prior to the adoption of the District's Budget which will be held at the June 25, 2019 Board meeting. There were no comments or concerns from the public or Board of Trustees.

Close Public Hearing 7:42 pm

10. **Consent Calendar**

- 10.1 Approve Board Minutes
Regular Meeting of the Board - May 14, 2019
- 10.2 Receive and Approve Monthly Personnel Reports
As of June 11, 2019
- 10.3 District's Monthly Expenditure Report
May 2019
- 10.4 Request to approve the Independent Contract for Services Agreement with Sara M. Hall, M.A., BCBA to provide Behavior Intervention Assessments and Plans for the 2019-2020 school year at a cost not to exceed \$30,000 – Special Educational Funds – Katherine Wright
- 10.5 Request to approve the Professional Expert Agreement with Jeff Simpson to provide Speech Therapy Services at a cost not to exceed \$10,000 for the 2019-2020 school year – Special Educational Funds – Katherine Wright
- 10.6 Request to approve the Independent Contract for Services Agreement with Hand in Hand Therapeutics for the 2019-2020 school year at a cost not to exceed \$45,000– Special Educational Funds – Katherine Wright
- 10.7 Request to approve the Professional Expert Consultation Agreement with Linda Mitchell For Adapted Physical Education Services for the 2019-2020 school year at a cost not to exceed \$1,000 – Special Educational Funds – Katherine Wright
- 10.8 Request to approve the Independent Contract for Services Agreement with Meladee McCarty to provide Program Specialist services for the 2019-2020 school year at a cost not to exceed \$10,000 – Special Educational Funds – Katherine Wright
- 10.9 Request to approve the Expert Agreement with Hancoch McCarty to provide Assistive Technology Services and Assessments for the 2019-2020 school year at a cost not to exceed \$10,000 – Special Educational Funds – Katherine Wright

- 10.10 Request to approve the Independent Contract for services Agreement with Elaine H. Talley, M.Ed., J.D. to serve as a non-bias facilitator for the 2019-2020 school year at a cost not to exceed \$3,000 – Special Educational Funds – Katherine Wright
- 10.11 Request the approval of Isleton Elementary; Riverview Middle; Walnut Grove Elementary; Clarksburg Middle and Delta High Schools' Single Plan for Student Achievement for school year 2019-2020 as presented – Site Principals
- 10.12 Request to approve the Memorandum of Understanding for the District's participation in The Sly Park program for the 2019-2020 school year – Don Beno
- 10.13 Request to approve an overnight field trip for Isleton Elementary 6th grade students to the Sly Park Environmental Education Center from February 3-7, 2020 – Antonia Slagle
- 10.14 Request approval for Vicky Turk, Noelle Gomes and Stacy Knisley as Rio Vista High School's Representative to the CIF League for 2019-2020 and Laura Uslan, Jennifer Walker and Katherine Ingalls as Delta High School's Representative to the CIF League for 2019-2020 – Victoria Turk and Laura Uslan
- 10.15 Request to approve the resolution number change for Resolution #761 to Resolution #763 Authorizing FY 2018-2019 expenditures from Educational Protection Act Funds (Prop. 30) – Elizabeth Keema-Aston
- 10.16 Request to approve the amended First 5 of Sacramento Contract for FY2019-2020 – Carrie Norris
- 10.17 Request to approve the General Agreement for Nonpublic, Nonsectarian School/Agency (Point Quest Sacramento Campus) for the 2019-2020 school year at a cost not to exceed \$50,000 – Special Educational Funds – Katherine Wright
- 10.18 Request to approve the General Agreement for Nonpublic, Nonsectarian School/Agency (Point Quest Lodi Campus) for the 2019-2020 school year at a cost not to exceed \$100,000 – Special Educational Funds – Katherine Wright
- 10.19 Request to approve the General Agreement for Nonpublic, Nonsectarian School/Agency (Point Quest Instructional assistant) for the 2019-2020 school year at a cost not to exceed \$90,000 – Special Educational Funds – Katherine Wright
- 10.20 Request to approve the General Agreement for Nonpublic, Nonsectarian School/Agency (Capital Autism Services) for the 2019-2020 school year at a cost not to exceed \$90,000 – Special Educational Funds – Katherine Wright
- 10.21 Request to approve the 2019-2020 General Agreement for Nonpublic, Nonsectarian School/Agency (Pristine Rehab Care) to provide speech therapy services for district students at a cost not to exceed \$240,000 – Special Educational Funds – Katherine Wright
- 10.22 Donations to Receive and Acknowledge:
 - Riverview Middle School**
 - Daniel & Christine Mahoney - \$265
 - Rio Vista Foundation - \$1,750 (ChromeBooks)
 - D.H. White Elementary School**
 - Your Cause LLC Trustee for Pacific Gas & Electric - \$333.32

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

Member Olson 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 or Exhibits due to new legislations or mandated language and citation revisions as of March 2019 – Don Beno

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

12. Request to approve the “Declaration of Need for Fully Qualified Educators” for the 2019-2020 school year – Don Beno

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

13. Request to award the Food Service Contract to Sodexo for the FY2019-2020 with an additional yearly option for up to four years– Elizabeth Keema-Aston

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

14. Request to approve the three-year contract with DataPath for Technology support from July 1, 2019 – June 30, 2022 – Elizabeth Keema-Aston

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

15. Request to approve the agreements with Management and Other non-bargaining unit employees for 2018-2019– Don Beno

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

16. Report of action in Closed Session regarding student discipline(s) including the vote(s) on each individual Case and to approve suggested actions – Case number 1819-210-004 [Education Code Sections 49070 (c) and 76232(c)]: - Board President Fernandez

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

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

18. 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.

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

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

20. The meeting was adjourned at 7:53 p.m.

Submitted:

Approved:

Don Beno, 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

BOARD AGENDA BRIEFING

Meeting Date: June 25, 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:

Don Beno, 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: June 25, 2019

NAME	SCHOOL OR DEPARTMENT	NEW OR CURRENT POSITION	TRANSACTION, EFFECTIVE AT
			*CLOSE OF THE DAY
			**BEGINNING OF THE DAY
ADMINISTRATIVE			
Nicole Latimer	Districtwide	Director of Ed Services 1.0 FTE	Hired effective **7/1/19 contingent on signing of contract (Vice Katherine Wright)
CERTIFICATED			
Sarah Tygert	Rio Vista High School	English Teacher 1.0 FTE	Hired effective **8/2/19 (NEW)
Holly Chesnut	Rio Vista High School	Ag Teacher 1.0 FTE	Resigned effective *6/12/19
Frederick Logan	Riverview Middle School	Science Teacher 1.0 FTE	Rescinded his contract for the 2019-20 School Year
CLASSIFIED MANAGEMENT			
CLASSIFIED			
Heather Sousa	D.H. White School	Instructional Asst. III 6.5 hrs/day	Resigned effective **6/11/19
Brendan Ellis	Delta High School	Custodian I 1.0 FTE	Released effective *6/11/19
Jacob Bartels	Districtwide	Utility Worker 1.0 FTE	Retiring effective **8/1/19
Madison Myers	Districtwide	Speech Lang. Path. Asst. 7 hrs/day	Hired effective **8/7/19 (Vice Hannah Simpson)

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.3

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

SUBJECT:

Request to approve the Independent Contract for Services Agreement with Rio Vista CARE for the 2019-2020 school year at a cost not to exceed \$10,000.

BACKGROUND:

Rio Vista CARE offers licensed clinicians to provide therapy at all of the River Delta USD schools.

STATUS:

This is a renewal agreement. The 2018-2019 contract was \$10,000. The 2019-2020 contract is not to exceed \$10,000.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$10,000 paid by Special Education Mental Health and LCFF funds

RECOMMENDATION:

That the Board approve the Independent Contract for Services Agreement with Rio Vista CARE for the 2019-2020 school year at a cost not to exceed \$10,000

Time allocated: 2 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
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 Rio Vista CARE, hereinafter referred to as "CONSULTANT."

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

1. **TERM:** The term of this agreement is from July 1, 2019 through June 30, 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 60 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.

2. **CONSULTANT SERVICES:** CONSULTANT agrees to perform, during the term of this agreement, the tasks obligations and services detailed as follows: To provide licensed counseling services for district students.

3. **PAYMENT FOR SERVICES:** CONSULTANT shall receive compensation at the rate of:

\$ ___ per ___ day ___ week ___ month ___ year or per ___ hour

OR

for a total cost not to exceed \$ 10,000.

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.

4. **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.
5. **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.
6. **HOLD HARMLESS AND INDEMNIFICATION:** CONSULTANT agrees to abide by the *Hold Harmless and Indemnification Agreement* attached to and made a part of this contract.

Independent Contractor Agreement

7. **COMPLIANCE WITH LAWS:** CONSULTANT shall comply with all applicable federal, state and local laws, rules,

Creating Excellence To Ensure That All Students Learn

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:

Rio Vista CARE

Printed/Typed Name _____ Date _____

Requested By _____ Date _____

Social Security Number/Federal Tax ID Number _____

Approval Signature _____ Date _____

Address _____ State _____ Zip _____

Budget Code (Name & Coding) _____

Contact Phone and Email _____

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.



RIVER DELTA UNIFIED SCHOOL DISTRICT

**445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995**

HOLD HARMLESS & INDEMNIFICATION AGREEMENT

Rio Vista Care

To the fullest extent permitted by law, _____,
(Contractor/Consultant) agrees to defend, indemnify, hold harmless and waive all rights of 9+subrogation against River Delta Joint Unified School District, its Board of Trustees, officers, agents and employees (collectively the "District") from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities, whether active or passive, arising from any accident, death, or injury whatsoever or however caused or alleged to be caused whether by the District or the Contractor/Consultant to any person or property because of, arising out of, or in any way related to the performance of this agreement. Contractor/Consultant shall not be responsible for the sole or willful liability of the District. It is understood and agreed that such indemnity shall survive the termination of this agreement.

Contractor/Consultant shall maintain their own contractual liability insurance to cover its obligations under this agreement. This indemnification is independent of and shall not in any way be limited by insurance carried by the Contractor/Consultant.

In the case of Facility Use Agreements, Contractor/Consultant further agrees to comply with the insurance requirements attachment to that contract and shall name the District as an additional insured via separate endorsement from its insurance carrier, and provide acceptable proof thereof to the District.

If the Contractor/Consultant should sublet any work to another party (i.e., subcontractor), Contractor/Consultant guarantees that such subcontractor shall indemnify the District prior to permitting subcontractor to commence its work. Contractor/Consultant shall obtain a signed agreement from such subcontractor indemnifying the District as set forth above. In addition, Contractor/Consultant shall require in its purchase orders that each supplier indemnify Contractor/Consultant and the District from any and all losses arising from any materials, products, or supplies included in such work.

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

Date Signed

Typed/Printed Name of Authorized Representative

Company Name

Address, Email & Phone: _____

1/14/08

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- | | | | | |
|------------------------------------|---------------------------------------|---------------------------------|-----------------------|-----------------------|
| Bates School | Isleton School | Walnut Grove School | Delta High School | Wind River School |
| Clarksburg Middle | Riverview Middle | 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 | | |



RIVER DELTA UNIFIED SCHOOL DISTRICT

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

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

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

- 10. Description of Duties: To provide counseling services for district students.
- 11. 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.

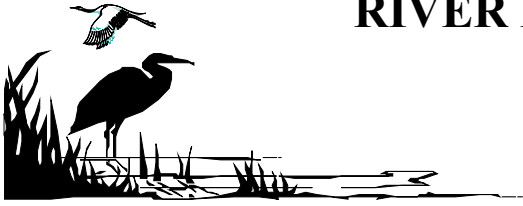
This determination is a public record and shall be retained for public inspection in the same manner and location as the District's Conflict of Interest Code Form 700s.

Katherine Wright, Superintendent

Date

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

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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

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Bates School Isleton School Walnut Grove School Delta High School Wind River 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.

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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

Date Signed

Typed/Printed Name of Authorized Representative
Address, Email & Phone: _____

Company Name

1/14/08

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.4

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

SUBJECT:

Request to approve the contract with Illuminate Education for the 2019-2020 school year at a cost not to exceed \$8,800.

BACKGROUND:

RDUSD has utilized Illuminate Education (SchoolCity) for the last 10 years for our Student Accountability Report Cards (SARCs) and our Single Plans for Student Achievement (SPSA) templates.

STATUS:

We would like to continue utilizing Illuminate Education for our SARC and SPSA templates for the 2019-2020 school year.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$8,800 from Educational Services funding

RECOMMENDATION:

That the Board approve the contract with Illuminate Education for the 2019-2020 school year at a cost not to exceed \$8,800.

Time allocated: minutes



Client Order

Q-34968

Illuminate Education

6531 Irvine Center Drive Suite 100
Irvine, California 92618
(949) 656-3133
<https://www.illuminateeducation.com/>

Prepared Date: 4/25/2019
Valid Through: 5/25/2019

Prepared By: Betty Flanary

Start Date: 7/1/2019
End Date: 6/30/2020
Quote Term: 12

Customer: River Delta Unified School District
Address: 445 Montezuma Street
Rio Vista, California 94571

Contact: Christy Ricketts
Phone: 7073741725
Number of Schools: 11

Year 1 Dates: 7/1/2019 - 6/30/2020

QTY	PRODUCT	DESCRIPTION	UNIT	TOTAL
11	SPARCS, Software License	Single Plan & Accountability Repord Card Suite (SPARCS) Annual License	\$800.00	\$8,800.00
Year 1 TOTAL:				\$8,800.00

On-Going Illuminate subscription license and/or support fees are invoiced at then current rates & enrollment per terms of the Master Subscription Licenses & Services Agreement, which may be subject to an annual increase after the first year for non-multi-year contracts and/or enrollment increases (i.e., as your student count increases or decreases, the quantity will be adjusted in accordance with the terms of the Agreement).

Any applicable state sales tax has not been added to this Client Order. Subscription Start and Expiration Dates shall be as set forth above, which may be delayed based upon the date that Illuminate receives your purchase order.

In the event that this Client Order includes promotional pricing, said promotional pricing is only valid for the select term(s), product(s), and/or service(s) as shown in this Client Order. The promotional pricing may also be limited in availability to you through the date on this Client Order that is shown as the "Valid Through" period.

All invoices shall be paid within thirty (30) days of the date of invoice.

All purchase orders must contain the exact Client Order number stated within.

To accept and finalize this Client Order, please remit a purchase order to:

Orders@IlluminateEd.net
or
6531 Irvine Center Drive #100
Irvine, CA 92618

Master Subscription Licenses & Services Agreement

This Master Subscription Licenses & Services Agreement (“Agreement”) is hereby entered into as of the date of receipt of purchase order and/or enforcement of any and all product and/or service orders (the “Effective Date”) between the purchasing agency (“Client”) and Illuminate Education, Inc., a California corporation having its principal place of business at 6531 Irvine Center Drive, Irvine, CA 92618, and wholly-owned subsidiaries, including, but not limited to Adrylan Communications, LLC, eduClimber, LLC, eSchoolData, LLC, IO Education, LLC, Sanford Systems, Inc. dba Key Data Systems, SchoolCity, Inc., and The Learning Egg, LLC (collectively “Illuminate”) (Client and Illuminate are referenced herein as each a “Party” and collectively the “Parties”).

Definitions.

(a). “**Client Order**” means the Illuminate document attached hereto (or subsequently produced invoice), which lists the Licensed Product(s), current pricing, Service(s), Software, Subscription Period, Third Party Software, and/or applicable financial terms related to this Agreement, and is hereby incorporated into this Agreement upon receipt of Client’s purchase order as specified herein.

(b). “**Documentation**” means technical materials provided by Illuminate to Client in hard copy or electronic form describing the use and operation of the Software, which does not include any sales and/or marketing materials that Illuminate may provide Client to describe functionality intended for sales and/or marketing purposes.

(c). “**Licensed Product(s)**” means all software (including Embedded Applications, which is software licensed by Illuminate and provided to Client as part of the terms of this Agreement) and subsequent versions provided during an active Subscription Period and/or in relation to Support Services and all related Documentation licensed to Client pursuant to this Agreement, now or in the future.

(d). “**Services**” means the service(s) described in the applicable Client Order attached hereto or an executed statement of work (“SOW”), associated with the Software and the Documentation, including any applicable software hosting or Professional Services, as defined herein, and/or provided by Illuminate to Client.

(e). “**Software**” means the Illuminate software programs described in the applicable Client Order.

(f). “**Subscription Period**” means the period commencing upon the start date set forth in the applicable Client Order and continuing until terminated in accordance with Section 14 (“**Termination**”).

(g). “**Third Party Software**” means any software product designated as Third Party Software by Illuminate, and any related documentation supplied to Client, which is licensed directly between Client and a third party. Third Party Software is different than Embedded Applications in that Illuminate licenses the Embedded Applications to Client as part of Licensed Product (but in some cases, such Embedded Applications may be subject to additional license terms as identified herein). Illuminate is not a licensor of Third Party Software.

1. Subscribing to the Service(s). Client will subscribe to the Licensed Product(s) and/or Services by providing a purchase order displaying the unique identifier contained within the Client Order attached hereto and/or executing a written SOW for such Licensed Product(s) and/or Services with Illuminate. Any additional and/or varying terms included in the Client’s purchase order are hereby deemed null and void. Upon mutual consent, each SOW will be incorporated into this Agreement. Each Client Order and/or SOW will specify the Licensed Product(s) and/or Services and specific terms and conditions applicable to that order. In the event of any conflict between this Agreement and a SOW, the mutually agreed upon SOW shall control, except this Agreement shall

govern all terms relating to intellectual property rights, confidential information, warranty, indemnity and liability. Subject to the terms and conditions of this Agreement [including all incorporated documents as set forth in Section 15(k) herein], Illuminate will provide the Licensed Product(s) and/or Services described in the initial Client Order. Additional Client Orders and/or SOWs may be entered into by the Parties to subscribe to additional or different features of the Licensed Product(s) and/or Services. Unless designated as replacing a specific Client Order and/or SOW, subsequent Client Orders and SOWs will be considered in addition to currently effective Client Orders and SOWs.

2. License.

(a). **License Grant.** Subject to the terms and conditions of this Agreement, including Illuminate’s Privacy Policy, which is incorporated in full herein by reference, Illuminate grants to Client a limited, revocable, annual (or multi-year as specified in Illuminate’s Client Order), non-exclusive, non-transferable license during the Subscription Period, to access the Licensed Product(s) and/or Services through the User IDs and to operate the features of the Licensed Product(s) and/or Services according to the Documentation under normal circumstances. No source code or technical-level documentation to the Licensed Product(s) and/or Services is licensed under this Agreement.

(b). **User IDs.** Illuminate will issue Client’s system administrator access to Client’s designated user(s) that will have the ability to issue a singular User ID and password to each student, teacher, and administrator for access to and to utilize the Licensed Product(s) and/or Service(s) specified in the applicable Client Order and/or SOW. Client shall limit the total number of issued User IDs and passwords to the student count noted for each Licensed Product and/or Service on the Client Order; provided that said student count does not limit the total number of teacher and administrator User IDs and passwords that Client may issue. Each User ID may only be used to access the Services during one (1) concurrent login session. Client shall not allow Client Personnel and/or students to share User IDs with any third parties, which require prior written approval for access by Illuminate. “Client Personnel” is defined as Client’s internal employees, who shall be bound by confidentiality restrictions at least as restrictive as this Agreement provides, explicitly excluding contractors and/or vendors that are not granted access herein. Client is responsible for all activity occurring under its User IDs and control of said User IDs, including the corresponding password credentials. Client is responsible for all use of the Licensed Product(s) and/or Services by Client Personnel, students Client grants access to, for maintaining the confidentiality of all User IDs, and promptly notifying Illuminate of any actual or suspected unauthorized use of the Licensed Product(s) and/or Services. Illuminate reserves the right to suspend or terminate any Client user that Illuminate determines may have been used for an unauthorized purpose.

(c). **Limitations.** Client agrees that it will not and will not permit any Client Personnel or other party to: (i) permit any party to access or use the Licensed Product(s) and/or Services, Software, or Documentation, other than Client Personnel explicitly authorized by Illuminate; (ii)

modify, adapt, alter or translate the Software or Documentation, except as expressly allowed hereunder; (iii) sublicense, lease, rent, loan, distribute, or otherwise transfer the Licensed Product(s) and/or Services, Software, or Documentation to any third party; (iv) reverse engineer, decompile, disassemble, or otherwise derive or determine or attempt to derive or determine the source code (or algorithms, structure or organization) of the Software; (v) use or copy the Software or Documentation except as expressly allowed hereunder; (vi) disclose or transmit any data contained in the Software to any individual other than Client Personnel. To the extent permitted under the law, Client shall hold Illuminate harmless from any and all claims relating to Client's misuse of Licensed Product(s) and/or Services rendered by Illuminate to Client, including Illuminate's intellectual property.

(d). **Client Responsibility.** Client shall perform the responsibilities necessary to establish Client's use of the Licensed Product(s) and/or Services, including (i) providing Client Personnel lists to setup User IDs, (ii) properly maintaining all associated equipment, software and environmental conditions in accordance with applicable industry standards and/or specifications Illuminate may provide Client, and (iii) designating Client Personnel to participate in training.

3. Acceptable Use Policy. Client acknowledges and agrees that Illuminate does not monitor or police the content of communications or data of Client or its users transmitted through the Licensed Product(s) and/or Services, and that Illuminate shall not be responsible for the content of any such communications or transmissions. In using the Software, Licensed Product(s), and/or Services, Client agrees to the following: (i) Client shall not incorporate into or otherwise transmit through the Software, Licensed Product(s), and/or Services any content that violates or infringes the rights of others, including without limitation any material that: (A) may be abusive, indecent, threatening, obscene, harassing, violent, defamatory, libelous, fraudulent, or otherwise objectionable; (B) encourages or otherwise promotes conduct that would constitute a criminal offense or give rise to civil liability; (C) impersonates any person or entity or that otherwise misrepresents Client's affiliation with a person or entity; (D) contains malicious code; (E) is in violation of the CAN-SPAM Act or any other applicable laws pertaining to unsolicited email, SMS, text messaging or other electronic communications, or the transmission of emails to an individual or entity with which Client has no preexisting relationship; (F) includes the private information of another without express permission, including but not limited to contact information, social security numbers, credit card numbers or other information which a reasonable individual would consider private in nature, (G) violates any privacy, intellectual property or proprietary right of another; (H) is pornographic or sexual in nature; (I) expressly targets children under the age of 13; or (J) is unlawful or otherwise objectionable, in Illuminate's sole opinion; and (ii) Client shall ensure that Client's use of the Software and/or Services is at all times compliant with all applicable local, state, federal and international law, regulations and conventions, including without limitation, those related to data privacy, international communications, and the exportation of data of any kind, regulations of the U.S. Securities and Exchange Commission and/or any rules of a securities exchange in the U.S. or elsewhere.

4. Reservation of Rights.

(a). **Illuminate.** Illuminate expressly reserves all rights in the Licensed Product(s), Services, Software, Documentation, and all other materials provided by Illuminate hereunder not specifically granted to Client. It is acknowledged that all right, title and interest in the Licensed Product(s), Services, Software, Documentation, and all other materials provided by Illuminate hereunder, including, but not limited to any update,

adaptation, translation, customization or derivative work thereof, and all intellectual property rights therein will remain with Illuminate (or third party suppliers, if applicable) and that the Licensed Product(s), Services, Software, Documentation, and all other materials provided by Illuminate hereunder are licensed on a subscription basis and not transferred to Client apart from the temporary license(s) discussed herein.

(b). **Client.** Client expressly reserves all rights in any data that Client (or Client Personnel/student users) loads or enters into the Licensed Product(s) and/or Services and all results from processing such data, including compilations, and derivative works thereof (the "Client Data"), except that Client grants Illuminate a non-exclusive, royalty-free, license to use, reproduce, and create derivative works of the Client Data in operating the Licensed Product(s) and/or Service features for Client's benefit as is explicitly permitted under the law. Additionally, Illuminate may use and distribute the Client Data for any lawful purpose outside the scope of the Agreement, provided always that such Client Data must be aggregated and/or de-identified (e.g., the development of Illuminate's products and/or services, as authorized under F.E.R.P.A. and applicable state laws). Client represents and warrants that Client has all rights under applicable law to provide and input in the Licensed Product(s) and/or Services the Client Data, including any personally identifiable information of any of the students and or other persons included therein.

5. Term. Unless earlier terminated pursuant to this Agreement, this Agreement shall be in effect pursuant to the dates set forth in the Client Order and/or SOW ("Initial Term"), and thereafter may be renewed for additional one (1) year periods upon each anniversary of the commencement of the Initial Term (each subsequent period will be known as a "Renewal Term" and together with the Initial Term, the "Term"). The Renewal Term(s) will be invoiced at then-current rates; provided that Illuminate does not enter into a multi-year item price agreement with Client, as denoted in the attached Client Order. Expiration or termination of one Client Order and/or SOW shall not affect any other Client Order and/or SOW, unless the Agreement Term expires or the Agreement as a whole is terminated under Section 14 ("Termination").

6. Client Support. During the Subscription Period for the applicable Services, Illuminate will provide the following standard customer support:

(a). **Web & Phone Support.** Client's designated representative(s) shall have access to Illuminate's technical support via website/email and telephone and may use the website/email to submit service requests. Illuminate will use reasonable efforts to respond in a timely manner under the given circumstances.

(b). **Client's Responsibilities.** To receive support, Client shall: (i) report errors or suspected errors for which support is needed, and supply Illuminate with sufficient information and data to reproduce the error; (ii) procure, install, operate and maintain hardware, operating systems and other software that are compatible with the most current supported version of Software; (iii) establish adequate operational back-up provisions in the event of malfunctions or errors; (iv) maintain an operating environment free of any modifications or other programming that might interfere with the functioning of Software; (v) maintain hardware and system software consistent with Illuminate's minimum requirements; and (vi) timely install all fixes and new versions supplied by Illuminate in the proper sequence, and have the most current version of Software installed (if applicable). Client acknowledges that fixes and new versions may be made available electronically, and that, in some cases, Illuminate may maintain email distribution lists that are used to

notify Clients of the availability of fixes and new versions and to provide other information to Clients that are eligible for support. Client shall be responsible for including the appropriate Client Personnel on any such email distribution lists of Illuminate so that Client receives such notifications and other information.

(c). **Service Upgrades and Scheduled Downtime.** Client shall receive, through the Licensed Product(s) and/or Services, generally available versions and releases for the Software, as designated by Illuminate in its sole discretion and that Illuminate generally offers to its other clients in Illuminate's sole discretion, and at no additional charge (beyond current support and subscription fees). Illuminate may from time to time schedule downtime for maintenance and upgrades. Illuminate may provide Client notice of any scheduled downtime, including any scheduled user disruption, if the circumstances permit such notice. Illuminate will strive to perform updates during non-peak hours.

7. Professional Services. In consideration of Client's payment of the applicable and non-refundable fees and expenses set forth in the Client Order or SOW for professional services, Illuminate will provide Client the professional services set forth therein, which may include attendance at designated training sessions provided by Illuminate as set forth herein ("Professional Services"). Training and/or consultation sessions may be conducted, as Illuminate deems appropriate or as explicitly agreed upon in writing on the Client Order or SOW at the time of purchase, at Illuminate's training facility, at Client's location, or by teleconference.

(a). **Use Period.** All Professional Services must be prepaid or paid in the same manner as agreed to with other Licensed Products included on the applicable Client Order and utilized by Client within one (1) year of purchase. Illuminate, in its sole discretion, may extend this period up to a maximum of one (1) additional year to utilize said Professional Services; however, regardless of whether the Professional Services use period described herein is extended, Client's non-utilization of purchased Professional Services will be deemed null and void upon expiration of the applicable use period.

(b). **Third Party Integration.** Illuminate, in its sole discretion, will assist Client with integration of Licensed Product(s) with Client's third party applications that are compatible in nature. Due to the potential access of students' personally identifiable information, Illuminate provides said integration only at the request of Client in writing. Client is solely and entirely responsible for compliance with local, state, and federal laws corresponding with integrations. To the extent permitted under the law, Client agrees to indemnify and hold Illuminate harmless for any actions and/or omissions pertaining to said integration.

8. Hosting.

(a). **Availability.** Client acknowledges and agrees that the hosted Licensed Product(s) and/or Services may be inaccessible or inoperable from time to time due to planned maintenance or to causes that are beyond the control of Illuminate or are not reasonably foreseeable by Illuminate, including, but not limited to: (i) the interruption or failure of telecommunication or digital transmission links; (ii) hostile network attacks; (iii) network congestion; (iv) or other failures (collectively "Downtime"). Illuminate shall use commercially reasonable efforts to minimize any disruption, inaccessibility and/or inoperability of the Licensed Product(s) and/or Services caused by Downtime, whether scheduled or not.

(b). **Security.** Client will not: (i) breach or attempt to breach the security of the hosting environment or any network, servers, data, computers or other hardware relating to or used in connection with the Licensed Product(s) and/or Services, or any third party that is hosting or interfacing with any part of the Licensed Product(s) and/or Services; or

(ii) use or distribute through the Licensed Product(s) and/or Services any software, files or other tools or devices designed to interfere with or compromise the privacy, security or use of the Licensed Product(s) and/or Services or the operations or assets of any other customer of Illuminate or any third party. Client will comply with any potential user authentication requirements for use of the Licensed Product(s) and/or Services. Client is solely responsible for monitoring its authorized users' access to and use of the Licensed Product(s) and/or Services. Illuminate has no obligation to verify the identity of any person who gains access to the Licensed Product(s) and/or Services by means of an access ID. Any failure by any authorized user to comply with the Agreement shall be deemed to be a material breach by Client, and Illuminate shall not be liable for any damages incurred by Client or any third party resulting from such breach. Client must immediately take all necessary steps, including providing notice to Illuminate, to affect the termination of an access ID for any authorized user if there is any compromise in the security of that access ID or if unauthorized use is suspected or has occurred in relation to hosted Licensed Product(s) and/or Services.

(c). **Data.** Client has sole responsibility for the legality, reliability, integrity, accuracy and quality of the data it processes through and submits to the hosting environment.

9. Fees and Payment.

(a). **Subscription Fees.** Subscription Fees (set forth in each Client Order and/or SOW) are payable in advance pursuant to subsection 9(b) below. Illuminate will issue an invoice for each payment annually.

(b). **Fees.** All fees and expenses will be invoiced and are payable net thirty (30) days after the invoice date and are non-refundable after being granted access to any products and/or the commencement of internal preparations to provide Professional Services. Such other fees and expenses along with the corresponding fees for Licensed Product(s) and/or Services are collectively "Fees".

(c). **Renewals; Enrollment Increases.** Prior to any Renewal Term, Client shall provide Illuminate with an updated student count for proper invoicing and to maintain an accurate number of students accessing the Licensed Product(s) and/or Services specified in all applicable Client Orders. Illuminate reserves the right to validate, adjust, and/or invoice for variation of Client's student count based on information provided to state reporting agencies. If an increase in student enrollment in excess of five percent (5%) occurs, then Client shall remit payment for additional student access to Licensed Product(s) and/or Services in accordance with Illuminate's supplemental invoice. Such additional fees will be calculated by multiplying the then-current per student fee for Licensed Product(s) and/or Services by Client's additional enrollment. Additionally, in the event a Client Order includes discounted pricing for bundled Licensed Product(s) and/or Services and Client terminates any Licensed Product(s) and/or Services within the bundle, Illuminate reserves the right to invoice Client at then-current pricing for the non-terminated Licensed Product(s) and/or Services. Illuminate may supply new or modified policies or other terms and conditions to Client related to the provision of Licensed Product(s) and/or Services in a renewal term in order to remain compliant with applicable laws and/or Illuminate's uniform procedures, in which event such new or modified policies or other terms and conditions will govern Illuminate's provision of Licensed Product(s) and/or Services in such renewal term.

(d). **Late Payment.** Client may not withhold or "setoff" any amounts due hereunder. Illuminate reserves the right to suspend Services, including access to the Software, and Professional Services (if any) until all undisputed past due amounts are paid in full after giving Client advance written notice and an opportunity to cure as specified in Section 13

("Notices") and Section 14 ("Termination"). Illuminate also reserves the right to charge Client a 1.5% late fee for any outstanding invoices that exceed ninety (90) days past due.

(e). **Certain Taxes.** Fees quoted do not include and Client shall pay, and to the extent permitted under the law, indemnify and hold Illuminate harmless from all gross receipts, value-added, personal property or other taxes, and all applicable duties, tariffs, assessments, export and import fees or similar charges (including interest and penalties imposed thereon) on the transaction contemplated herein, other than taxes based on the net income or profits of Illuminate. If client is exempt from federal, state, sales, and use taxes the client will not be charged the same upon providing Illuminate with sufficient evidence of said exemption.

10. Confidential Information.

(a). **Definitions.** For purposes of this section, a Party receiving Confidential Information (as defined below) shall be the "Recipient" and the Party disclosing such information shall be the "Discloser" and "Confidential Information" means all information disclosed by Discloser to Recipient during the Term and marked as "confidential" or "proprietary". Client hereby acknowledges that the Services (including any Documentation, Software, and any translations, compilations, partial copies and derivative works thereof) will be considered Confidential Information belonging exclusively to Illuminate (or its designated third party supplier), and Illuminate hereby acknowledges that Client Data will be considered Confidential Information belonging to Client, in each case regardless of whether or not marked as "confidential" or "proprietary".

(b). **Covenant.** To the extent permitted by law, recipient hereby agrees that during the Term and at all times thereafter it shall not (i) disclose such Confidential Information of the Discloser to any person or entity, except to its own personnel having a "need to know" (and who themselves are bound by similar nondisclosure restrictions), and to such other recipients as the Discloser may approve in writing; provided that all such recipients shall have first executed a confidentiality agreement in a form acceptable to Discloser; (ii) use Confidential Information of the Discloser except to exercise its license rights or perform its obligations under this Agreement; or (iii) alter or remove from any Confidential Information of the Discloser any proprietary legend. Recipient shall use at least the same degree of care in safeguarding the Confidential Information of the Discloser as it uses in safeguarding its own confidential information of a similar nature, but in no event shall less than due diligence and reasonable care be exercised. Upon the earlier of Discloser's written request or termination or expiration of this Agreement, and regardless of whether a dispute may exist, Recipient shall return or destroy (as instructed by Discloser) all Confidential Information of Discloser in its possession or control and cease all further use thereof. Notwithstanding the foregoing, Recipient may disclose Discloser's Confidential Information to the extent that such disclosure is necessary for the Recipient to enforce its rights under this Agreement or is required by law or by the order of a court or similar judicial or administrative body, provided that the Recipient promptly notifies the Discloser in writing of such required disclosure and cooperates with the Discloser to seek an appropriate protective order.

(c). **Injunctive Relief.** Recipient acknowledges that violation of the provisions of this section would cause irreparable harm to Discloser not adequately compensable by monetary damages. In addition to other relief, it is agreed that injunctive relief shall be available without necessity of posting bond to prevent any actual or threatened violation of such provisions.

11. Disclaimers.

(a). **DISCLAIMER OF OTHER WARRANTIES.** SOFTWARE AND SERVICES ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND (UNLESS EXPLICITLY PROVIDED FOR HEREIN), AND ILLUMINATE AND ITS LICENSORS EXPRESSLY DISCLAIM ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND POTENTIAL IMPLEMENTATION DELAYS. ILLUMINATE DOES NOT WARRANT THAT THE FUNCTIONALITY CONTAINED IN THE LICENSED PRODUCT WILL MEET CLIENT'S REQUIREMENTS, OR THAT THE OPERATION OF THE SOFTWARE OR CLOUD HOSTING WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT DEFECTS IN THE LICENSED PRODUCT WILL BE CORRECTED. FURTHERMORE, ILLUMINATE DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OR THE RESULTS OF THE USE OF THE SOFTWARE OR SERVICES IN TERMS OF CORRECTNESS, ACCURACY, RELIABILITY, SECURITY OR OTHERWISE. CLIENT AGREES THAT THE USE OF SOFTWARE AND SERVICES IS AT CLIENT'S OWN RISK. NO ORAL OR WRITTEN INFORMATION OR ADVICE GIVEN BY ILLUMINATE OR AN ILLUMINATE REPRESENTATIVE SHALL CREATE A WARRANTY OR IN ANY WAY INCREASE THE SCOPE OF ANY WARRANTY. SOME JURISDICTIONS MAY NOT ALLOW THE EXCLUSION OF CERTAIN IMPLIED WARRANTIES, SO THE ABOVE EXCLUSION MAY NOT FULLY APPLY TO CLIENT.

(b). **Limited Non-Infringement Warranty.** Illuminate warrants that it has the right to license to Client the Software and Services as contemplated by this Agreement. Illuminate represents and warrants that as of the date the Software and Services is first made available hereunder, when properly used in accordance with the Documentation and this Agreement, will not misappropriate or infringe any third party's intellectual property rights recognized under any trade secret law, any U.S. copyright, or U.S. patent issued as of the Effective Date.

(c). **Limited Privacy Warranty.** Illuminate hereby recognizes that the Client Data which Client provides to Illuminate may include personally identifiable information of students. In order for Illuminate to carry out its obligations under this Agreement, it is necessary for Illuminate to use the Client Data. Illuminate agrees to use the Client Data, some of which may contain personally identifiable information of students, only for the purpose of fulfilling its obligations under this Agreement. Illuminate agrees all usage of Client Data shall be in compliance with the requirements of applicable privacy laws. Illuminate warrants that it has put in place reasonable and appropriate security, technical, and organizational measures to protect its usage of the Client Data against accidental or unlawful destruction or accidental loss, alterations, and unauthorized use, disclosure, or access. Illuminate also warrants that it shall not disclose to, permit the disclosure to, or provide access to the Client Data to any third parties, except as is necessary for Illuminate to fulfill its obligations under this Agreement and under the law. In the event the Client or any third party believes there has been a material breach of this provision, Illuminate shall have a reasonable amount of time, which will be a minimum of thirty (30) days from the date of receiving written notice to cure any such alleged breach.

12. Limitation of Liabilities. The Parties acknowledge that the following provisions have been negotiated by them and reflect a fair allocation of risk and form an essential basis of the bargain and shall survive and continue in full force and effect despite any failure of consideration or of an exclusive remedy:

ILLUMINATE SHALL NOT BE LIABLE TO CLIENT FOR ANY SPECIAL, EXEMPLARY, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES; OR LOST PROFITS, LOST FUNDING, LOST SAVINGS, OR LOST OR DAMAGED DATA; OR FOR CLAIMS OF A THIRD PARTY; ARISING OUT OF THIS AGREEMENT, SOFTWARE, THIRD PARTY SOFTWARE, SUPPORT, HOSTING, SERVICES, OR OTHER ITEMS PROVIDED, OR THE USE OR INABILITY TO USE ANY OF THE FOREGOING, EVEN IF ILLUMINATE HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR THEY ARE FORESEEABLE. IN ANY EVENT, IN RESPECT OF ANY CLAIM, DEMAND OR ACTION ARISING OUT OF THIS AGREEMENT, CLIENT SHALL BE LIMITED TO RECEIVING ACTUAL AND DIRECT DAMAGES IN A MAXIMUM AGGREGATE AMOUNT EQUAL TO THE CHARGES PAID BY CLIENT TO ILLUMINATE HEREUNDER FOR THE APPLICABLE LICENSED PRODUCT, ITEM OR SERVICE ON WHICH THE CLAIM IS BASED IN THE PREVIOUS TWELVE (12) MONTHS.

13. **Notices.** Notices sent to either Party shall be effective when delivered electronically or physically to the address designated by Client and in the case of Illuminate to the attention of: Illuminate Legal Department to the address listed as Illuminate's principal place of business herein and in the case of Client to the recipient provided by Client at the commencement of the Services and/or use of Software. Notices must be in writing. Each Party may change its address for receipt of notice by giving notice of such change to the other Party.

14. Termination.

(a). **Termination for Breach.** Illuminate shall have the right to immediately suspend performance under this Agreement in the event that Client is in breach of any of its obligations under this Agreement. In addition, either party shall have the right to terminate this Agreement in whole or in part upon thirty (30) days written notice to the other party, in the event the other party materially breaches this Agreement and fails to correct such breach within such thirty (30) day period; provided that Illuminate shall have the right to terminate this Agreement immediately upon written notice in the event that Client breaches any of its obligations under Section 10. Client further acknowledges that, as breach of the provisions of Section 10 could result in irreparable injury to Illuminate, Illuminate shall have the right to seek equitable relief against any actual or threatened breach thereof, without proving actual damages.

(b). **Liquidated Damages.** In the event that Client enters into a multi-year contract with Illuminate and Client terminates the contract or any portion thereof, Client agrees to pay Illuminate the remaining sum due to Illuminate through the stated term of the Client Order and/or SOW as liquidated damages, as actual damages being impossible to calculate. This clause shall not apply in the event Client terminates this Agreement as a result of Illuminate's breach in accordance with Subsection 14(a) herein. Notwithstanding the foregoing, Client shall not be liable for said liquidated damages in the event that: (i) Client provides Illuminate at least thirty (30) days' advance notice of termination prior to the effective date anniversary; and (ii) said termination is a result of the non-appropriation of funds for Client's contract. Client shall not utilize this clause as a right to terminate the contract for convenience. Illuminate reserves the right to seek documentation evidencing the non-appropriation of funds.

(c). **Survival.** Upon termination or expiration of this Agreement for any reason: (i) all rights and obligations of both Parties (except for Client's payment of all Fees then owing), including all licenses granted hereunder, shall immediately terminate except as provided below; (ii) within thirty (30) days after the effective date of termination, each Party shall comply with the obligations to return or destroy, at Illuminate's sole discretion, all Confidential Information of the other Party, as set forth in Section 10 ("**Confidential Information**"). The following Sections and Subsections will survive expiration or termination of this Agreement for any reason: Section 4 ("**Reservation of Rights**"), Section 10 ("**Confidential Information**"), Section 11 ("**Disclaimers**"), Section 12 ("**Limitation of Liabilities**"), Section 14(c) ("**Survival**"), and Section 15 ("**General Provisions**"). Upon termination, as long as Client is not in breach, if requested, Illuminate shall make a final backup of Client data and provide the backup media to Client at Illuminate's then-current rates in a readily usable form in accordance with industry standards.

15. General Provisions.

(a). **Assignment.** Client may not assign this Agreement to any third party without Illuminate's prior written consent. Any assignment in violation of this section shall be void. The terms of this Agreement shall be binding upon permitted assignees.

(b). **Choice of Law.** This Agreement and any action related thereto shall be governed by and construed in accordance with the laws of the State of California, without regard to conflicts of law principles. Each of the Parties hereto agrees to be subject to the exclusive jurisdiction, and venue shall reside, in the state and federal courts located in Orange County, California for the purpose of adjudicating any dispute relating to or arising out of this Agreement and irrevocably consent to exclusive personal jurisdiction and venue of state and federal courts located therein. The U.N. Convention on Contracts for the International Sale of Goods shall not apply to this Agreement. Any claim against Illuminate must be brought within one (1) year after it arose, or be barred.

(c). **Compliance with Export Regulations.** Client has or shall obtain in a timely manner all necessary or appropriate licenses, permits or other governmental authorizations or approvals; to the extent permitted under the law, shall indemnify and hold Illuminate harmless from, and bear all expense of, complying with all foreign or domestic laws, regulations or requirements pertaining to the importation, exportation, or use of the technology to be developed or provided herein. Client shall not directly or indirectly export or re-export (including by transmission) any regulated technology to any country to which such activity is restricted by regulation or statute, without the prior written consent, if required, of the administrator of export laws (e.g., in the U.S., the Bureau of Export Administration of the U.S. Department of Commerce).

(d). **Construction.** Except as otherwise provided herein, the Parties rights and remedies under this Agreement are cumulative. The term "including" means "including without limitation."

(e). **Force Majeure.** Neither Party shall be liable for delays caused by events beyond its reasonable control, except non-payment of amounts due hereunder shall not be excused by this provision.

(f). **Severable.** Any provision hereof found by a tribunal of competent jurisdiction to be illegal or unenforceable shall be automatically conformed to the minimum requirements of law and all other provisions shall remain in full force and effect. Without limiting the generality of the foregoing, Client agrees that the section titled Limitation of Liabilities will remain in effect notwithstanding the enforceability of any other provision herein.

(g). **Waiver.** Waiver of any provision hereof in one instance shall not preclude enforcement thereof on future occasions.

(h). **Counterparts; Facsimile Signature.** Illuminate requires Client's execution of select Client Orders and/or SOWs, all of which are incorporated into this Agreement, and may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. If any Client Order and/or SOW is executed in counterparts, no signatory hereto shall be bound until both the Parties named below have duly executed or caused to be duly executed a counterpart of said Client Order and/or SOW. A signature received by either Party by facsimile is binding upon (the other Party) as an original.

(i). **Client Authorization; Enforceability.** Client represents and warrants that (i) it has obtained all necessary authorizations to enter into this Agreement and all related SOWs, (ii) the person signing and/or

consenting on behalf of Client is a duly authorized representative of the Client, and (iii) this Agreement is a duly authorized binding and enforceable obligation of Client.

(j). **Independent Contractors.** Client's relationship to Illuminate is that of an independent contractor, and neither Party is an agent or partner of the other. Client will not have and shall not represent to any third party that it has any authority to act on behalf of Illuminate.

(k). **Entire Agreement.** This Agreement, Illuminate's Privacy Policy, the attached Client Order, Illuminate's SOWs (if applicable), and Client's purchase order incorporated by reference constitute the entire Agreement between the Parties with respect to the subject matter hereof and supersede all other communications, whether written or oral. This Agreement may be amended only by a written document signed by both Parties. The headings of sections of this Agreement are for reference purposes only and have no substantive effect.

I hereby affirm that I am authorized to execute this Agreement and commit to the obligations set forth herein, including but not limited to, remit payment for all Licensed Products and/or Services procured.

ILLUMINATE EDUCATION, INC.

CLIENT: _____

By: _____
Authorized Signature

By: _____
Authorized Signature

Name: Dick Davidson

Name: _____

Title: Chief Financial Officer

Title: _____

Date: _____

Date: _____

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Numbers: 10.5

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

SUBJECT:

Request to approve the Rio Vista High, Bates Elementary and D.H. White Elementary Schools Single Plans for Student Achievement for the 2019-2020 school year.

BACKGROUND:

Rio Vista High, Bates Elementary and D.H. White Elementary have met with their School Site Councils (SSC) and have the attached plans for the 2019-2020 school year approved.

STATUS:

Educational Services has reviewed Rio Vista High, Bates Elementary and D.H. White Elementary Schools SPSAs and recommends them for Board approval.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

That the Board approve the Single Plans for Student Achievement (SPSA) as presented.

Time allocated: 15 minutes

SPSA 2019-20

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

River Delta Joint Unified District

Rio Vista High

Local Board Approval Date: **06/25/2019**

Schoolsite Council (SSC) Approval Date: **05/15/2019**

CDS Code: 34674134835302

Principal: Victoria Turk, Principal

Superintendent: Don Beno

Address: 410 South Fourth St.
Rio Vista, CA 94571-1939

Phone: (707) 374-6336

Email: vturk@rdusd.org

Web Site: <http://rvhs-rdusd-ca.schoolloop.com/>





PURPOSE AND DESCRIPTION

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose Rio Vista High School Single Plan for School Achievement is to provide a school program, with comprehensive support and improvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.



STAKEHOLDER INVOLVEMENT

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

[Involvement Process for the SPSA and Annual Review and Update.](#)

The School Site Council receives input from all stakeholders in both the school and the community.



RESOURCE INEQUITIES

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

NA

Goals, Strategies, Expenditures, & Annual Review



GOAL 1

Goal Area: [LCAP Priority 1 - Basic Services](#)

Goal Title: [Support Learning for the 21st Century](#)

State Priorities:

- 5 - Pupil Engagement
- 1 - Basic Services

LCAP Goal:

- Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction

Identified Need:

Goal Statement:

RVHS will provide facilities that are safe and well-maintained with classrooms ready to support learning for the 21st Century.

Critical Learner Need #1 - Student engagement and emotional safety.

What data did you use to form this goal (findings from data analysis)?

Technology survey, logs, work orders, walk throughs, emergency plans and drills.

What process will you use to monitor and evaluate the data?

Ongoing evaluation of computer labs and network availability, classroom observations, purchase orders, and work orders.

Strategy:

Technology is an integral part of the educational setting. Resources must be allocated to provide for technology resources.

What did the analysis of the data reveal that led you to this goal?

The campus is clean and facilities are continually evaluated and upgraded.

RVHS continues to update emergency plans and drills. In addition, RVHS has purchased, implemented and trained staff in the Catapult Emergency Management System that operates in real time.

Technology at RVHS is beginning to meet the needs of a 21st Century classroom. There is a need to continually access and upgrade hardware, software, and student and teacher expectations.

STRATEGY/ACTIVITY 1

Strategy Title: [Provide, Maintain and Support Chrome Labs](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Maintain 6 portable chromebook labs and one mini portable chromebook lab for teachers to utilize in implementing California Common Core State Standards. Add additional mini chromebook lab to campus as funding provides.

Measures:

Classroom observation, inventory, check out process.

People Assigned:

Administration

Teacher

Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
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Source	Budget Reference	Amount
Site Supplemental and Concentration	Hardware and software	\$3,000.00

STRATEGY/ACTIVITY 2

Strategy Title: Purchase Catapult Emergency Response System

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Continue to monitor and drill staff on Catapult Emergency Plan System. Provide training to new staff and students. Schedule emergency drills that operate in real time.

Measures:

Logs

People Assigned:

Administration

Lead Custodian

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Training	\$750.00
Site Supplemental and Concentration	Trainings	\$750.00

STRATEGY/ACTIVITY 3

Strategy Title: Explore Different and Creative Means to Maintain a Safe, Secure, and Clean Environment

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task: Collaborate with Student Leadership and NAMI Club (National Association of Mental Illness) to explore options for campus safety and cleanliness.

Measures:

Meeting agendas

classroom lesson plans

People Assigned:

Nami Club

Leadership class

Advisor
Teachers

STRATEGY/ACTIVITY 4

Strategy Title: [Provide an Information Center on Campus.](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

Students have requested a centralized area for posting school activities and information.

Measures:

Purchase Order
Work Order

People Assigned:

Leadership class
Administration

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary		\$1,000.00

» GOAL 2

Goal Area: [LCAP Priority 2 - Implementation of State Standards](#)

Goal Title: [Common Core Standards](#)

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

Identified Need:

Goal Statement:

RVHS will insure students have access to rigorous textbooks and materials aligned to the Common Core Standards, provide professional development for teachers on the instructional shifts necessary to effectively implement Common Core Standards, and develop tools to evaluate the effectiveness of classroom instruction.

Critical Learner Need #4: Continue to address the percentage of students not proficient in English, Math, Social Science, and Science while developing a school-wide vision of rigor.

Critical Learner Need #5: Continue articulation process with Riverview Middle School.

What data did you use to form this goal (findings from data analysis)?

Common Core adoption process.

What process will you use to monitor and evaluate the data?

Early release Wednesdays, collaborative meetings, department meetings and benchmark assessments.

Strategy:

Professional development in Common Core.

What did the analysis of the data reveal that led you to this goal?

Since 2010, 45 states have adopted the Common Core Standards for English Language Arts/Literacy and Math. The change in curricular pacing and pedagogy will prepare our students for college and career, in the hope of meeting the demands of a more global marketplace.

Student Population

Explore information about this schools's student population.



STRATEGY/ACTIVITY 1

Strategy Title: **Implement Common Core and CTE State Standards**

Students to be Served by this Strategy/Activity:

CTE Students

Strategy/Activity:

Task:

RVHS will continue the implementation of Academic Conversations. Trainings of staff will continue and all teachers will have the opportunity to visit other classrooms. Level of Academic Conversations in each classroom will be evaluated.

Measures:

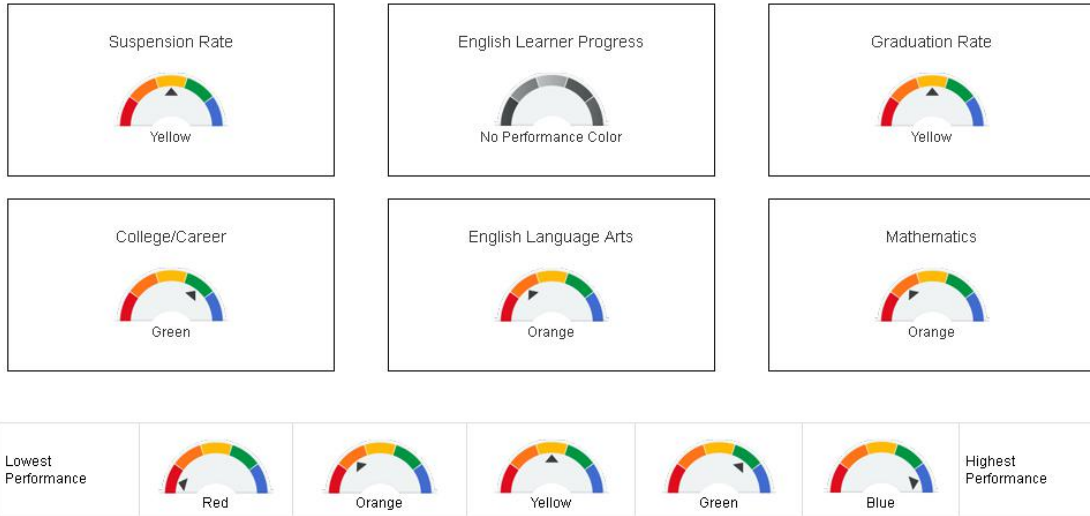
Staff meetings, department meetings, observations, benchmark assessments and professional development agendas.

People Assigned:

All Teachers

School Performance Overview

Explore the performance under California's Accountability System.



Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Materials and Supplies	\$1,000.00
Discretionary	Substitutes to provide release time	\$1,000.00

STRATEGY/ACTIVITY 2

Strategy Title: Provide Academic Training in Core Subject Areas to Instructional Assistants
 Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Special Education Instructional Aides spend the majority of their day in core curricular classes. There is a need to train these individuals in the skills necessary to assist students.

Measures:

Provide on campus training in all curricular areas.

People Assigned:

- Administrator
- Teachers
- Instructional Aides

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Training supplies	\$500.00
Site Supplemental and Concentration	Variable pay	\$500.00

STRATEGY/ACTIVITY 3

Strategy Title: Provide Classroom Teachers with a Supply Budget

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

All classroom teachers will be given a supply budget to purchase materials for student engagement.

Measures:

Student engagement

Purchase Orders

People Assigned:

Teachers

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Classroom supplies	\$3,000.00

STRATEGY/ACTIVITY 4

Strategy Title: Provide Teachers with Opportunities to Attend Professional Development Conferences

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Budget for AP Summer Institute, AVID Summer Institute, Mental Wellness Conference, School Leadership, and School Culture Conference.

Measures:

Registration forms

Conference agendas

Reporting

People Assigned:

Principal

Teachers

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
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Source	Budget Reference	Amount
Site Supplemental and Concentration		\$5,000.00

STRATEGY/ACTIVITY 5

Strategy Title: Explore Options for a Health Class

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Students at RVHS need a health class that educates on Gender Identification, Mental Health, Family Life, Drug/Alcohol/Vaping, etc.

Measures:

Explore options in master schedule 2020-21

People Assigned:

Administration

RVHS Leadership Team

SSC

Central Office

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted		\$1,000.00



GOAL 3

Goal Area: LCAP Priority 3 - Parent Involvement

Goal Title: Increase Opportunities for Parents to Support Students

State Priorities:

- 3 - Parent Involvement

LCAP Goal:

- Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Identified Need:

Goal Statement:

RVHS will implement multiple forums for involving parents in student and school activities.

Critical Learner Need #2: Implement processes that encourage SED students to raise grades and test scores while developing a network to support their families in obtaining the tools and resources available.

What data did you use to form this goal (findings from data analysis)?

LCAP Meetings, surveys, parental input.

Strategy:

Continue to provide and implement new communication tools with parents.

What did the analysis of the data reveal that led you to this goal?

Parents continue to express a need for continued and additional communication tools..

STRATEGY/ACTIVITY 1

Strategy Title: [Create Multiple Parent Forums](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Establish a School Site Council, an English Language Advisory Committee, Grade Level Parent Meetings, FAFSA Nights, 12th Grade Parent Nights, Grade level parental meetings, Cash for College, College Readiness, Athletic Coaches/Parents/Athletes Night, a Booster Club, and Arena Conferencing. In addition, schedule a monthly "Coffee or Dessert with RVHS Staff" to involve parents and students on an informal meeting status.

Measures:

Agendas and minutes from various committees.

People Assigned:

Administration
Counselor
Teachers
Athletic Director
Athletic Coaches

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Postage and Materials	\$1,500.00

STRATEGY/ACTIVITY 2

Strategy Title: [Utilize Technology To Increase Parental Communication](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:**Task:**

RVHS will continue to implement a web based program for grades and reporting to keep parents informed weekly regarding student progress. Regular use of School Messenger to announce school events. Regular updating of RVHS web page. Continue to develop and increase parent e-mail data base. Continue to send weekly bulletins, monthly newsletters and other information to parents via the data base. Continue teacher/parent call logs. Explore the possibility of an RVHS Instagram Page.

Measures:

Surveys, logs, e-mails, access numbers from AERIES, and Arena Conferencing.

People Assigned:

Administration
Counselor
Teachers

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Supplies and Materials	\$1,000.00

STRATEGY/ACTIVITY 3

Strategy Title: Refine a Pre-registration Process at RVHS

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:**Task:**

Continue a Pre-School registration process that will take place in August prior to school opening. Students will receive class schedules, obtain necessary school information, and purchase supplies. Student registration for 2019-20 school year will be complete by March 2019. Counselor and administration will meet with students to confirm class schedules and make necessary changes in the Spring.

Measures:

Pre-School registration form and agenda.

People Assigned:

Administration
Counselor
Teachers
Office staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Supplies	\$1,000.00
Discretionary	Supplies	\$1,000.00

STRATEGY/ACTIVITY 4

Strategy Title: Explore Purchase of Remind Platform

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

There is a need to provide an SMS system of communication for parents and students.

Measures:

Purchase Order

Message Logs

People Assigned:

Principal

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted		\$1,000.00

» GOAL 4

Goal Area: LCAP Priority 4 - Pupil Achievement

Goal Title: Improve Student Achievement and Behavior While Eliminating disproportionality Among Subgroups

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Identified Need:

Goal Statement:

By June 2020 65% of RVHS students will achieve a 3.0 or better GPA and less than 10% of RVHS students will be on the ineligibility list. Additionally, RVHS detention, suspensions, and Advanced Placement Enrollment will reflect the school's population. All RVHS students will be encouraged to enroll and complete A-G Requirements.

Critical Learner Need #4: Continue to address the percentage of students not proficient in English, Math, Social Science, and Science while developing a school-wide vision of rigor.

What data did you use to form this goal (findings from data analysis)?

Transcripts, report cards, detention and suspension records, AP course enrollments.

What process will you use to monitor and evaluate the data?

Early Release Wednesday Collaboratives, Department Meetings, curricular assessments, Block grades.

Strategy:

Block Schedule, Intervention (summer, after school), Goal setting, counseling.

What did the analysis of the data reveal that led you to this goal?

59% of students in Block A Term 1 were on the Honor Roll, Block A Term 2 63 % and Block B Term 1 62%.

2018-19 school year suspension rates as of 4/1/19: 43 % White, 43%% Hispanic, 6%% African American, 8% other, 19% Special Education, and 50% Socio-economically Disadvantaged.

As of 4/1/18,. the detention list consist of 53% White, 38% Hispanic, 4% African American 5% Other.

Class of 2019: 53% are projected to be A-G UC/CSU eligible.

2018-19 Advanced Placement class enrollments reflect 52% White, 37% Hispanic, 5% Asian and 7% Other.

STRATEGY/ACTIVITY 1

Strategy Title: Continue To Implement Traditional 4 x 4 Block Schedule

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

RVHS will continue implementation of a traditional 4 x 4 Block Schedule for the 2019-20 school year. Students will complete Block A in December 2019 and complete Block B in June 2020. This schedule will allow students to focus and succeed in four classes per semester rather than seven. Additionally, the block schedule will provide for eight classes a year, thus increasing graduation rate and credit recovery. Staff have indicated an interest in visiting schools using alternative 4 X 4 Blocks. Teachers have identified subject areas that may need a full year of instruction and have also shown an interest in developing an intervention or homeroom period.

Measures:

Master schedule, class registration, student, visitations, parents, teachers input.

People Assigned:

Administration
Counselor
Staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
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Source	Budget Reference	Amount
Discretionary	Materials and supplies	\$5,000.00
Discretionary	Professional Development	\$1,000.00

STRATEGY/ACTIVITY 2

Strategy Title: [Provide an Algebra Support Class and Investigate Algebra Success Strategies](#)

Students to be Served by this Strategy/Activity:

Algebra Students

Strategy/Activity:

Task:

RVHS will provide an Algebra Support class, in addition to Algebra 1 classes. Struggling Algebra students will enroll in the Algebra Support Class one block and the Algebra 1 class the following block. Teachers are also interested in pursuing Algebra Success strategies with visitations and conferences. Additionally, the block schedule enables students to access higher level courses once mastery is met. At the end of Block B Term 1 (after a year of Algebra Support), 70% of Algebra 1 students were passing the class. Staff plan to continue monitoring the success rate of Algebra Support students.

Measures:

Pass rate Algebra Support and Algebra 1 Class.

People Assigned:

Administration
Special Education Department
Math Department

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Conferences and supplies	\$2,000.00

STRATEGY/ACTIVITY 3

Strategy Title: [Provide Year Block of English Language Development](#)

Students to be Served by this Strategy/Activity:

ELL Students

Strategy/Activity:

Task:

Students scoring 1, 2, 3 on ELPAC test will receive a year long block of English Language Development to increase their ELA skills. 2018-19 data displayed a 9% reclassification of ELL students in ELD classes.

Measures:

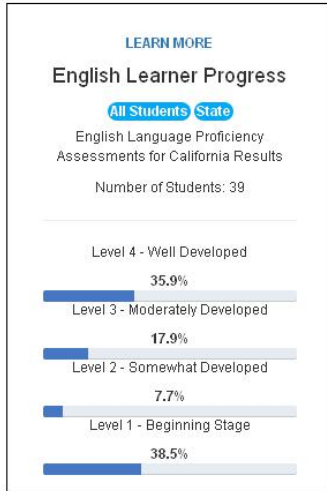
Reclassification status of students.

ELA passing rates of ELL Students.

People Assigned:

- Administration
- Counselor
- ELA/ELD Department

English Learner Progress



Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Materials and supplies	\$2,500.00

STRATEGY/ACTIVITY 4

Strategy Title: Increase Percentage of Graduating Seniors Who Complete A-G Requirements.

Students to be Served by this Strategy/Activity:

Graduating Seniors

Strategy/Activity:

Task:
 48-50% of the Class of 2019 will have fulfilled the A-G requirements for admission into a UC or CSU by June of 2020. Staff continues to strive for 100% student A-G requirements completed in the 2019-20 school year. Additionally staff will encourage a higher participation rate of the SAT/ and or ACT exam.

Measures:
 Transcripts.
 Class of 2013 28% completed all A-G courses for CSU/UC.

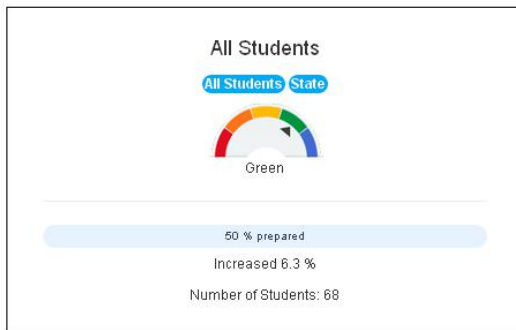
Class of 2014 32% completed all A-G courses for CSU/UC.
Class of 2015 47% completed all A-G courses for CSU/UC.
Class of 2016 50% completed all A-G courses for CSU/UC.
Class of 2017 39% completed all A-G courses for CSU/UC.
Class of 2018 41% completed all A-G courses for CSU/UC
Currently Class of 2019 % A-G courses for CSU/UC is projected at 53%

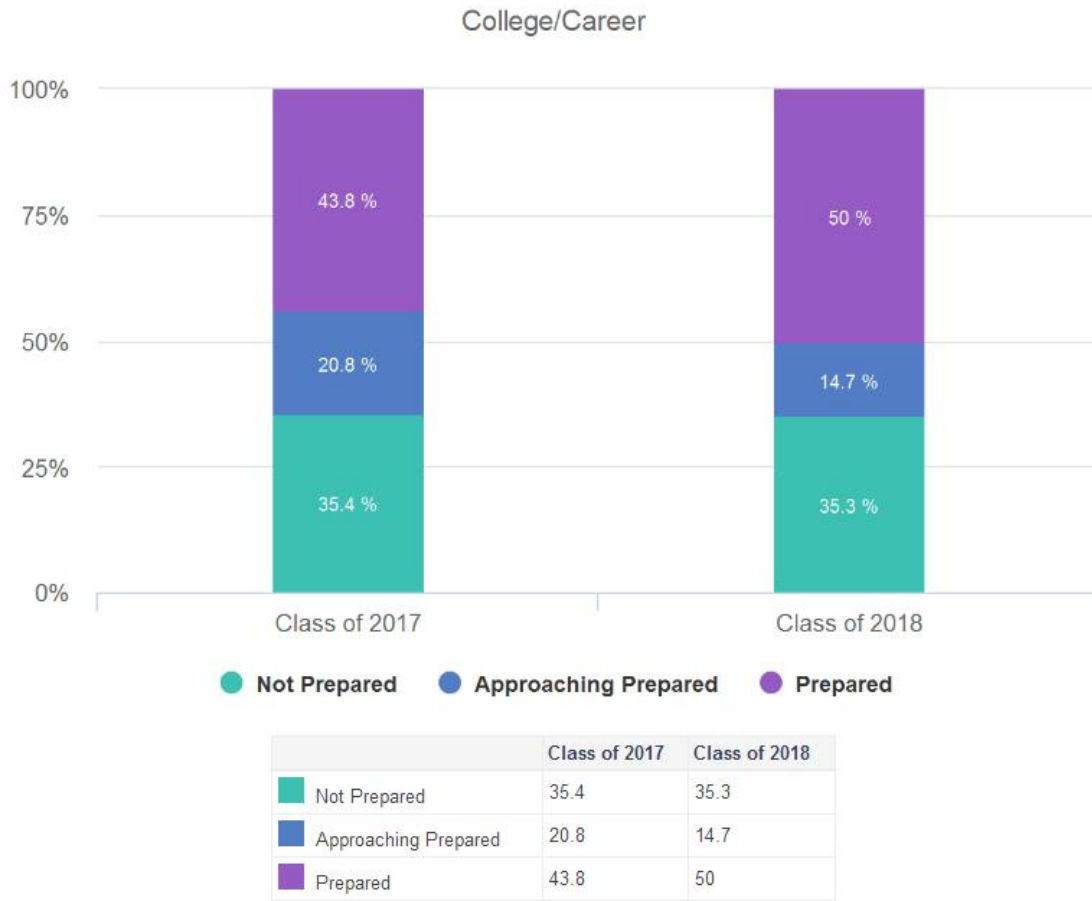
People Assigned:

Administration
Staff

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.





STRATEGY/ACTIVITY 5

Strategy Title: [Decrease the Detention/Suspension Rates in Subgroups](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Increase participation of students in Acts of Random Kindness Club, Cultural Club, Interact Club, Associated Student Body. Identify and provide counseling for repeat offenders. Provide After School Tutoring and Credit Recovery Program. Identify and provide breakfast and lunch for Socially Economically Disadvantaged Subgroup.

Measures:

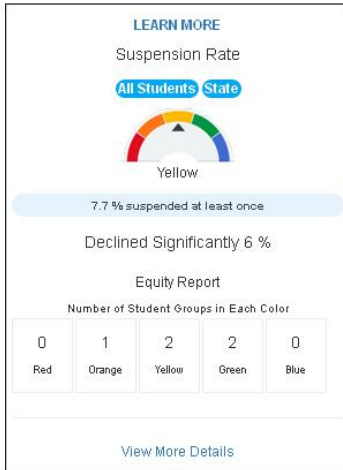
Club enrollments, detention and Suspension Records, percentage of students on Free and Reduced Program, and Ineligibility List

People Assigned:

Administrator
 Counselor
 Rio Vista CARE
 Teachers

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Teacher incentives	\$1,000.00

STRATEGY/ACTIVITY 6

Strategy Title: AP Class Enrollment Reflects School Population

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:
 Begin early identification of students, six year plans, student/parent meetings, recruitment for Academic Decathlon Team, and Honor Roll rewards.

Measures:
 Advanced Placement Enrollment by subgroups, Academic Decathlon team members by subgroups, and Honor Roll by subgroups.

People Assigned:
 Administration

Counselor
Staff

» GOAL 5

Goal Area: **LCAP Priority 5 - Pupil Engagement**

Goal Title: **Offer Enhanced Educational Opportunities**

State Priorities:

- 5 - Pupil Engagement

LCAP Goal:

- Foster a school and district culture that ensures academic/social and emotional well-being for all students

Identified Need:

Goal Statement:

RVHS will provide an educational environment that promotes both rigorous academics and exploration of elective areas while engaging students and promoting student to student interaction.

Critical Learner Need #3: Develop a post secondary culture on campus that nurtures both college bound and career bound students in developing goals, plans, and supports for life after high school.

What data did you use to form this goal (findings from data analysis)?

Course registration, 8th grade parent night, student six year plans, principal observations, walk throughs, and WASC report.

What process will you use to monitor and evaluate the data?

Early Release Wednesday Collaboratives, Quarter Grades, CELDT test results, ELPAC test results, Ineligibility list, EAP scores, SAT registration.

Strategy:

Provide a variety of instructional strategies and activities that foster student engagement.

What did the analysis of the data reveal that led you to this goal?

There is an ongoing need for professional development in the area of student engagement and Common Core Standards.

STRATEGY/ACTIVITY 1

Strategy Title: **Support AVID Site Team**

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Support students in achieving skills necessary to be successful in a college atmosphere. Utilize AVID strategies which include: school wide notebook, Cornell Note Taking, and Critical Reading. Send a team of teachers to AVID summer training and additionally provide training for student tutors during the school year.

Measures:

AVID student grades, college acceptance rate, and classroom observations.

People Assigned:

AVID site team

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	College Field Trips	\$2,000.00
Discretionary	Materials and supplies	\$1,000.00

STRATEGY/ACTIVITY 2

Strategy Title: [Provide CTE Pathways for Students](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

RVHS offers Career Pathways in Engineering, Culinary Arts, Construction, Graphic Design, and Agricultural Mechanics. RVHS will be developing a new pathway in Education in 2019-20.

Measures:

Classroom syllabi, class enrollments and CTE Pathway completers.

People Assigned:

CTE Teachers

Counselor

Administration

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Materials, supplies, conferences	\$1,500.00

STRATEGY/ACTIVITY 3

Strategy Title: [Support Student Math and Writing Center](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:**Task:**

RVHS continues the implementation of a student-centered Math and Writing Center. Tutors are trained to assist students in successful writing and math strategies and completion.

Measures:

Math and ELA grades, EAP scores, SBAC test results.

People Assigned:

Administration
Counselor
ELA Department

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Substitutes, Supplies and Materials	\$1,500.00

STRATEGY/ACTIVITY 5

Strategy Title: [Support Extracurricular Activities](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:**Task:**

Support Extracurricular Athletics, VAPA, Radio Rio, FFA, and Academic Decathlon

Measures:

Student Enrollment.

People Assigned:

Athletic Director
Teachers
Administration

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Stipends, transportation, officials, dues, competitions, and events	\$70,000.00

STRATEGY/ACTIVITY 6

Strategy Title: [Provide Student Access to PSAT and SAT Test on Campus](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

PSAT test will be purchased and scheduled on campus for all 10th & 11th Grade Students. An SAT test will be scheduled for 12th grade Students on campus in the Fall of 2019-20 by sign-ups and an additional SAT will be scheduled in the Spring of 2019-20 for 11th Grade Students on campus by sign-ups, also. Additionally a PSAT will be scheduled for 9th Grade Students on campus in the Spring of 2019-20,

Measures:

Registration
Calendar
PSAT and SAT results

People Assigned:

Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary		\$500.00

STRATEGY/ACTIVITY 7

Strategy Title: Explore Possible Alternative Electives

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Students and parents have indicated interest in new elective classes:

Band/Music
Driver's Education
Work Experience
Photography

Measures:

Budget
Central Office support
Parent and Student support'
Visitations

People Assigned:

RVHS Leadership Team
SSC

STRATEGY/ACTIVITY 8

Strategy Title: More Radio Rio Access

Students to be Served by this Strategy/Activity:

A;;

Strategy/Activity:

Task:

Provide student access to Radio Rio before and after school and at lunch. Radio students would have opportunity to host radio shows, interviews, and additional communication.

Measures:

Radio Class Logs
PA and Speaker functionality

People Assigned:

Principal
Maintenance Staff

» GOAL 6

Goal Area: LCAP Priority 6 - School Climate

Goal Title: Provide a Safe and Secure Environment

State Priorities:

- 6 - School Climate

LCAP Goal:

- Foster a school and district culture that ensures academic/social and emotional well-being for all students

Identified Need:

Goal Statement:

RVHS will be a safe and secure environment for students and staff. The campus will be monitored for cleanliness and safety by staff and administration to ensure all students have access to learning. A system of positive rewards and acknowledgements will be implemented to support and encourage good decision making strategies.

Critical Learner Need #1 - Student engagement and emotional safety

What data did you use to form this goal (findings from data analysis)?

Reward logs, detention logs, suspension logs, campus checks, and teacher input.

What process will you use to monitor and evaluate the data?

Honor Roll, Rammie of the Month, Intervention logs, detention and suspension logs.

Strategy:

Students respond to positive incentives for behavior, attendance, and academics.

What did the analysis of the data reveal that led you to this goal?

A reduction in detention and suspension rates reflects the positive results of student recognition.

STRATEGY/ACTIVITY 1

Strategy Title: [Support Student Showcases](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Schedule four student showcases to acknowledge student achievements and provide positive reinforcement for diligence to academics. Schedule 4 "Rammie of the Month" to acknowledge improvement and effort.

Measures:

School Activity Calendar.

People Assigned:

Administration

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Student Showcase	\$2,000.00

STRATEGY/ACTIVITY 2

Strategy Title: [Provide Effective Communication Systems](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Utilize School Messenger to inform parents of upcoming events. Administration will update School Loop weekly to keep students and parents advised of schedules and activities. Keep Electronic Marquee updated to inform students and parents of upcoming events. Produce a monthly newsletter for parents. Continue to add parents to e-mail distribution list. Integrate Remind 101 to keep students informed of classroom responsibility. Encourage teachers to send home 5 communication messages weekly to keep parents informed. Keep current equipment and intercom in operable and good working order. Use Cell Phone system as main communication in all fire and disaster drills or real events. Ensure all staff, students, and parents have access to safety plan, emergency plan, drill procedures.

Measures:

Purchase orders, logs of fire drills, safe school plan and emergency plans, work orders. Teacher and classified staff debriefings and reports. Inventory of all emergency equipment.

People Assigned:

Staff

Lead Custodian

Administration

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Supplies, Materials, Conferences and Substitutes	\$1,000.00

STRATEGY/ACTIVITY 3

Strategy Title: [Improve and Maintain Facilities and Campus Beautification](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Continue to improve and maintain the conditions of the facilities by developing a master calendar of routine maintenance needs, ie: painting, irrigating, pressure washing, mowing, and spraying. Institute procedures to ensure students keep campus clean and neat. Continue Campus Beautification Program.

Measures:

Improved appearance of school, log of work orders, fewer repeated work orders, custodian and support staff schedules, AED log.

People Assigned:

Administration
Maintenance staff.

STRATEGY/ACTIVITY 4

Strategy Title: [Improve Student Attendance and Decrease Student Tardies](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Provide positive rewards to students with attendance between 97% and 100% quarterly. Continue to explore means of lowering tardies in 1st period classes.

Measures:

Attendance and tardy records.

People Assigned:

Registrar.
Administration

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
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Source	Budget Reference	Amount
Discretionary	Rewards and substitutes	\$2,000.00

STRATEGY/ACTIVITY 5

Strategy Title: Support Academic All League Players in Grades 9 -12

Students to be Served by this Strategy/Activity:

Athletes

Strategy/Activity:

Task:

All students in grades 9 -12 with a 3.5 GPA or better will be acknowledged as an Academic All League Player at the end of each sport season.

Measures:

Athletic rosters and honor roll.

People Assigned:

Administration

Coaches

Booster Club

STRATEGY/ACTIVITY 6

Strategy Title: Implement a Wellness Center on Campus

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

School will continue development of a Wellness Center. This Center will provide a safe area for students during times of stress.

Measures:

Monitoring of center, student and parent input.

People Assigned:

All staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Supplies	\$3,500.00
Donations		\$0.00

STRATEGY/ACTIVITY 7

Strategy Title: Provide Programs To Address Social and Safety Issues on Campus

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

Task:

Provide instructional time and programs that address both on campus and social bullying for students, teachers, and parents.

Provide instructional time and programs that address tobacco, alcohol, and drug use in young adults for students teachers, and parents

Provide Family Life Program for all 9th grade students.

Investigate alternative discipline strategies in resolving issues.

Measures:

Panorama and WASC survey, suspension, and counseling referrals.

People Assigned:

Administration

Counselor

Nurse

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Programs, speakers, and conferences	\$2,000.00

STRATEGY/ACTIVITY 8

Strategy Title: Provide Additional Security on Campus

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

Explore partnerships with public agencies, city organizations and service groups to assist in campus security presence and purchase of security cameras.

Measures:

Meeting agendas

Purchase Orders

People Assigned:

Administration

RVHS Leadership

SSC

**GOAL 7**

Goal Area: **LCAP Priority 7 - Course Access**

Goal Title: **Provide Necessary Skills to Pursue Career/Technical and/or Post Secondary Education**

State Priorities:

- 7 - Course Access

LCAP Goal:

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Identified Need:

Goal Statement:

RVHS will improve student access to explore post-secondary plans and help students explore choices and build skills for success after high school.

Critical Learner Need #3: Develop a post secondary culture on campus that nurtures both college bound and career bound students in developing goals, plans, and supports for life after high school.

What data did you use to form this goal (findings from data analysis)?

Post graduate interviews, student and parent surveys.

What process will you use to monitor and evaluate the data?

Master Schedule, student transcripts, surveys.

Strategy:

In addition to a rigorous core curriculum, students will have access to 4 additional electives with the adoption of a block schedule.

What did the analysis of the data reveal that led you to this goal?

Previous and current students expressed a need to access more elective classes.

STRATEGY/ACTIVITY 1

Strategy Title: **Support the VAPA Program**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

Expand materials and equipment available to VAPA students. Provide professional development for staff to attend their professional organization conferences to increase knowledge and techniques that will benefit the education of RVHS students.

Measures:

Purchase orders, conference registrations, and staff presentations on key learning.

People Assigned:

VAPA Teachers

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Materials, Supplies, Conferences and Substitutes	\$2,000.00

STRATEGY/ACTIVITY 2

Strategy Title: Continue to Support Pathways

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

Provide teachers in Career Pathways adequate and up to date materials to ensure student success in the 21st Century.

Measures:

Curriculum assessment, evaluation, purchase orders, syllabi, and class enrollment.

People Assigned:

Administration

Teachers

Advisory Committee

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Materials and Supplies	\$2,500.00

STRATEGY/ACTIVITY 3

Strategy Title: Increase Student Access to Post Secondary/Career Options

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

Increase invitations to schools/colleges/tech school representatives to present programs or information to RVHS students. Provide parent student nights focusing on post graduate opportunities and financial support. And support a career fair on alternative years.

Measures:

Calendar of presentations and visits.

People Assigned:

Administration

Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Visitations, Guest Speakers, Field Trips	\$2,500.00

STRATEGY/ACTIVITY 4

Strategy Title: Continue to Support Agriculture Program

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

Provide funding and opportunities to support the Agriculture Department and Future Farmers" of America Program.

Measures:

Master schedule, course enrollment, FFA meetings and events.

People Assigned:

Administration

Agriculture Department

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Agricultural Career Technical Education Incentive	Travel and Conference	\$5,000.00
Agricultural Career Technical Education Incentive	Supplies	\$10,000.00

**BUDGET SUMMARY**

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$158,338.00

**OTHER FEDERAL, STATE, AND LOCAL FUNDS**

List of the additional Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)	Expenditure (\$)
7010 - Agricultural Career Technical Education Incentive	\$19,310.00	\$15,000.00

Allocated subtotal of consolidated federal funds for this school: **\$19,310.00**

Expenditure subtotal of consolidated federal funds for this school: **\$15,000.00**

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)	Expenditure (\$)
1100 - Lottery: Unrestricted	\$80,000.00	\$72,000.00
0000 - Discretionary	\$41,300.00	\$30,750.00
0740 - Site Supplemental and Concentration	\$17,728.00	\$25,750.00

Allocated subtotal of state or local funds included for this school: **\$139,028.00**

Expenditure subtotal of state or local funds included for this school: **\$128,500.00**

Allocated total of federal, state, and/or local funds for this school: **\$158,338.00**

Expenditure total of federal, state, and/or local funds for this school: **\$143,500.00**

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Kristy Apple	Classroom Teacher	<i>Kristy Apple</i>	05/08/2019
Jay Forbes	Parent or Community Member	<i>Jay Forbes</i>	05/08/2019
Rick Vieira	Parent or Community Member	<i>Rick Vieira</i>	05/08/2019
Colin Lira	Secondary Student	<i>Colin Lira</i>	05/08/2019
Susan Dole	Parent or Community Member	<i>Susan Dole</i>	05/08/2019
Maria Delk	Parent or Community Member	<i>Maria Delk</i>	05/08/2019
Ann Arroyo	Other School Staff	<i>Ann Arroyo</i>	05/08/2019
Victoria Turk	Principal	<i>Victoria Turk</i> 707 3746336	05/08/2019
Jane Cronin	Classroom Teacher	<i>Jane Cronin</i>	05/08/2019
Jennie Gornto	Classroom Teacher	<i>Jennie Gornto</i>	05/08/2019
Karla Chavez	Parent or Community Member	<i>Karla Chavez</i>	05/08/2019

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	1



RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

05/15/2019

Attested:

Victoria Turk, Principal

Typed name of School Principal

Signature of School Principal

5/15/19

Date

Jennie Gornto

Typed name of SSC Chairperson

Signature of SSC Chairperson

5/15/19

Date



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Use of state and local assessments to modify instruction and improve student achievement (ESEA):

School staff and administration monitor the impact of the WASC Action Plan on student achievement at Rio Vista High School using state and local assessments.

A variety of data and teacher input is used to initially place and monitor student progress in English and Math intervention classes. Staff and students have transitioned to the English Language Proficiency Assessment of California (ELPAC) this data is an important component of our multiple measures and the test is evolving and a new tool was initiated in 2018-19. English learners are assessed at entry and annually to ascertain their growth in English language acquisition, and their placement in any needed academic interventions. The staff analyzes ELPAC data annually to ascertain the degree to which Rio Vista High School meets its target objectives for English learners. In addition all English Learners are assessed 3 times a year using MAP assessments. The ELL Director provides district-wide materials.

RVHS 11th grade students participate in SBAC Testing and data has been made available to staff at the end of the 2018 school year and again at the end of the 2019 school year.

In addition, three times yearly all students are assessed with the Measures of Academic Progress test and all teachers have access to reports on line.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Curriculum embedded assessments, SBAC data and MAP data are analyzed in school wide monthly collaboration and department meetings. All students participated in the interim SBAC testing in the spring of 2019. Additionally, staff members are meeting in curricular areas to develop a mapping component. Subject area teachers have identified the 10 necessary skills needed to enter a grade level subject area and the 10 necessary skills needed to exit and enter the next grade level. Staff have identified the process as "10 in and 10 out".

Status of meeting requirements for highly qualified staff (ESEA):

- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

21 staff members at Rio Vista High School are Highly Qualified Teachers and there is 1 teaching intern.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

Principal has completed AB 75 Training. Vice Principal is currently enrolled in an Administrative Credentialing Program that supports interns.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

- **Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready**

Professional Development for all teachers in ELA, Social Science, Science, and Math Common Core instructional strategies has been provided for and is ongoing for all staff.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

The focus of staff development has been the implementation of Common Core Standards and Academic Conversations. Our district trainings have focused on strategies for grade level performance in language arts, reading, writing and mathematics. Beginning teachers are supported through the Beginning Teacher Support and Assessment (BTSA) program. BTSA at the county level provides staff development through training modules which are self-selected by the beginning teacher and pertains to academic or classroom focus areas. Site training is ongoing through staff meetings and workshops focusing on classroom strategies, standards-based student performance, State-adapted programs, and articulation between grades. We are currently developing a "Best Practices" model for our teachers. RVHS has begun on campus visitations. Teachers are encouraged to invite their peers in to observe their lessons,. This is a non evaluative tool designed to provide an Open Door Policy on campus.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

District provides multiple resources to assist staff in instructional practices, ie: Common Core trainings, ELD training, GLAD training, AP training, and Academic Conversations observations and input.

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teacher collaboration by departments are held bi-monthly on early release days. The focus this year will be identification will be Academic Conversations within grade level subject standards and Best Practices for staff. Staff is planning to continue this collaboration with the middle school.

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

Teachers are aware of the content and performance standards and have been given time to formally align the Common Core standards so that they may analyze performance benchmarks that align with California Content Standards. The staff has put forth meaningful work in the area of alignment of the school's instructional program and overall goals with the School Wide Learner Outcomes that must be continued in coming years.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

NA

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

Rio Vista High School transitioned to a 4 X 4 Block in the 2014-15 school year. Staff feel that the block allows the necessary time for depth of Common Core Standards. Staff is researching hybrid models of the traditional 4 X 4 model as they feel that there are curricular areas that need a full year of instruction. In addition, they would like more visitations and trainings on models that incorporate intervention.

Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Academic departments use the State-adopted Standards and the State-adopted Textbook lists following the State cycle for adoptions and selection of textbooks and instructional materials. Purchases are made, as funding is available. Textbook selection and purchases are pre-approved by the Board of Trustees of the District upon certification by the principal that the requested textbooks meet State Standards and are on the State-adopted Textbook list. The Board certifies by Board Resolution that in compliance with Education Code 60119 each pupil in this school will have sufficient textbooks and/or instructional materials, consistent with the content and cycles of the framework adopted by the State Board provided that sufficient State funding is available to accomplish the task. Staff will be reviewing new Common Core textbooks offerings.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

RVHS students have access to State adopted standards aligned materials including intervention materials.

Services provided by the regular program that enable underperforming students to meet standards (ESEA):

Special Education students are provided with an Individual Education Plan that is implemented by a team of teachers, parents, and administrators. Student Study Team meetings provide an avenue for staff to determine and give input into developing successful strategies for student success. Summer School provides students opportunities to make up courses they have failed by offering remediation in any core subject of their choice. Title VI and EIA funds purchase needed academic materials that have provided additional support for existing ELD program. ELL students who score at the beginning or intermediate levels on the annual ELPAC exams are provided the opportunity to enroll in an ELL course.

Research-based educational practices to raise student achievement at this school (ESEA):

Specially Designed Academic Instruction in English has been provided for all teachers. Core and intervention periods for all students is being implemented. In addition, teachers are provided with ongoing coaching in student interaction.

Resources available from family, school, district, and community to assist under-achieving students (ESEA):

Resources are available from family, school, district, and community to assist under-achieving students and this is a large component of our current plan. All of RVHS ELAC meetings each year are dedicated to providing parents with information to assist students at home and increase involvement at the school.

RVHS has a full-time school counselor.

The community provides a Parent Project component to assist in parenting skills. The community is also represented by a private counseling group, Rio Vista Care, who provide additional support.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

Parents, community members and teachers are actively involved in school life. We have a functioning School Site Council, English Language Advisory Council, School, Athletic, and Fine Arts Boosters, and an Agriculture Advisory Council.

Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

Rio Vista High School receives Site Supplemental and Concentrated Local Control Funds to meet the needs of underperforming students.

Fiscal support (EPC):

A lack of funding, declining enrollment, and budget cuts have negatively impacted the school budget.

SPSA 2019-20

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

River Delta Joint Unified District



Bates Elementary

Local Board Approval Date: 06/25/2019

Schoolsite Council (SSC) Approval Date: 06/04/2019

CDS Code: 34674136033641

Principal: Maria Elena Becerra, Principal

Superintendent: Don Beno

Address: 180 Primasing Ave.
Courtland, CA 95615-0308

Phone: (916) 775-1771

Email: mebecerra@rdusd.org

Web Site: <http://bates-rdusd-ca.schoolloop.com/>





PURPOSE AND DESCRIPTION

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The Single Plan for Student Achievement (SPSA) is a plan of actions developed by a group of parents, teachers, staff and administrator to raise and improve the academic performane of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to condolidate all school plans. In addition, the River Delta Unified School District has addressed the Local Control and Accountability Plan (LCAP) state priority goals.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is reviewed and deveopeled in collaboration with the School Site Council and with feedback from the English Language Advisory Committee. In addition, the River Delta Unified School District has meetings and/or parent questioniers to have parent feedback to plan, review and revise the LCAP and other federal, state and local programs,



STAKEHOLDER INVOLVEMENT

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

[Involvement Process for the SPSA and Annual Review and Update.](#)

The SPSA was presented, reviewed and updated at our School Site Council (SSC) meetings throughout the 2018-2019 academic school year. In addition, the parents from English Language Advisory Commettee has had the opportunity to provide advise to the principal and SSC on school's programs, goals and objectives for the Single Plan for Student Achivement during our monthly ELAC meetings.

» RESOURCE INEQUITIES

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Our District serves approximately 2,322 students in the kindergarten through twelfth grades. In 2017-2018, 42.6% of the students met or exceeded standards in English Language Arts and 30% of students met or exceeded standards in Math on the SBAC scores and 21.6% of our students are English Language Learners and 14% of ELL students were Redesignated Fluent English Proficient, 55.6% of our students are eligible for free/reduced price meals. The four of the elementary schools qualify for Title I funding as well as all the secondary schools. While we work hard to meet state and federal accountability requirements, we are committed to more than just the academic performance of our students. We also strive to meet our students' developmental needs -- intellectual, physical, and social-emotional -- through a wide variety of programs offered during and after the school day.

For the past few years teachers have moved out of the area due to financial reasons and family reasons. Having the constant turnover and new teachers that are hired late have hindered our ability to move forward in some grades with cohesion, collaborative cultures within that grade level and a focus on rigor in student success with some new hires. In addition, as our student numbers drop the number of teachers also drop which creates combination classes. In addition, our commitment to our students involve the collaborative focus of special education, regular education, and after school services aimed at serving all students through the integration of the student population and the use of a Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) model. All students with IEPs and 504s receive services in the general education setting as a "push in" as well as a "pull out" interventions. Additionally, students without IEPs also receive services from staff members traditionally known as resource specialists or instructional assistants in the regular education classroom.

Goals, Strategies, Expenditures, & Annual Review

» GOAL 1

Goal Area: LCAP Priority 1 - Basic Services

Goal Title: Priority 1: Bates will provide a safe learning and working environment for all.

State Priorities:

- 1 - Basic Services
- 4 - Pupil Achievement
- 2 - Implementation of State Standards
- 8 - Other Pupil Outcomes

LCAP Goal:

- Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction
- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

Identified Need:

Goal Statement:

Bates Elementary will provide safe a environment where all teachers are highly qualified, the school facility is safe and in good condition, and all the basic curricular needs (textbooks, desks, etc.) for students are met.

What data did you use to form this goal (findings from data analysis)?

- Previous SARC information
- Board Approved Textbooks
- Common Core Standards
- Intervention and collaboration

What process will you use to monitor and evaluate the data?

- Each teacher checks for proper curriculum for his/her classroom.
- Principal walk thoughts and observations
- Maintenance of school facility by custodian and district personnel.
- Input from students, parents, teachers and staff.
- Maintenance and Operations Director, Superintendent and Principal Walk Through

Strategy:

- In coordination with the District Office, all students at Bates will have the appropriate textbooks, materials, and technological equipment, as well as facilities necessary so that student learning occurs in a nurturing, safe, and secure environment.
- In coordination with the District office and Maintenance and Operations, Bates students and staff will have the necessary equipment and materials to satisfy the needs of their jobs in a supportive and safe environment.
- In coordination with the District Office, Bates will maintain the appropriate level of highly qualified teachers to meet the needs of the students.

What did the analysis of the data reveal that led you to this goal?

- These are basic services and tools that we are required to provide for our students each year.
- All teacher will be provided with the necessary tools to foster student learning.
- All students and staff require a safe leaning and working environment.

STRATEGY/ACTIVITY 1

Strategy Title: Facility Needs

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Principal and Staff will work together to ensure all students have the necessary materials, supplies and technology requirements needed for instruction.
- As facility needs arise, teachers/staff will inform the custodian and/or principal.
- The custodian and/or principal will make a work order for the Maintenance and Operations department.
- Principal will keep a record of needed improvements that are requested.
- Custodians will inform Maintenance & Operations (M&O) and principal of regular facility maintenance needed.
- M&O, Superintendent and Principal will do site walk through to request improvements based on the priority.
- Principal will keep an email record of requested improvements from the Maintenance and Operations department

Measures:

- Emails to M&O staff
- Work Orders placed online

People Assigned:

- Teachers/Staff
- Custodian
- Principal
- M&O Staff
- District Personnel

STRATEGY/ACTIVITY 2

Strategy Title: **Curricular Needs**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Staff will inform Principal of curricular needs to ensure all students have the proper and appropriate materials.
- Principal will ensure that all teachers and staff have all curriculum, materials, supplies and technology needed for instruction and student learning.
- Principal will notify the District Office (DO) to order any needed curriculum for students.

Measures:

- Teacher - Principal communication
- Principal communication with District Office - Educational Services department

People Assigned:

- Teachers/Staff
- Principal
- District Office Personnel

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year was the first year of the implementation of the Advancement Via Individual Determination (AVID) in grades 5th and 6th grade. The writing grades have improved. NEED WRITING DATA

The full AVID implementation in grades 2-4 will take into place in 2019-2020.

- Teacher have been AVID trained
- AVID monthly meetings
- AVID reviews from Sacramento County Office of Education
- AVID Certification 2019

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

» GOAL 2

Goal Area: LCAP Priority 2 - Implementation of State Standards

Goal Title: Priority 2: Implementation of State Standards

State Priorities:

- 2 - Implementation of State Standards

Identified Need:

Goal Statement:

All teachers will continue to teach Common Core State Standards and use Common Core Instructional Strategies in ELA/ELD, Math and the recent state adoptions Technology/keyboarding standards with district-provided curriculum.

What data did you use to form this goal (findings from data analysis)?

- 2015-2016 was the second year of implementation of the Common Core State Standards for California.
- 2015-2016 was the first year of implementation of the new district adopted Math curriculum.
- 2016-2017 was first year of implementation of a English Language Art curriculum.
- 2018-2019 was the first year of AVID implementation for grades 5 and 6.
- 2019-2020 will be the first year of AVID implementation for grades 2, 3, and 4.
- 2017-2018 SBAC scores for grades 3-6.
- 2018-2019 New Curriculum Adoption for Social Studies

What process will you use to monitor and evaluate the data?

- Staff and administration will maintain a a system of monitoring tools to gauge implementation of Common Core Standards in the classroom via verbal and electronic feedback to teachers from classroom observations done by administration.
- We will monitor student progress toward comprehension of standards through curricular, district adopted assessment and state-wide assessments (example: MAP, ELPAC, SBAC and curriculum based assessments).

Strategy:

- Each month, there will continue to be a specific Instructional Strategy Focus for the teachers. The focus strategy will be talked about, discussed, and examples given during the Staff Meeting at the beginning of each month. Data will be collected by the principal during the Walk Through.
- Continued development/feedback on the implementation of Common Core Standards/Teaching Methodologies throughout the year.
- Continued development and implementation of the AVID strategies by adding grades 2-4. As well as having some AVID strategies adopted school wide.

What did the analysis of the data reveal that led you to this goal?

- Teachers have received continued training in Common Core Standards in both ELA and Math, and how it effects and changes instructional strategies.

- Teachers will continue to receive additional support/professional development on academic conversations.
- Teachers at Bates use and fully implement the Common Core standards throughout the subject matter.
- Teachers will continue to implement and receive additional professional development on Number Talks from district and/or TOSA.
-

STRATEGY/ACTIVITY 1

Strategy Title: Professional Development for Teaching Staff

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Teachers will utilize materials, resources and strategies from Wonders Writing and incorporate Step Up to Writing during the allotted writing period of the school day.
- Teachers will be provided professional development/training in the alignment of ELD standards across all subject areas from the site-based ELD specialist.
- Teachers will given collaboration time address the Designated and Integrated ELD instruction.
- Teachers will utilize materials, resources, and strategies from the ELD standards alignment training in all subject areas.
- Teachers will have the opportunity for training on the Next Generation Science Standards (NGSS) and the new Science adopted curriculum.
- Teachers will have the opportunity to attend professional development opportunities that target specific needs (ELD, AVID, Academic Conversations, Number Talks and etc.).
- Teachers will continue with school site "Professional Peer Feedback" by observing other colleagues and provide positive feedback by "Pineapple" their teaching strategies once every quarter.
- Teachers will have the opportunity to collaborate once every two months with grade clusters to better support student learning and achieving
- Teachers will receive training and collaboration time on analyzing student data to drive instruction.
- Administrator attended the AVID implementation training in the summer of 2018 and will be attending the summer institute in the summer of 2019
- Teachers in grades 5, 6 and ELD have fully implemented the AVID program in the 2018-2019 school year.
- Teachers in grades 2, 3, and 4 will fully implement the AVID program the 2019-2020 school year.
- Work and collaborate with site AVID team, SCOE and administrator towards maintaining the AVID Certification.
- Teachers will implement the typing programs to help students better understand technology.

Measures:

- Agendas/Resources from ELD and NGSS Standard alignment trainings
- Agendas/Resources from Professional Development trainings
- Agendas/Resources from AVID Meetings/Trainings/Collaboration
- AVID Summer Trainings
- AVID College Campus Tours

- Classroom Walkthroughs
- Observations
- Quarterly Professional Peer Feedback - Bimonthly
- Pineapple Board - Quarterly
- Jungle Jr. Typing for grades K-1
- Typing.com for grades 2-6

People Assigned:

- Teachers/Staff
- Principal
- ELD specialist/trainer
- AVID Trainers
- NESS/GLAD trainer
- Substitutes
- Teacher on Special Assignment (TOSA)

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Substitute Teachers for Peer Observations - Bimonthly	\$1,000.00
Site Supplemental and Concentration	AVID Collaboration Quarterly	\$400.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	AVID College Tours and AVID Nights for Students & Parents	\$1,000.00

STRATEGY/ACTIVITY 2

Strategy Title: Supplemental / Ancillary Materials

Students to be Served by this Strategy/Activity:

Strategy/Activity:

- Task:**
- Teachers will continue to utilize district-supplied supplemental materials (i.e. Curriculum Associates) that help teachers and students become more familiar with Common Core standards and testing format (e.g. MAP testing).
 - Teachers will continue to utilize online keyboarding programs with students to practice Common Core technology standards
 - Teachers will use other district or site-funded supplemental materials for the purpose of implementing Common Core standards and enhancing instruction.
 - Teachers will use the Professional Peer Feedback from their colleagues to improve teaching practices to meet the needs of the students and increase the academic conversations in class.
 - Teachers have an interactive whiteboard IPEVO in the classroom for students to have better access to technology.

- Measures:**
- Lesson Plans
 - Classroom Walkthroughs / Observations
 - Student Work / Student Data
 - Computer Lab and Schedule
 - Free Online Keyboarding program
 - Online curriculum - Imbedded support
 - IPEVO Training for those who need it.
 - Quarterly Professional Peer Feedback

- People Assigned:**
- District Personnel (Supplemental Materials)
 - Teachers / Staff
 - Principal
 - TOSA

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Substitute Teachers for Pineapple	\$700.00

» GOAL 3

Goal Area: LCAP Priority 3 - Parent Involvement

Goal Title: Priority 3 - Bates Parent Involvement Integral Part of Student Success

State Priorities:

- 3 - Parent Involvement

Identified Need:

Goal Statement:

Provide a safe and comfortable environment on campus so that by June of 2020, parental involvement will have increased by over half of parents/guardians in each classroom. The school expectation is that all parents/guardians participate in at least one school event during the year (PTA, ELAC meetings, Activity Day, Parent Trainings, Coffee with the Principal, Monthly Awards/Sing-Alongs, Field Trips, AR Incentives, Movie Night, Winter Program, Band Concerts, Back-to-School Night, Open House, AVID and STEM Family Nights and etc.).

What data did you use to form this goal (findings from data analysis)?

- Written and implied data from teachers/staff
- Parent Feedback / Suggestions
- Sign-in from school year
- Sign-in for meetings or events

What process will you use to monitor and evaluate the data?

- Parent Sign-Ups (with phone numbers) at Back to School Night for all calendared school events.
- Provide a list of all calendared PTA / ELAC meetings for all 2019-2020 and distribute at Back to School Night before school starts by providing a BBQ to increase parent participation.
- We will ensure parent/family sign-ins at all events in which parents participate.
- For those events where sign-ins are less practical (Sing-Along/Recognition, etc.), students will report parent/family participation to their teacher.
- Parents will be personally invited to attend the Sing-Along when their students are being recognized.
- Parent Engagement Incentive program for the parents to continue to attend meetings, and STEM and AVID family nights and/or other parent meetings.

Strategy:

- Further develop a school culture that generates parent participation throughout the entire school year, during and after school hours, and at school events.
- Improve the school/home connection through more parent participation on site at the school.
- Provide each parent with a ticket at every school event and/or meetings for an incentive drawing at the end of the school year.

What did the analysis of the data reveal that led you to this goal?

- While there is some data gathered via sign-ins at certain events, not enough data was gathered during 2018-2019 to know for certain what percentage of parents participated in at least one school event during the year.
- From the data we have indeed gathered, as well as observational data from Bates staff, we estimated about 95% of the

parents participated in at least one school event.

STRATEGY/ACTIVITY 1

Strategy Title: **Communication with Parents**

Students to be Served by this Strategy/Activity:

School Wide

Strategy/Activity:

Task:

- Communication with parents will be communicated through the school-issued bulletin - in English and Spanish on a bi-monthly basis.
- Provide parents with a copy of the monthly calendar of events on a monthly basis for the 2019-2020 school year.
- Most communication from class/school will be sent home in the Wednesday Messenger folder.
- Site-controlled Facebook page will be maintained for purposes of announcements and information for Bates families.
- All parent information sent home will be translated for parents/families.
- Teachers make positive calls or emails to one selected student each week.
- Meetings with non-English speaking parents will provide translator/interpreter.
- Phone messages/reminders will be sent home as necessary in the language spoken at home.
- Progress reports will be mailed home for struggling students in each quarter/Report Cards each quarter for all students.
- Teachers will hold Parent/Student conferences, with translation/interpretation as needed.
- Parents will be invited to participate in Student Success Team (SST) meetings for their student.
- Upcoming events will be noted on the school electronic marquee and on Bates social media.
- Parents will be given a parent-student handbook at the beginning of the school year in English or Spanish.
- Teachers' school phone numbers and email addresses will be made available to parents in the back to school packet as well as the school's website page.
- No school events will be scheduled on PTA & ELAC meetings to ensure greater participation in those meetings.
- Principal will attend Courtland Town Association meetings to share information about the school with parents/community members.

Measures:

- Bi-monthly Newsletters
- Monthly Calendar of Events
- Quarterly Positive Call - Contract Log
- Facebook Calendar of posts
- Phone Dialer logs/reports
- Sign-Ins from Parent/Teacher Conferences

- Progress Reports
- Report Cards
- SST copies

People Assigned:

- Principal
- Secretary
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Child Care Services	\$500.00
Discretionary	Child Care Services	\$500.00
Site Supplemental and Concentration	Substitute Teachers for SST	\$400.00

STRATEGY/ACTIVITY 2

Strategy Title: Parent Trainings

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Parent trainings to helping their children to be successful at school will be scheduled in the evenings and invitations/reminders will be sent home.
- Provide the opportunity for parents to participate the 2019-2020 Family Nights.
- The STEM Family A will provide valuable information regarding expectations, grade level standards, ideas on how parents can help their students with their school work and on Science Technology Engineering & Mathematics (STEM).
- ELAC parent will have the opportunity to attend CABE regional and/or state conference and report back to other parents at ELAC/DELAC meetings.
- Teachers/staff will be given the opportunity to attend CABE conference.
- Parents will receive advice and/or materials/resources to assist students in schoolwork and homework.
- Parents will also receive advice and guidance on A-G requirements and college awareness information at a meeting or event.
- Food/Snacks will be provided for parents attending the trainings.
- Child Care will be provided for the parent meetings/trainings.

Measures:

- Agendas of Parent Academic Nights

- Sign-In Sheets
- Parent Feedback Forms
- CABE Conference Agendas

People Assigned:

- Principal
- Teachers/Staff
- Counselor
- Parents
- Guest Presenters

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Food/Snacks/Supplies for Parent Trainings	\$400.00
Lottery: Unrestricted	Translation Services	\$500.00
Discretionary	Translation Services	\$500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	CABE Registration	\$1,500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	STEM Family Night Curriculum & Supplies	\$1,500.00

STRATEGY/ACTIVITY 3

Strategy Title: AVID Parent Nights

Students to be Served by this Strategy/Activity:

School Wide

Strategy/Activity:

Task:

- AVID Parent Nights are designed to help parents understand the AVID program at Bates Elementary.
- Parents will be encouraged to participate in the AVID parent nights at the Back to School Night, via social media, all call messenger, newsletters and in the classrooms by the Principal and teachers.
- PTA & ELAC meetings will include reminders of AVID Parent Nights
- Coffee with the Principal will also remind parents of the AVID Parent Nights and to continue the ongoing communication with parents and principal.
- AVID Parent Nights will increase overall Parental involvement at Bates Elementary.
- Goal is to have two - three AVID Parent Nights with different topics depending on the identified needs.

Measures:

- AVID Night Parent Agendas
- Sign-In Sheets
- Coffee with the principal agendas/sign-in sheets
- ELAC and PTA Pricipal's Reports

People Assigned:

- PTA & ELAC Parents
- Teachers
- Principal

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Food/Snacks/Supplies for Parent Meetings	\$500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Teachers' Time - AVID Nights	\$500.00

STRATEGY/ACTIVITY 4

Strategy Title: ELAC Responsibilities

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- ELAC will put on the agenda a discussion of Bates parents' needs to ensure their children succeed.
- The parent needs will develop as the ELAC goals for the 2019-2020 school year.
- ELAC parents will select the topics they are interested in learning about for the 2019-2020 school year.
- Advise School Site Council (SSC) on the school's program, goals, and objectives for EL programs/services.
- Advise the principal and staff on the school's program for English Learners.
- Assist in the development of the school's needs assessment by conducting a district-wide needs assessment on a school-by-school basis.
- Provide and discuss the DELAC's summary of all schools' surveys.
- Advise the school on practices to make parents/guardians aware of the importance of regular school attendance.
- Elect at least one member to the DELAC.
- Provide training/materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.
- Invite ELAC parent to attend the CABA confence (regional or state).
- Provide training on the District's Uniform Complaint Procedures, including Williams requirements.
- ELAC parents will have the opportunity to provide feedback on site based programs during each ELAC monthly meeting.

Measures:

- DELAC Agendas
- ELAC Agendas
- Sign-Ins
- CABA Agendas/registration
- Parent Survey (on topics)

People Assigned:

- ELAC Advisor (ELD teacher)
- Principal
- ELAC Parents

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	CABA Registration	\$1,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Child Care	\$600.00



Goal Area: LCAP Priority 4 - Pupil Achievement

Goal Title: Priority 4: Bates Student Achievement

State Priorities:

- 4 - Pupil Achievement

Identified Need:

Goal Statement:

The most recent SBAC data (2017-2018) is available for Bates Elementary with a 38.5% who scored "Meets or Exceeds Standard" for ELA and 25.6% who scored "Meets or Exceeds Standard" for Math. In 2015-2016 SBAC data for ELA overall who scored "Standard Exceeded" was 14%, "Standard Met" was 20%, "Standard Nearly Met" was 29% and "Standard Not Met" 37%. This 2016-2017 SBAC data is available for both ELA and for Math. The ELA overall who scored "Standard Exceeded" was 13.79%, "Standard Met" was 24.14%, "Standard Nearly Met" was 25.29% and "Standard Not Met" 36.78%. The ELA goal for this school year is to have students be at Exceeded Standard or/and Met Standard at a seventy-five percent (75%) in this area.

This 2015-2016 Math Overall who scored "Standard Exceeded" was 10%, "Standard Met" was 17%, "Standard Nearly Met" was 45% and "Standard Not Met" 27%.

This 2016-2017 Math Overall who scored "Standard Exceeded" was 8.05%, "Standard Met" was 17.24%, "Standard Nearly Met" was 37.93% and "Standard Not Met" 36.78%.

The goal for Math is to have students be at Exceeded Standard or/and Met Standard at a seventy percent (35%).

Our state testing for 5th Grade Science is now part of the CAASPP system, but remains in the format of the former CST tests. The goal for percentage of students scoring Proficient/Advanced for the test administered in the Spring of 2017 is an increase of 25%.

English Learner students scoring Early Advanced/Advanced on the CELDT test will increase from 39% in 2016 to 49% in 2017 to 53% in the 2018. However, this year we will focus on the new ELPAC scores and establish goals based on 2017-2018 scores.

In 2016-2017, ten percentage (10%) of all English Language Learners (ELL) were Reclassified RFEP and the 2017-2018 is a transitional year from CELDT testing to ELPAC tests. In 2018-2019, we had 15% of all ELL were RFEP and will be monitored to make sure they continue making growth. We anticipate more opportunities for students to be reclassified RFEP in the upcoming year. In 2017-2018, the district researched other assessments and in 2018-2019, the district developed and implemented a new ELD district plan which will be in effective in the 2019-2020 school year.

In 2014-2015, sixty-nine (69%) of 5th grade students met the Healthy Fitness Zone target in 4 out of 6 areas, with "Flexibility" and "Body Composition" being the areas our students struggled with the most. In 2017-2018, the goal is for one hundred percent (100%) of 5th grade students to meet the Healthy Fitness Zone in 4 out of 6 Physical Fitness Zones.

What data did you use to form this goal (findings from data analysis)?

- SBAC Results are used to create goals for every year.
- STAR Science Results
- ELPAC Results
- Reclassification Data
- MAP Scores for Grades K-6
- STAR Early Literacy for Grades K-3
- STAR Physical Fitness Results

What process will you use to monitor and evaluate the data?

- The Data Team will analyze and present the 2018-2019 SBAC and MAP data to the whole school and together we will make a plan on how to target those specific academic needs at the beginning of the 2019-2020 academic school year.
- SBAC results in ELA and Math will be discussed and examined by staff in beginning of 2019-2020 school year.
- Data results from CAASPP Science will be discussed and examined by 4th and 5th grade staff when results become available in the 2019-2020 school year.
- Data results from the CAASPP Physical Fitness will be discussed and examined by staff when results become available in the 2019-2020 school year.
- Staff Members will be involved in the professional goal-setting process for State Assessments during the 2019-2020 school year.

Strategy:

- Continue to set high academic individual goals for each student.
- Have Parent/School meetings (IEP, SST) meetings to discuss supporting student success.
- Provide additional differentiated and targeted instruction (RTI) for struggling students.
- Staff Training on new standards, testing formats and strategies.

What did the analysis of the data reveal that led you to this goal?

- Because of the new testing format, we have no previous SBAC data.
- In 2013-2014, the percentage of students scoring Early Advanced/Advanced on the CELDT test was 37%.
- In 2014-2015, the percentage of students scoring Early Advanced/Advanced on the CELDT test was 36%
- in 2015-2016, the percentage of students scoring Early Advanced/Advanced on the CELDT test was 33%,
- In 2016-2017, there was a high percentage of students scoring Early Advanced/Advanced on the CELDT test was 39%.
- In 2017-2018, there was a new exam (ELPAC) that replaced the CELDT.
- In 2018-2019, there were 15% of ELL were RFEP this year.
- Results from the 2014 STAR Physical Fitness revealed 69% of our 5th grade students met the Healthy Fitness Zone in 4 out of 6 Physical Fitness Zones.
- Results from the 2015-2016 CAASPP Science Assessment revealed 52% of our 5th grade students scored Proficient/Advanced.
- The Results from the 2017-2018 CAASPP Science was the Second Year Pilot Assessment and this last year it was online.

STRATEGY/ACTIVITY 3

Strategy Title: [Grade Level/School Wide Collaboration](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Calendar one collaboration meeting per month to focus on Common Core instructional strategies, assessment data analysis, and/or lesson planning.
- Identify school site leaders in specialized areas (GLAD, AR, Technology, SDAIE, AVID, Number Talks and Academic Conversations) and utilize their input for staff collaboration.
- Use a data recording tool for site collaboration meetings.
- Teachers share specific input/feedback on how to improve teaching strategies and student performance.
- Principal, RTI staff, and rotating teachers will meet a minimum of once (1x) each month to collaborate on progress of students receiving intervention services.

Measures:

- Collaboration agendas/minutes
- Short-term objectives achieved (target objectives identified in collaboration meeting)
- Modifications to lesson plans/teaching strategies
- Students below benchmark identified and provided additional support
- Data analysis of significant grade-level and school-wide subgroups in SBAC Interim Benchmarks, District Assessments, and curricular assessments

People Assigned:

- Principal
- Teacher/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Sub Teachers	\$1,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Sub Teachers	\$1,000.00

STRATEGY/ACTIVITY 1

Strategy Title: [Implement ELA/Math Programs with Intensity and Fidelity](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Teachers trained in Common Core ELA and Math implement the recommended teaching and testing strategies.
- Teachers adhere to school-wide ELA/Math curriculum minutes.
- Teachers will administer the SBAC Interim Benchmark Assessments at least twice a year.
- Implementation of supplemental ELA standards-based materials that compliment Common Core standards.
- All teachers will have a specific teaching focus on the student subgroups needing the most help (Hispanic/English Learners).
- Teachers will continue to use and follow the pacing guides for ELA and they will begin the development for the pacing guides for math.
- Employ part-time Bilingual Instructional Assistant to work primarily with English Learner students in grades K-1.
- Teachers will administer and analyze the STAR Early Literacy Assessment data to keep track of students' progress in grades K-3.
- Teachers collaborate with After-School Program staff to provide additional ELA/Math resources/help for target students.
- Teachers work and collaborate with California Mini-Corps students from Sacramento State University to provide additional support to Migrant Education students.
- Teachers will plan and collaborate in grade clusters and we will have roving subs to cover the classes.

Measures:

- Teachers have Data/Test Chats with all of their students
- Visible classroom examples of implementation of Common Core standards
- Teacher Weekly Lesson Plans
- Principal Walk-Through Observations/Formal Observations
- ELA / Math Curricular Assessments
- SBAC Interim Benchmarks
- STAR Early Literacy Assessment from RenLearn

Professional Peer Feedback

People Assigned:

- Teachers/Staff
- Principal
- Substitute Teachers

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	School Materials/Leases	\$1,700.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Bilingual Aides	\$12,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	School Materials/Leases	\$2,000.00
Discretionary	RISO Replacement/Upgrade	\$2,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Substitutes for Planning & Collaboration	\$1,000.00

STRATEGY/ACTIVITY 2

Strategy Title: Ongoing Assessment and Monitoring System

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Staff will review ELPAC, SBAC ELA, Math & Science and Physical Fitness Results.
- Administer entry level assessments for Kinder students (STAR Early Lit., Common Core Math Assessment and ELPAC).
- Implement regular curricular monitoring assessments (Math Unit/Chapter Tests, ELA Unit Tests, Fluency Tests, RenLearn Assessments).
- Provide teachers the opportunity to attend conferences that support student achievement.
- Administer MAP Assessments and use data to drive instruction.
- Follow district calendar for administration, collection, and analysis of monitoring assessments.
- Set up electronic data collection and recording for each teacher (Academic Conferencing after 1st and 3rd quarters).
- Teachers utilize District-provided SBAC practice materials.
- Celebrate student success on SBAC and ELPAC testing with Medals Ceremonies.

Measures:

- Clear teacher documentation of monitoring of assessments.
- Calendar of assessment administration and data analysis.
- Assessment data shared by teachers with administration.
- Data reports disaggregated by subgroups.

People Assigned:

- Principal
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Medals for Student Achievement	\$500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Cost of Substitute Teachers - Conferences	\$1,500.00

STRATEGY/ACTIVITY 4

Strategy Title: Continue Dedicated Writing Focus

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Provide dedicated writing period for students in grades K-6 (attempt extended writing period 3x/week for 50 minutes each vs. 5x/week for 30 minutes each).
- Provide staff with opportunities to collaborate and share student successes with Wonder curriculum/Step Up to Writing.
- Implement writing strategies learned in training.
- Continue with the implementation of the academic conversations in every classroom.
- Conduct three (3) school-wide writing assessments, using District-provided writing prompt as assessment tool.
- Invite author of children's books to visit Bates and talk about benefits of reading/writing
- Student Authors Writing Contests (poem, short story, etc.) to increase student interests in writing.

Measures:

- School schedule
- Agendas for writing curriculum training
- Classroom walkthroughs/observations
- Writing assessment results
- Writing Rubrics

People Assigned:

- Principal
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Supplies (including snacks/lunch)	\$600.00

STRATEGY/ACTIVITY 5

Strategy Title: Continue to Support English Language Development (ELD) Program

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Dedicate a teacher (bilingual, if possible) to head the English Language Development (ELD) Program.
- Provide ELD and dedicate thirty (30) minutes daily to the ELD program.
- Continue the ongoing training for staff in SDAIE teaching strategies for English Learners.
- Continue to train staff in new Common Core ELD standards/correlation to ELA.
- Provide grade-level parent training in school success with focus on Hispanic/English Learner needs.
- The school counselor and/or ELD/RTI teacher will have a "Student Success Booth" at Back-to-School Night, to give information to parents about how to help with student success, with an emphasis on the importance of homework monitoring.
- Celebrate student success on ELPAC testing with medals.

Measures:

- ELD schedule/classes developed by ELD teacher
- ELD embedded curriculum
- Agenda for staff training in SDAIE strategies
- Agendas/Sign-ins for parent trainings
- ELPAC test scores
- Classroom walkthroughs/observations

People Assigned:

- Principal
- ELD Teacher
- Teachers/Staff
- Counselor

STRATEGY/ACTIVITY 6

Strategy Title: Ongoing Professional Development

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Teachers will continue to receive professional development on academic conversations, number talks and AVID.
- Teachers will receive staff development from district in Schoolloop (website, student/parent portal, etc.).
- Teachers will attend site-provided, district-provided and/or county-provided staff development in areas including ELA, Math, ELD, Common Core Standards, etc.
- Teachers will be given release time to develop lessons and/or collaborate with other teachers. Teachers will be allowed to visit a teacher/s in this district (or another district) to view high-quality Common Core instruction with similar curriculum and will share with staff what they observed.

Measures:

- Classroom observations
- Curriculum assessments
- Workshop agendas/evaluations
- Release time for teachers
- Sharing of observations with other staff at collaboration/staff meetings

People Assigned:

- Principal
- Teachers/Staff
- Trainers

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Substitute Teachers for Peer Observations	\$1,300.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Sub Teachers for Professional Development	\$1,500.00

STRATEGY/ACTIVITY 7

Strategy Title: **Response to Intervention**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Continue process for identifying students qualifying for Tier 2 and Tier 3 (pull-out) intervention services for ELA.
- Identify staff to provide Tier 2 and Tier 3 intervention services.
- Implement supplemental materials purchased in 2014-2015 (SIPPS, 3rd edition, Read Naturally - Read Live)
- Create plan for providing Math intervention services to students that includes the help of the After-School Program.
- Implement a "Math Fact Practice Club" in After-School Program that tracks progress and rewards achievements.
- Principal, RTI team, and rotating teachers meet monthly to discuss student progress and needs in RTI.

Measures:

- Students receiving RTI services show growth in Pre/Post tests of RTI curriculum.
- Students receiving RTI services show growth in STAR Early Literacy (1+ year's growth) and/or growth in STAR Reading
- Supplemental materials used regularly
- Teachers/Instructional aides trained in intervention programs

People Assigned:

- Principal
- Resource Teacher
- ELD/RTI Teacher
- Teachers
- Instructional aides
- CA Mini-Corps Tutors
- Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Intervention Programs, curriculum, and or sub teachers	\$500.00

STRATEGY/ACTIVITY 8

Strategy Title: Differentiation for Advanced Students

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Identify Advanced students in ELA/Math through MAP testing/SBAC Interim benchmarks, GATE testing in grade 4, and Curricular assessments.
- Monthly STAR Early Lit Assessments for grades K-2 and every other month for grade 3.
- Using the adopted curriculum, provide Advanced students with challenging activities and opportunities.
- Purchase/obtain additional curricular resources, as necessary/requested.
- Provide access to Academic Talent Search testing/information.

Measures:

- MAP testing/SBAC Interim benchmark assessments, GATE Testing, Curricular assessments
- STAR Early Lit
- Lesson Plans
- Student work
- Classroom walkthroughs/observations

People Assigned:

- Principal
- Teachers
- Instructional Aide(s)
- Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Supplemental Materials	\$200.00

» GOAL 10

Goal Area: LCAP Priority 4 - Pupil Achievement

Goal Title: Improve Achievement Gaps in Math and La

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready
- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Identified Need:

Bates teacher and staff will focus on closing the achievement gap in both ELA and Math. We will be using our district curriculum assessment, MAP, and SBAC data to target those specific needs.

» GOAL 5

Goal Area: LCAP Priority 5 - Pupil Engagement

Goal Title: Priority 5: Student Engagement

State Priorities:

- 5 - Pupil Engagement

Identified Need:

Goal Statement:

Bates Elementary will maintain an engaging, well-attended, and college-minded environment for students. Students will have opportunities to serve as student leaders, to learn about and plan for college, and participate in arts-related activities. In addition, we will have an increase of students earning "honor roll" in grades K-6.

What data did you use to form this goal (findings from data analysis)?

- Student attendance data from Aeries Student Data Management System.
- Student participation and enthusiasm for College Week activities.
- Student reaction to B Street Theater performances.
- Student participation in Band.
- Students participation in the Leadership Academies
- Students will participate in the perfect attendance assemblies/incentives.
- Student in grades K-6 participation in the Honor Roll Assemblies - Quarterly

What process will you use to monitor and evaluate the data?

- Attendance Data on regular basis (monthly).
- Perfect Attendance Incentives - Quarterly
- Student participation in Student Council.
- Attendance to the monthly Leadership Academies after school
- Students earning "Honor Roll" - Quarterly
- Invoices with B Street Theater and student feedback.
- Student participation and feedback from College Week activities.

Strategy:

- Through use of positive reinforcements, students and families desire to come to school more frequently.
- Trophies/extra recess issued to class with best attendance in the previous month.
- Establish communication with students who have chronic absenteeism or tardies to find solutions to issues so that attendance improves.
- Continue with established pattern of B Street Theater School Tour performances and College Week activities.
- Have students who have perfect attendance participate in the quarterly perfect attendance assembly and earn an incentive.
- Students with perfect attendance at the end of the school year will receive a perfect attendance medal.

What did the analysis of the data reveal that led you to this goal?

- Student attendance for the 2018-2019 school year was between 96.8% and 97% which is slightly lower than the desired goal of 97.5%.
- Students feedback on how they enjoy working as student leaders in Student Council.
- Student Council members have provided positive feedback after each monthly Leadership Academy.
- Students thoroughly enjoy each B Street Theater School Tour presentation.
- Students in grades 4-6 like the option of participation in band.
- Students in grades 5-6 like the option to participate in our peer mediation program guided by the school counselor.
- Students in grades K-6 will participate in the honor roll assemblies.

STRATEGY/ACTIVITY 1

Strategy Title: Student School Attendance

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- School will have a goal of 97.5% overall attendance.
- Quarterly perfect attendance recognition/incentives.
- Students who have perfect attendance each semester will receive recognition/award.
- Students in grades K-6 with perfect attendance will receive a medal at the last sing-along of year.
- Students in grades K-6 with the best attendance will earn a trophy at the end of the school year.
- Teachers will encourage superior attendance and recognize it in their classrooms.
- Parents/Guardians of students with chronic absenteeism will receive letters from the school and have a meeting with administration/counselor.
- Student Council will promote school attendance at Sing-Alongs.
- Students in grades 4-6 will participate in the Peer Mediation Program.

Measures:

- Student recognitions/awards for perfect attendance
- Placement of trophies in classrooms
- Individual Perfect Attendance Medals and Certificates
- Attendance data from Aeries
- Copies of chronic absenteeism letters/notes from parent meetings

People Assigned:

- Principal
- Secretary
- Student Council Advisor(s)
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Recognitions for Attendance	\$700.00

STRATEGY/ACTIVITY 2

Strategy Title: Positive Student Participation/Engagement

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Students will elect peers to be the school leaders in grades 4-6 for Student Council positions.
- Student Council will provide a positive environment by planning events, such as Spirit Week, and making signs and announcements encouraging positive actions and participation in school events.
- Student council members will attend a monthly leadership academies after school to learn or improve students' leadership skills.
- Each classroom teacher will select at least one Student of the Month, recognizing a trait that has been studied in the recent Positive Action Unit.
- Sing-Along/Student recognition will occur at the end of each month.
- Student council members will participate in a Leadership academy at the beginning of the school year.
- Students in grades 4-6 will have access to Intramural sports (i.e. football, basketball, volleyball, and soccer), through the After-School Program.
- Each class will go on at least one field trip each school year (sponsored by PTA).

Measures:

- Student Council elections
- Student Recognition at Sing-Along
- Participation in Intramural sports
- Field Trip participation
- Leadership Academy participation log/agendas & evaluations

People Assigned:

- Principal
- Student Council Advisor(s)
- Teachers/Staff
- PTA Parents
- Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Student Council Materials/Expenses	\$300.00

STRATEGY/ACTIVITY 3

Strategy Title: Promote a College-going Environment

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Prepare students in grades K-6 to understand what college is and prepare for college readiness by engaging in class discussions throughout the year and in the culminating College Week in May.
- Address socio cultural awareness through classroom presentations, parent presentations and college visitations.
- Prepare students in grades K-6 to participate in College Week activities, which include Delta High Seniors Presentation, "Touch a College" presentation, graders 4-6 field trip to UC Davis or Sacramento State University etc.
- The counselor will meet with the 6 grade students to work on the 6 year plans to get ready for high school.
- The full implementation of AVID program in grades 5-6 where students can learn and implement the strategies to be better prepared for college going. Adding grades 2, 3, and 4 to the full implementation of the AVID strategies with a total of 5 grade levels.
- If available, provide Reservation for College materials to teachers early in the year, so lessons can be taught throughout the year.
- Provide parent presentations in the evenings to motivate parents and educate them on College going.

Measures:

- Parent Sign-in sheets to the College presentations
- Students will pledge to go to college during college week
- Student attendance/participation during college week
- College presenters will be invited to bring college information to parent meetings

People Assigned:

- Principal
- Teachers/Staff
- Community Volunteers
- Counselor
- Delta High School Seniors
- Guest Speakers

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	College and Career Ready - Transportation	\$500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	College and Career Ready - Transportation	\$1,000.00

STRATEGY/ACTIVITY 4

Strategy Title: **Visual and Performing Arts Opportunities**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- School will schedule B Street Theater School Tour for Fall and Spring Performances.
- School will allow opportunities for students to write and submit their own plays or skits.
- Students in grades 4-6 will be allowed opportunities to play in the school band.
- School band will plan and perform a Band Concert during the school year.
- School will purchase/borrow needed Band instruments.
- Students in grades 4-5 will have the opportunity to perform a play towards the end of the school year.

Measures:

- Performance dates for B Street Theater School Tour
- Inventory of Band instruments
- Band Practice schedules
- Band Concert dates
- Play Performance date

People Assigned:

- Principal
- Band Teacher
- Teachers/Staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	B Street Theatre School Tour	\$1,200.00
Lottery: Unrestricted	Repair/Refurbish Band Instruments & Supplies	\$700.00
Lottery: Unrestricted	Play Materials & Supplies	\$500.00

» GOAL 6

Goal Area: LCAP Priority 6 - School Climate

Goal Title: Priority 6: Bates School Climate

Identified Need:

Goal Statement:

Bates Elementary will continue to provide and maintain a positive and safe school for all students.

What data did you use to form this goal (findings from data analysis)?

- Suspension/Expulsion rates - The suspension rate for Bates (total # of days of suspension/total number of students) was about 12% for 2014-2015 school year, a 9% for the 2015-2016, 6% for the 2016-2017 and less than 5% for the 2017-2018 .
- Discipline Referrals - the number of classroom/cafeteria/bus referrals were 73 in the 2017-2018 school year.

What process will you use to monitor and evaluate the data?

- Discipline Referral data
- Data from school counselor and counselor intern
- Informal/Formal observations of classroom/playground behaviors

Strategy:

- Continue with Positive Action curriculum and school-wide reinforcements.
- Continue with support services with school counselor (ind. and group sessions).
- Provide appropriate supervision during recess/lunch times.

What did the analysis of the data reveal that led you to this goal?

- Discipline Referrals have decreased with the increase in counseling services from school counselor, district social worker, Rio Vista Care and/or CSU, Sacramento Intern school counselor.

STRATEGY/ACTIVITY 1

Strategy Title: **Positive Actions**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Teachers will teach lessons from the district-adopted curriculum, such as Positive Action and Second Step to help students understand their thought process in making decisions and how to make good decisions or positive actions.
- Bates will have at least one (1) assembly during the year that promotes good decision-making, positive actions, anti-bullying, etc.
- Teachers will teach and revisit with students the difference between "Bullying and Conflict".
- Bates will have Sing-Along assemblies/Student Recognition at the completion of each month.
- During the Sing-Alongs, students will continue to be recognized for positive character traits displayed at the school and students receive recognition, via prizes, for having been "caught" doing a good thing(s).

Measures:

- Student Awards/Recognition
- Lesson Plans
- Anti-bullying Assembly
- ICU Prizes during the sing-along
- School Wide Posters on Anti-bullying and/or Bullying vs. Conflict

People Assigned:

- Principal
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Rewards/Recognitions/Prizes	\$700.00
Discretionary	Anti-bullying Assemblies and/or Supplies	\$1,000.00

STRATEGY/ACTIVITY 2

Strategy Title: Positive Student Behavior

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

As is possible when sharing a counselor with another elementary school,

- 5th-6th grade students will be trained in Peer Mediation through the school counselor to help mediate conflicts that may occur between students.
- A schedule of Peer Mediators will be developed, announced each day, and posted around school.
- The total number of discipline referrals will decrease from the previous year and the suspension rate will be 5% or less of the student body (ex: for 200 students, no more than 10 days of at-home suspensions)
- School counselor will provide bullying prevention lessons to classes as requested by teachers or administrator.
- School counselor will provide counseling services to individuals or small groups, with a focus on decision-making, understanding one's own feelings, and the feelings of others, anger management, and social appropriateness.

Measures:

- Peer Mediator schedule
- Student discipline data from Aeries
- Counseling schedule/calendar
- Classroom Presentations
- Bullying Prevention Presentations

People Assigned:

- Teachers/Staff
- School Counselor
- Principal
- Sacramento County Sheriffs

STRATEGY/ACTIVITY 3

Strategy Title: **School Safety**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Staff will provide a before-school supervisor for the students who arrive on the "early bus".
- Staff will provide at least two (2) yard supervisors during the before-school recess and at the first recess.
- Staff will provide supervision during the lunch recess.
- Staff will provide a bus monitor immediately after school.
- Administration and Staff will work with the district to create a comprehensive site safety plan.
- Administration and Staff will implement the Catapult EMS and receive appropriate training.
- Administration will work with district Maintenance and Operations staff to repair/fix any unsafe conditions on school site.

Measures:

- Yard Supervision assignments
- Completion of comprehensive site safety plan
- Repair of unsafe conditions
- Catapult EMS

People Assigned:

- Principal
- Teacher/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Yard Duty Supervision	\$4,800.00
Discretionary	Catapult EMS	\$1,500.00

» GOAL 7

Goal Area: LCAP Priority 7 - Course Access

Goal Title: Priority 7: Course Access

State Priorities:

- 7 - Course Access

Identified Need:

Goal Statement:

Students will have access to the differentiation of instruction that meets their needs. This instruction will be both for students who struggle accessing the core standards and for those who excel with the standards. Additionally, students will have access to the necessary technology to meet Common Core standards and to prepare them for middle school and beyond.

What data did you use to form this goal (findings from data analysis)?

- Students needing Response to Intervention (RTI) help
- Students qualifying for GATE

What process will you use to monitor and evaluate the data?

- Assessment data of students in RTI
- Number of students qualifying for GATE
- Classroom/district assessment data
- Needs analysis of technology

Strategy:

- All students will have access to core grade-level curriculum and technology.
- All students will have access to differentiated curriculum to meet their academic needs.

What did the analysis of the data reveal that led you to this goal?

- Bates has students who struggle, do well, and excel - and all of them need to be challenged at their levels.
- Using and becoming proficient with technology prepares students for later education and allows for advanced differentiation.

STRATEGY/ACTIVITY 1

Strategy Title: **Instruction at Student Levels**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Students will receive instruction at their level of need during ELA/Math Universal Access (UA) time.
- SIPPS 3rd Edition and Read Live (Read Naturally - online version) have been purchased as RTI materials for 2019-2020.
- SIPPS Training for a teachers/staff who need the training.
- Students who need help beyond class time will receive instruction using materials such as Lexia, Language!, SIPPS, and Read Naturally with the purpose of trying to access the core standards.
- Students who regularly exceed the core standards and/or qualify for GATE will be given challenging activities and opportunities to extend their learning.

Measures:

- RenLearn Assessments (STAR Early Lit, STAR Reading, STAR Math)
- Lexia Assessments
- SIPPS, 3rd Edition.
- Curricular and SBAC interim benchmark assessments
- GATE testing results
- RTI curricular assessments
- Classroom walkthroughs/observations

People Assigned:

- Principal
- ELD/RTI teacher
- RSP teacher
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Subs for SIPPS Training	\$300.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	SIPPS Training	\$500.00

STRATEGY/ACTIVITY 2

Strategy Title: [Addressing Student Needs](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Student academic needs will be discussed at Academic Conferences/Collaboration Meetings.
- School will meet with parents of students with significant academic/behavioral/other needs in an SST.
- Teachers and staff will work together to come up with ways to help students in their areas of need (i.e. push-in help, pull-out help, Mini-Corps tutors, After school program support, etc.).
- RTI/ELD and RSP teacher will form committee with principal and rotating teachers to meet monthly to discuss progress/needs of students receiving interventions during the school day and beyond.

Measures:

- Meeting notes from Academic Conferences
- Meeting notes from RTI Monthly Meetings
- Meeting notes from SSTs Meetings
- Staffing considerations for students needing extra help
- SBAC and ELPAC Data from 2018-2019

People Assigned:

- Principal
- Teachers/Staff
- Counselor
- ELD/RTI Teacher
- RSP Teacher

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Food/Snacks for Academic Conference/Collaboration Meetings	\$650.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	SST Substitute Coverage (days)	\$400.00

STRATEGY/ACTIVITY 3

Strategy Title: [Technology](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- The new and upgraded 25 station computer lab will be maintained as needed.
- A computer lab schedule will be created to give students and teachers an additional consistent access.
- Technology issues will be communicated to principal/Data Path and weekly visits from Data Path technician.
- Chromebook carts with classroom set of chromebooks are available for teachers to check out daily and use in the classroom.
- Keys for Chromebooks will be purchased and replaced as needed.
- Each classroom will have at least 2 working computers.
- Each classroom will have an IPEVO in the classroom to make any whiteboard interactive and available for students.
- Students will have access to three set of Chromebooks to work in the classroom (One Chromebook was purchased by the after school program a few years ago).
- Each classroom teacher will have one (1) working laptop computer.
- Computers with minor repair needs will be taken to Core Care for repair.
- Teachers will receive a beginning-of-year troubleshooting training for site technology, provided by Data Path.
- Students will have access to free keyboarding and word processing programs.
- Students will have continued access to computer/internet based instructional programs (i.e. Lexia, RenLearn products).
- Teachers will incorporate more technology into their lessons (i.e. short media clips, PowerPoint presentations, information found on the internet, etc.).
- Access to wireless internet will be school-wide, including the cafeteria/gym.

Measures:

- Posted Computer Lab schedule
- Technology trouble tickets
- IPEVO Teacher Trainings as needed/requested
- Chromebook Cart check out log
- Licensing for RenLearn and Lexia (district-funded)
- ReadLive Licenses (site funding)

People Assigned:

- Teachers/Staff
- Principal
- TOSA
- Data Path Staff
- District Office

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Technology Parts/Upgrades/Repairs	\$3,000.00

» GOAL 8

Goal Area: LCAP Priority 8 - Other Pupil Outcomes

Goal Title: Priority 8: Other Pupil Outcomes

State Priorities:

- 8 - Other Pupil Outcomes

Identified Need:

Goal Statement:

75% of Bates students will meet their RIT goal in MAP testing by the end of the school year. Each class will need to take at least a Fall and Spring test to get accurate results, with more accurate results occurring with Fall, Winter, and Spring testing.

If SBAC Interim assessments are given, the goal is to establish a baseline after the 1st Interim assessment and create student/class/school goals after knowing the baseline data (SBAC Interim Assessments have not been given yet).

On curricular assessments (ELA and Math), the goal is that 75% of the students will score at the "Standard Met/Standard Exceeded" or "Proficient/Advanced".; With a new math curriculum for 2015-2016 that correlates directly to Common Core standards, this will be an important piece of data in preparation for the EOY SBAC test. For ELA, because our materials/assessments still reflect the old CA State Standards, assessment results will be from a combination of Theme Skills Tests and Curriculum Associates (CCSS-based) assessments.

What data did you use to form this goal (findings from data analysis)?

- Because this was the first year of MAP testing, there are some results that are promising, but most are incomplete. In order to have more valid results, an end-of-the-year MAP assessment should be given. However, due to the closeness in testing windows with the SBAC and the MAP window, most classes did not take a Spring MAP test. For the one class that did, the results were that 86% of the students achieved their MAP RIT goal in Math and 48% of students achieved their MAP RIT goal in ELA.

What process will you use to monitor and evaluate the data?

- School Loop
- Academic Conferences to discuss student progress and test results.

Strategy:

- Staff and students will monitor student learning and standards mastery through the use of assessment data as a means to drive and differentiate instruction in the classroom.

What did the analysis of the data reveal that led you to this goal?

- The analysis revealed that in order to get data that is useful, all three testing periods of MAP testing need to be employed. And while it is just one form of assessment, it is important in showing growth.
- One thing that we continue to grapple with is a simple and logical way of tracking and looking at the data - that is easy for teachers to access and for the administration. Tracking MAP testing results is easy because it is web-based.

STRATEGY/ACTIVITY 1

Strategy Title: Necessary Assessments

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Following the district lead, the school will create a matrix of necessary assessments throughout the school year to follow student progress.
- An assessment calendar will be produced and teachers will give the students their required assessments.
- Assessments such as Fluency, STAR Reading, STAR Early Lit, BPST-II will be considered for knowing students' academic levels and areas of need.
- Teachers/Staff will meet to discuss results and how the results will change teaching strategies or student placements in regular education or RTI.

Measures:

- Results of agreed-upon assessments
- Weekly Lesson plans
- Assessment Calendar

People Assigned:

- Teachers/Staff
- Principal
- District Office

STRATEGY/ACTIVITY 2

Strategy Title: Regular Student Assessments

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Students will take ELA Theme Skills Tests after completion of each theme.
- Students will take ELA assessments from the Ready Common Core Supplemental CCSS Materials.
- Students will take Math Topic/Chapter tests after completion of each topic or chapter.
- Students will take MAP Assessments and/or SBAC Interim Assessments using the computers.
- Teachers will utilize the results of these assessments to drive their instruction.

Measures:

- Results of ELA, Math, and SBAC Interim Assessments
- MAP Assessment Reports
- Lesson Book

People Assigned:

- Teachers/Staff
- Principal
- TOSA

» BUDGET SUMMARY

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$47,134.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$76,814.00

» OTHER FEDERAL, STATE, AND LOCAL FUNDS

List of the additional Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)	Expenditure (\$)
3010 - ESSA-Title I, Part A, Basic Grants Low Income and Neglected	\$47,134.00	\$27,300.00

Allocated subtotal of consolidated federal funds for this school: **\$47,134.00**

Expenditure subtotal of consolidated federal funds for this school: **\$27,300.00**

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)	Expenditure (\$)
1100 - Lottery: Unrestricted	\$8,254.00	\$7,950.00
0000 - Discretionary	\$12,100.00	\$11,200.00
0740 - Site Supplemental and Concentration	\$9,326.00	\$9,600.00

Allocated subtotal of state or local funds included for this school: **\$29,680.00**

Expenditure subtotal of state or local funds included for this school: **\$28,750.00**

Allocated total of federal, state, and/or local funds for this school: **\$76,814.00**

Expenditure total of federal, state, and/or local funds for this school: **\$56,050.00**

» SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Maria Elena Becerra	Principal	916-775-1771	06/04/2019
Lisa Posnick	Classroom Teacher	916-775-1771	06/04/2019
Annelise Delucchi	Classroom Teacher	916-775-1771	06/04/2019
Mallory Brown	Other School Staff	916-775-1771	06/04/2019
Rebecca McGee	Other School Staff	916-775-1771	06/04/2019
Ruth Crisantos	Parent or Community Member	916-8389471	06/04/2019
Karina Barriga	Parent or Community Member	209-663-5525	06/04/2019

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	2	2	0

» RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Andrew Flores

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

06/04/2019

Attested:

Maria Elena Becerra, Principal
Typed name of School Principal

Maria Elena Becerra
Signature of School Principal

6/4/2019
Date

Ruth Crisantos
Typed name of SSC Chairperson

Ruth Crisantos
Signature of SSC Chairperson

6/4/19
Date



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Use of state and local assessments to modify instruction and improve student achievement (ESEA):

- Provide an instructional program that supports full implementation of the CCSS in grades K-12.

Bates staff utilize state and local assessment to guide instruction and improve student achievement. Monthly collaborations are conducted to analyze data and assessments.

The following groups of data are analyzed during these meetings by both teachers and administrator:

- MAP Testing K-6
- SBAC Interim Assessments grades 3-6
- Subgroup analysis (EL's, ethnicities, reclassified students, etc.)
- ELPAC and MAP assessment for English Learners
- Reclassification rates
- Houghton Mifflin Curricular Tests/Theme Skills Tests/Ready Common Core Assessments
- Math tests
- STAR Reading
- STAR Math
- STAR Early Literacy for Grades K-3

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

- Foster a school and district culture that ensures academic/social and emotional well being for all students

Bates staff use curriculum-embedded assessments in the following content areas:

- English Language Arts
- Math
- Social Studies
- Science
- ELD

The results of these assessments are used to analyze student understanding of the concepts taught and to modify future instruction so that students will achieve proficiency.

Status of meeting requirements for highly qualified staff (ESEA):

- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

All Bates teachers and aides meet the NCLB requirements for highly qualified staff. In addition, intern teachers have the support of the district assigned mentor who provides additional support to new teachers.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready
- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

Current principal holds a valid school administration credential, teaching credential with BCLAD certification, pupil personnel service credential with specialization in school counseling . In addition, the principal under goes additional trainings through ACSA, CALSA or Sacramento County Office of Education that support the instructional progress.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

- Provide an instructional program that supports full implementation of the CCSS in grades K-12.

Bates teachers and support staff under go different trainings on state and district adopted instructional materials through the district or county.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

- Provide an instructional program that supports full implementation of the CCSS in grades K-12.

95% of Bates Elementary School teachers and paraprofessionals are highly qualified based upon district reports. All teachers have EL qualification.

The school continues the process of aligning staff development to content standards, assessing student performance, and professional needs.

Academic conversations trainings have been going on for the last two school years in all areas. In addition, teachers have been given the opportunity to participate in the Number Talk trainings to address the Math needs. Instructional assistance and support for beginning teachers is implemented through the Teacher Induction program for new teachers. Currently an early release day is provided weekly for teacher planning/professional development.

One day a month are used for grade level collaboration, data analysis, and improved instructional strategies. Additional ongoing collaboration between the Extended Program, CA Mini-Corps, ELD/RTI Teacher with the classroom teachers to better support student performance.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Bates is very proud of the implementation of AVID program, Number Talks and academic conversations. Teachers and staff are committed to provide the tools students need to be ready for middle school. Bates has enthusiastic and committed teachers and staff to meet the needs of all students and families.

The staff at Bates continues to look at areas that can be improved and groups of students that need extra help. For the 2019-2020 school year, the staff at Bates will continue to receive training and staff development with Number Talks, Academic Conversations and teaching strategies, and continue practicing AVID strategies implemented in 2018-2019 with all students and specifically in grades 2-6. The implementation of the strategies shared and learned at the trainings will be key to helping our Hispanic, English Learner, and Socioeconomically Disadvantaged students achieve greater proficiency.

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Teachers at Bates have two Wednesdays per month dedicated for staff meetings and staff collaboration. Because of the size of the school and number of students, most grades have one teacher per grade level. Our collaboration meetings at times are at the whole-school level, while other times it is more appropriate to have collaboration time with multi-grade level teams meeting together to discuss student performance and analyze data.

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.
1. Bates Elementary School uses state and local assessments to modify instruction and improve student achievement. Students are routinely assessed using standards-based materials which directly relate to the curriculum to check progress. A needs assessment of parents is conducted yearly to identify parental needs and concerns.
 2. The staff uses data to monitor student progress on curriculum-embedded assessments and modify instruction. Groups meet frequently to flexibly group students using this data. STAR data results are used in part to determine placement in intervention, instructional groups, SST referrals, at-risk of retention referrals, reclassification, GATE placements, cohort analysis, overall school wide progress, purchases of instructional materials, and during staff development opportunities. ELPAC and MAP assessments determine placement for ELD instruction and reclassification eligibility.
 3. Student scores are used to monitor and target ELD subgroups not making adequate language progress. District-provided assessments for language arts and math are used to provide skills-specific analysis of student performance and are used to modify ongoing, differentiated instruction in the classroom.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

- Provide an instructional program that supports full implementation of the CCSS in grades K-12.

At Bates, we follow the recommended instructional minutes for reading/language arts and mathematics, as verified in annual

language arts implementation reviews and audits. Specifically, our students receive 150-180 minutes of English Language Arts instruction and 90-100 minutes of Math instruction on a daily basis.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

- **Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready**

Lesson pacing guides for language arts will be reviewed for all grades and actively used by all teachers. Efforts are made at the district level to organize collaborations to create appropriate Math and English Language Arts.

Teachers have the flexibility to teach at the pace of the class and provide appropriate interventions. For students needing additional intervention, there are intervention groups that the students attend, receiving help in their areas of need. These intervention groups occur while that content area is being addressed in class, insuring that they don't miss educational opportunities in other content areas in which they may have proficiency.

Availability of standards-based instructional materials appropriate to all student groups (ESEA):

- **Provide an instructional program that supports full implementation of the CCSS in grades K-12.**

There is sufficient standards-based instructional material available that is appropriate for all groups in Math, Language Arts, and EL intervention.

River Delta Unified School District provides a quality, rigorous curriculum to all students so that they reach high levels of academic achievement. There is alignment of curriculum, instruction, and materials to content and performance standards. We follow the recommended instructional minutes for reading/language arts and mathematics, as verified in annual language arts implementation reviews and audits. Bates School has availability of standards-based instructional materials appropriate to all student groups. All instructional materials used are SBE-adopted and standards aligned. Core subject materials and intervention programs are listed below:

- McGraw Hill ELA/ELD Wonders Grades K-6
- Houghton Mifflin Mathematics - Math Expressions Grades K-6
- Houghton Mifflin Social Studies,
- Houghton Mifflin Science
- School Intervention Programs Program include: SLA Corrective Reading (ELA Grades 4-6), SIPPS, and Read Naturally.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

- **Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready**

Staff at Bates use the SBE-adopted and standards-based instructional materials each scheduled day in all of the core content areas. Those trained in Intervention instructional materials use the Intervention materials each day, according to the groups they work with.

Services provided by the regular program that enable underperforming students to meet standards (ESEA):

- Provide an instructional program that supports full implementation of the CCSS in grades K-12.

Differentiated instruction, SDAIE strategies, GLAD strategies, Accelerated Math, Accelerated Reader, Fluent Reader, Math Facts in a Flash, English in a Flash, SIPPS, Language!, SRA Corrective Reading, Sentence Writing (Strategic Instruction Model), and supplemental material from SBE adopted curriculum are some of the services provided by the regular program that help support students who test below grade level achievement on state standards.

Classroom teachers meet varying needs of under performing students through the use of research based, adopted instructional materials, differentiated grouping, and the use of extra support materials that supplement the core instructional program. The categorically funded intervention program (Avenues) provides services to children identified by the school as at-risk of failing to meet the state's academic content standards due to a language barrier.

There are many resources available for the family, school, district, and community to assist students who are below basic and far below basic. The ASES after-school program provides 3+ hours of academic, enrichment, and physical activity to at risk students. The SSC, PTA, ELAC, and school staff are active participants in student life, site planning and fund raising.

Research-based educational practices to raise student achievement at this school (ESEA):

- Provide an instructional program that supports full implementation of the CCSS in grades K-12.

The staff at Bates continues to implement and use the academic conversations, Number Talks and GLAD strategies, which are research-based and proven to have a profound effect on students, and especially Bates students. We continue to employ other research-based practices, from increased parental involvement, to supplementing core curriculum that may be weak in certain standards with stronger curriculum to receiving additional training in the summer to prepare for the next school year. The implementation of AVID also reinforces standards as well as organizational skills which gives teachers and students research-based strategies to increase student achievement.

Resources available from family, school, district, and community to assist under-achieving students (ESEA):

- Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Resources are available from family, school, district, and community to assist under-achieving students, and this is a large component of our current plan. All of Bates SSC and ELAC meetings each year are dedicated to providing parents with information to assist students at home and increase involvement at the school. Additional parent trainings are provided by teachers and the ELD teacher to help parents with homework and support student classroom learning at home. The AVID Family Night also gives parents a better understanding of the learning process students go through and they learn ways of how to prepare them. In addition, Bates and the ACES program in collaboration provide parents to learn about STEM during the STEM Family nights. These are opportunities for parents to learn how to work with their children at home.

The previous school plan laid out strategies to increase parent involvement. One of the goals of this plan is to do the same. Parents, community representatives, classroom teachers, and other school personnel actively participate in the planning, implementation, and evaluation of consolidated application programs.

The Parent Teacher Association (PTA) represents parents and teachers. The PTA contributes much time and energy to fund-raising, but they go beyond that by assisting teachers in the classrooms, coordinating and funding educational

assemblies and activities, and serving on the School Site Council and English Learners Advisory Committee. Parents may volunteer to assist with a wide variety of activities: classroom parties, field trips, School Site Council, Red Ribbon Week, and book fairs.

Bates Staff also helps organize and sponsor a "College Week", punctuated by a special "College Day" assembly and celebration of local high school graduates going on to college.

The ACES after school program provides three or more hours of academic, enrichment, and physical activity to all students, including under-achieving students, every day school is in session.

The CA Mini-Corps college student provides additional academic support to Migrant Education students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

Parents, community members, classroom teachers, and other school personnel are involved in the planning, implementation, and evaluation of consolidated application programs through the School Site Council, PTA, and ELAC committees. Parents are notified of each meeting in the monthly newsletters and with a reminder telephone call the day before the meetings.

Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

- **Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.**

The services provided by categorical funds enable under-performing students to meet standards. Bates School has been designated School-wide Title I, and all programs will receive fiscal support from both the site and district.

Fiscal support (EPC):

- **Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready**

The SSC work closely with the administrator to ensure the funds are allocated accordingly to address the academic needs of the students.

SPSA 2019-20

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

River Delta Joint Unified District

D. H. White Elementary

Local Board Approval Date: 06/26/2018

Schoolsite Council (SSC) Approval Date: 05/24/2019

CDS Code: 34674136033716

Principal: Mr. Nicholas Casey, Principal

Superintendent: Don Beno

Address: 500 Elm Way
Rio Vista, CA 94571-1304

Phone: (707) 374-5335

Email: ncasey@rdusd.org

Web Site: <http://dhw-rdusd-ca.schoolloop.com/>





PURPOSE AND DESCRIPTION

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is a schoolwide plan designed to improve student achievement, and empower our students to become lifelong learners.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

D.H. White utilizes federal, state, and local assessment results to plan and guide instruction. Students use standards-based materials in all subject areas and interventions are designed and implemented for those students who do not meet standards.



STAKEHOLDER INVOLVEMENT

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

[Involvement Process for the SPSA and Annual Review and Update.](#)

The development and annual review of our SPSA is developed through teacher input and feedback in a staff meeting, as well as through meetings of the school site council. Staff and School site council provide input both written and orally.



RESOURCE INEQUITIES

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Goals, Strategies, Expenditures, & Annual Review

» GOAL 1

Goal Area: LCAP Priority 1 - Basic Services

Goal Title: Improve and support student learning to close achievement gaps

State Priorities:

- 1 - Basic Services

LCAP Goal:

- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

Identified Need:

Goal Statement:

- Provide all the basic curricular needs, textbooks and materials, for students and teachers; educational software licenses needed to support the curriculum; technology required to deliver and support student learning of the Common Core State Standards.

What data did you use to form this goal (findings from data analysis)?

- Inventory of books, materials, and technology at school
- Curricular requirements for all subject matter

What process will you use to monitor and evaluate the data?

- Keep an current and actualized inventory of all textbooks, materials, ancillaries, and technology
- Professional development for all teachers

Strategy:

- School will ensure that all teachers have all Board adopted curriculum, textbooks, to ensure student learning
- Teachers will use all Board adopted curriculum, textbooks, to ensure student learning
- Teachers will use technology to support the curriculum
- School will ensure that the appropriate levels of materials and supplies are available for students and teachers

What did the analysis of the data reveal that led you to this goal?

- To be successful, each student needs to have all required textbook, ancillaries, materials and technology to access curricular.
- Integration of curriculum with up-to-date technology is required for student learning and success in all content areas

STRATEGY/ACTIVITY 1

Strategy Title: Provide textbooks, materials and technology in support of student learning

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Teachers will use district-adopted standards-based instructional materials to foster and support student learning.
- Teachers in grades K-5 will use Common Core Standards in their daily lesson planning.
- Purchase subscriptions to Science and History magazines to supplement textbooks and enhance language and literacy development.
- Purchase ancillary materials for a learning to type program and writing in support of student success on CAASPP.
- Purchase materials and supplies in support of student learning.
- Teachers will use required technology and educational technology programs to support the curriculum.
- Purchase and use necessary materials and equipment to meet the needs of Physical Education requirements.
- Purchase and use additional Chromebooks to meet the needs of ELA and Math programs.
- A full-time Intervention/ELD teacher, bilingual assistant and intervention classroom aide is on staff to insure student success.
- Academic support and enrichment programs will be held throughout the school year designed to foster students individual needs.

Measures:

- Monitor student access to the district-adopted textbooks throughout the year.
- Maintain an inventory of all textbooks being housed and used on-site.
- Principal will complete formal and informal, on-site observations of basic services in classroom, including use of the Chromebooks during class.
- Monitor the usage report from all educational technology programs, including Star reading, accelerated reader, Lexia, math facts in a flash, etc.
- Monitor that each class is getting 200 minutes of PE every 10 days.
- Principal and RTI team will review student data at pre-determined points throughout the year. Teachers will provide classroom data.

People Assigned:

- Principal
- Teachers
- Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Bilingual assistant	\$11,700.00
Site Supplemental & Concentration LCFF	Bilingual assistant	\$6,300.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Bilingual assistant	\$18,000.00
Site Supplemental & Concentration LCFF	Professional development for CCSS, ELD, NGSS, GLAD, AVID	\$4,200.00
Site Supplemental & Concentration LCFF	New Teacher Professional Development	\$2,600.00
Lottery: Unrestricted	costs of substitutes for professional development	\$1,500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Friedel & Wasson "district funded"	\$33,700.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Friedel site funded	\$6,000.00
Discretionary	Upham site funded	\$5,775.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Upham site funded	\$5,775.00
Site Supplemental & Concentration LCFF	Supplies	\$1,712.00
Lottery: Unrestricted	Supplies	\$8,035.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Supplies	\$12,000.00
Lottery: Unrestricted	PE equipment	\$1,000.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students all had the basic curricular needs, textbooks and materials along with educational software and to support common core standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



GOAL 2

Goal Area: LCAP Priority 2 - Implementation of State Standards**Goal Title: DHW staff will implement CCSS with fidelity****State Priorities:**

- 2 - Implementation of State Standards

LCAP Goal:

- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

Identified Need:**Goal Statement:**

- DH White Elementary will provide an instructional program that supports full implementation of the Common Core State Standards in every class, in every subject area.
- Provide for collaboration time for staff to share instructional practices and strategies.
- Feedback to parents through Report Cards, progress reports and student study teams.
- Protect Core instructional time in the School-wide schedule; all ELA and Math classes will be scheduled prior to Lunch everyday.
- Students receiving RTI, tier 2 and 3, support in the classroom will show growth towards narrowing/closing achievement gap based on multiple measures used at that grade-level.

What data did you use to form this goal (findings from data analysis)?

- SBAC, MAP, CST-Science results

What process will you use to monitor and evaluate the data?

- Teacher implementation of curriculum
- Principal observation
- Input from students, parents, teachers, staff

Strategy:

- In coordination with the District Office, DH White will maintain the appropriate level of highly qualified teachers so as to meet the needs of students
- In coordination with the District Office, all DH White students will have the appropriate textbooks, technology and equipment, materials, and the facilities necessary to bring about student learning in a safe, secure, and nurturing environment
- In coordination with the District Office, DH White staff will have the necessary equipment and materials to meet the needs of their jobs in a safe and supportive environment

What did the analysis of the data reveal that led you to this goal?

- Every student will be provided with access, the basic services and tools necessary to bring about sustainable student

learning.

- All teachers will be provided with the necessary tools and supports to foster student learning.

STRATEGY/ACTIVITY 1

Strategy Title: **Curricular Needs**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Principal, teachers, and staff will work together to insure that all the curricular and material needs of every student is met
- Principal will insure procurement of curriculum, materials, supplies, and technology needed for instruction.
- Teacher representatives will participate in all district-provided technology trainings.
- Teachers will embed literacy in their Science and Social Science instruction to support Common Core standards on informational texts.
- The school and PTC will support grade-level field trips to enhance Science and Social Science Curriculum.
- To adhere to the Ed Code, student in grades 1-5 will receive 200-minutes of guided Physical Education instruction every 10 days; Teachers in grade 1-5 will plan and implement common Physical Education activities based on the California Physical Education Framework.
- Based on the RDUSD EL Master Plan, all English Language Learners will receive 30-minutes of core ELD instruction every day.
- School ELD coordinator will provide guidance and training to all staff regarding new ELD standards and appropriate curriculum
- Bilingual Instructional Assistant will provide support and intervention to students in a small group setting who are still developing proficiency in English.
- All teachers will incorporate ELD standards in all subjects throughout the day and use SDAIE strategies to enhance the learning experience.

Measures:

- 70% of ELD students will be proficient in Math on District Benchmark/MAP and Math Topic Tests
- Students will have all the curriculum, and basic materials, supplies, technology needed for learning
- Teachers will have the appropriate level of materials, supplies, and technology needed for instruction
- Regular Principal/Teacher communication
- Regular Principal/District Office communication
- 5th Grade CAASPP Science CST scores
- Principal walk-through/ formal observations
- Improved scores on ELPAC tests
- Increase in number of students who are redesignated English Learners

- Increase parent attendance and input during ELAC meetings
- Improved scores on the district benchmarks assessments (MAP)
- Improved proficiency on high frequency words assessment
- Student improvement on universal assessments: SIPPS, BPST, Wonders, Math Expressions, Accelerated Reader quizzes, STAR Reading, & STAR Early Literacy

People Assigned:

- District Office personnel
- Principal
- Teachers
- ELD teacher
- Instructional Assistant
- DHW office staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Tech Hardware: Maintain Chromebook, laptop & peripherals	\$2,000.00
Site Supplemental & Concentration LCFF	Tech Hardware: Maintain Chromebook, laptop & peripherals	\$500.00
Lottery: Unrestricted	Tech Hardware: Maintain Chromebook, laptop & peripherals	\$1,750.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Tech Hardware: Maintain Chromebook, laptop & peripherals	\$4,000.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

DH White Elementary provided an instructional program that supports full implementation of the Common Core State Standards in every class, in every subject area.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Goal Area: LCAP Priority 3 - Parent Involvement

Goal Title: Provide opportunities for parents in support of student learning

State Priorities:

- 3 - Parent Involvement

LCAP Goal:

- Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Identified Need:

Goal Statement:

- Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.
- Further improve upon a parent-friendly campus where families feel safe, welcomed, and involved.
- Parents familiarity/lack of familiarity with student curricula
- Sign-in/out sheets
- Parental presence on campus, on Field Trips, at school events.

What data did you use to form this goal (findings from data analysis)?

- Parental participation in our school is beneficial to student learning, and to student socioemotional development.
- Parents would benefit in knowing more about what and how their students are learning in the classroom, as a mean to better assist, and guide them, at home.

What process will you use to monitor and evaluate the data?

- Review school sign-in logs.
- Teacher feedback on volunteers.

Strategy:

- Implement Parent nights where teachers inform on what is being taught in the classroom, how it is taught, and how parents could be instrumental in student success (value of reading, importance of homework done well, online supports built into the curricula, additional technological supports)
- Ensure that parent participation mirrors the school's demographic makeup
- Develop clear and transparent policies regarding parents on campus and on field trips and ensure that these are up to date in the student/parent handbook.
- Improve upon school/home communication
- Develop a culture that fosters parental participation during school hours, on field trips, and at school events

What did the analysis of the data reveal that led you to this goal?

- More parental involvement at school and at home improves student achievement

STRATEGY/ACTIVITY 1

Strategy Title: **PTC and School Interaction**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Utilize school Facebook page and website, instagram, teacher and principal newsletters, automated phone messaging system, and Remind to increase school-to-home communication, and school bulletin board.
- Increase activities for parents and families to come to school (Donuts for Dad, Muffins for Mom, Breakfast with Santa, Spring Egg Drop, Family Fitness Night, End-of-Year Carnival)
- Provide multiple opportunities for parent and school communication.
- School wide communication folders will be used in all grades TK-5.

Measures:

- Sign-in sheets
- Increase parent presence at PTC meeting and events
- AVID binder logs

People Assigned:

- Principal
- Staff
- Parents
- PTC officers

STRATEGY/ACTIVITY 2

Strategy Title: **Communication with Parents and Community**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Utilize homework folders, school website and Facebook page, newsletter, and automated Phone messaging system to increase school to home communication
- Schedule Student Support Team (SST) meetings and Response to Intervention (RTI) meetings to create individualized

support for students and to monitor progress

- Progress reports will be mailed quarterly in support of struggling students
- Parents will be invited to participate in Student Success Team (SST) meetings
- Upcoming events will be posted on the outside marquee/bulletin board, school webpage/Facebook page, and Remind
- Principal will ensure that Site Council, PTC, and ELAC meetings are not scheduled at the same time.
- AVID binders will be used in all grades.
- We will host Back To School Night the first week of school in order to ensure quick communication with our families.
- We will host a registration day, before school begins, for parents to come in and fill out all necessary paperwork and pick up their student's teacher.
- Coffee with the Principal with focus on topics of interest to our school community.

Measures:

- Parent involvement in school related functions
- Sign-in sheets from parent meetings (Site Council, PTC, ELAC)
- SST notes
- Phone messenger logs

People Assigned:

- Principal
- Teachers
- Office Staff
- Parents
- Counselor

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Family Literacy & Math Nights	\$750.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Family Literacy & Math Nights	\$750.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Staff Training to improve communication with families	\$500.00
Discretionary	District & Site level newsletters-Bilingual	\$900.00
Site Supplemental & Concentration LCFF	District & Site level newsletters-Bilingual	\$1,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	District & Site level newsletters-Bilingual	\$2,000.00
Site Supplemental & Concentration LCFF	Postage	\$1,000.00
Lottery: Unrestricted	Postage	\$1,000.00

STRATEGY/ACTIVITY 3

Strategy Title: Parent Math and ELA nights

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Develop a series of parent trainings in Math and ELA in support of student learning.
- AVID informational meeting for parents to learn about our AVID goals.

Measures:

- More parents being able to support their students while doing homework and providing a better understand of the CCSS

People Assigned:

- Teachers
- Parents
- Principal

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

D.H. White provided meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

» GOAL 4

Goal Area: LCAP Priority 4 - Pupil Achievement

Goal Title: Setting Individual Academic Goals for Students

State Priorities:

- 4 - Pupil Achievement

Identified Need:

Goal Statement:

Understanding, monitoring, adjusting, and differentiating instruction is the key to student success.

What data did you use to form this goal (findings from data analysis)?

Data gathered from student report cards, and AR, MAP, SBAC testing results

What process will you use to monitor and evaluate the data?

Continue monitoring data throughout the school year, and between school years.

Strategy:

- Teachers will set academic goals for each student at the start of the school year
- Teachers will review data with the principal and within their grade level teams
- Instruction will be modified as needed to meet student needs (modality, intervention, GATE)
- Teachers will collaborate and visit other classrooms.

What did the analysis of the data reveal that led you to this goal?

Although students are making significant growth, student achievement is not equal across the board. More training is needed in the areas of data analysis and differentiation of instruction in the classroom.

STRATEGY/ACTIVITY 1

Strategy Title: **Planned Improvement in Student Performance**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Teachers will continue setting individual academic goals for each and every student, and provide additional, targeted, and differentiated intervention to struggling student.
- School will maintain records of student academic data in support of instruction and student learning.
- Students will set individual goals, which will be tracked in his/her AVID binder.

Measures:

- Comparing results with the 2017-18 school year: Number of students performing at grade level and obtaining 3s on their report cards will increase by 5%
- Number of students performing at level 4 on CASPP testing in ELA and Math will increase by 5%
- Number of students scoring Proficient and Advanced on 5th Grade CST-Science test will increase by 5%
- Number of students showing growth on their 5th Grade Fitnessgram test results will increase by 10%
- Number of students making their Accelerated Reader goals and raising their ZPD levels will increase
- Student MAP testing RIT score will increase, and 65% of students will have made their yearly target growth by Spring
- Decrease in number of students referred for Special Education testing.

People Assigned:

- Teachers
- Students
- Principal
- RTI 3 teacher
- GATE coordinator

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers set academic goals for students. Principal and data team reviewed common assessments every 9 weeks. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

» GOAL 5

Goal Area: LCAP Priority 5 - Pupil Engagement

Goal Title: Foster school culture that ensures academic success

State Priorities:

- 5 - Pupil Engagement

Identified Need:

Goal Statement:

- By June 2019, DH White students will increase, by at least 5%, their score on all required testing, as measured by the CAASPP (SBAC, CST, CMA, CAPA), CELDT, District Benchmarks/MAP, Fluency Assessments, Theme Skills tests, Topic Tests, and Renaissance Learning Early STAR Literacy and Reading tests.
- Work towards eliminating disparity in student successes and closing achievement gap.
- Provide enrichment programs for students designated as Gifted and Talented, or performing well above grade-level, in conjunction with the district.
- Students will receive differentiated instruction in the classroom during ELA/Math instruction and during Universal Access (UA) time.
- Increase student attendance to 97%
- Reduce number of referrals to RTI 3 by effective interventions in the classroom
- Reduce number of referrals to Special Education by assuring student successes in RTI 3
- Reduce number of student referrals to office
- Reduce number of student suspensions

What data did you use to form this goal (findings from data analysis)?

- Achievement scores among school subgroups
- Attendance rate for 2017-18 and 2018-19 school years

- Number students referred to RTI 3
- Number students referred to Special Education for testing
- Number of students referred to the office and suspended in 2015-16 school year

What process will you use to monitor and evaluate the data?

- Review student report cards
- Review RTI 3 referrals
- Review SST logs, RTI 3 results, before referring students for Special Ed testing
- Review attendance logs

Strategy:

- Students will receive differentiated instruction in the classroom during ELA/Math instruction and during Universal Access (UA) time
- Provide intervention (RTI3) using SRA Corrective Reading, SIPPs, Read Naturally, Lexia Core 5 to increase mastery of the standards, increase fluency, and improve reading comprehension in grades K to 2
- Work collaboratively with parents to support learning at home
- Provide staff training during Faculty Meetings
- Provide for peer staff observation in other classrooms
- Each teacher will 'adopt' three families with the goal of fostering more parent support in their child's education
- Provide for a differentiated program to meet the needs of gifted and talented students

What did the analysis of the data reveal that led you to this goal?

- Disproportionate student achievement among school subgroups
- More staff training and collaboration needed with regard to differentiated instruction
- More staff training needed in support of RTI 1 and 2 in the classroom

STRATEGY/ACTIVITY 1

Strategy Title: Differentiated Instruction

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Students will receive differentiated instruction in the classroom during ELA and Math instruction and during Universal Access time

- Students in grade K to 2 will receive differentiated instruction level 3 (1:1 or very small group) outside the classroom in ELA in support of learning foundational skills
- Students will have access to supplementary curricula to support student learning of Grade level Standards, i.e., Lexia Core 5, Language! SIPPs, BPST, Corrective Reading, Read Naturally, Step up to Writing.
- Provide appropriate staffing to support program
- In coordination with Rio Vista HS, student TAs will provide additional supports to students.
- Provide afterschool activities for students for enrichment and interventions.

Measures:

- Number of students who are performing at 2s and 3s on grade level Standards
- Decrease in number of students referred for Special Education testing
- Increase in student Accelerated Reader ZPD levels
- Increase in student MAP testing RIT score

People Assigned:

- Principal
- Teachers
- Instructional Assistants
- RSP/SDC teachers

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Continue PD for Restorative Practice/Behavior Management	\$3,300.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Continue PD for Restorative Practice/Behavior Management	\$1,200.00
Site Supplemental & Concentration LCFF	Site Based attendance reward/incentive, SARB & Supplies	\$500.00
Lottery: Unrestricted	Site Based attendance reward/incentive, SARB & Supplies	\$1,500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Site Based attendance reward/incentive, SARB & Supplies	\$1,000.00
Discretionary	PD for Trauma Informed Schools	\$500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	PD for Trauma Informed Schools	\$2,002.00

» GOAL 6

Goal Area: LCAP Priority 6 - School Climate

Goal Title: Provide facilities that are safe and technology to support instruction

State Priorities:

- 6 - School Climate

Identified Need:

Goal Statement:

- Principal and Maintenance & Operations (M&O) staff will ensure that all Site facilities are in good working order to meet the needs of students, teachers, and staff
- Custodians will inform Principal and M&O of facilities and maintenance needs
- Maintain appropriate inventory of technology
- District's Uniform Complaint Procedures, including Williams requirements, posted in every room
- Evacuation maps posted in every room
- Monthly Fire drills will be adhered to
- Evacuation drills will be implemented as prescribed in Safety Plan

What data did you use to form this goal (findings from data analysis)?

- Maintenance request logs
- Staff and parent surveys

What did the analysis of the data reveal that led you to this goal?

- There is a need for ongoing upkeep of the premises to provide for a safe learning and working environment

STRATEGY/ACTIVITY 1

Strategy Title: Safe learning and working environment

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Provide additional sports/play opportunities for students during recess and lunch times
- Continue with and expand upon Bullying Prevention program
- Analyze the yard duties' supervision zone on the playground and adjust the supervision play accordingly
- Noon time supervisors, as well as teachers who serve as yard duty will be trained in yard duty supervision through our Peacemaker's program.

Measures:

- Increase in student learning as measured on standardized tests
- Decrease disciplinary referrals
- Compare the decrease in disciplinary referrals with the student participation data of the Bullying Prevention programs

People Assigned:

- Principal
- Custodians
- Teachers/Staff
- M&O staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Copy/Print/Alarm	\$9,775.00
Lottery: Unrestricted	Copy/Print/Alarm	\$5,225.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Principal and Maintenance & Operations (M&O) staff made sure that all Site facilities are in good working order to meet the needs of students, teachers, and staff.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

» GOAL 7

Goal Area: LCAP Priority 8 - Other Pupil Outcomes

Goal Title: Ensure academic, social and emotional well-being for all students

State Priorities:

- 8 - Other Pupil Outcomes

Identified Need:

Goal Statement:

- Ensure that students attend school on a daily basis, arrive on time, and that the school's overall average daily attendance rate is above 97%
- Reduce with the goal of eliminating student suspensions
- Reduce referrals to Special Education by fostering a more effective RTI process
- Improving student, staff and family relationships and perception of safety on campus

What data did you use to form this goal (findings from data analysis)?

- Trends in student attendance, absenteeism, tardy, and truant tardy.
- Communications with parents
- Students referred to Special Education testing

What process will you use to monitor and evaluate the data?

- Review student attendance records
- Review student referral notices

Strategy:

- Maintain communication with families of students who are habitually absent or tardy to school so as to provide solutions and to ensure sustained attendance in school.

What did the analysis of the data reveal that led you to this goal?

- Students who are habitually absent, or tardy, to school tend not to perform as well as those who are not.
- Student learning improves when they feel supported by staff and at home.

STRATEGY/ACTIVITY 1

Strategy Title: **Counseling Services/Positive Action**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Continue teaching Positive Action and Bullying Prevention Program "2nd Step" in the classroom.
- Hold monthly Positive Action assemblies where students will be recognized for positive behaviors and character.
- Have classrooms demonstrate a character skill in each assembly to promote whole-school awareness.
- Facilitate collaboration through parent and staff meetings to improve upon behavioral successes in our students.
- Continue to offer the Peacemakers program during recess with afterschool training.
- School Wide incentive program (Scholar Dollars) are used to support positive reinforcement. Students are allowed to "spend" their scholar dollars in "Humphrey's Harbor" student store twice a month.
- Principal's 200 club will recognize students who are demonstrating strong character skills.

Measures:

- Students recognition at assemblies
- Reduction of inappropriate behaviors on campus and at recess
- Principal observation of bullying Prevention/Positive Action being taught in the classroom
- Feedback from peacemakers liason

People Assigned:

- Principal
- Teachers/staff
- Peacekeeper Advisor(s)

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Afterschool programs	\$2,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Afterschool programs	\$5,527.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We worked to improve student attendance as well as promote SBIS when students would be out for a longer absence. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

» BUDGET SUMMARY

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$92,454.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$166,976.00

» OTHER FEDERAL, STATE, AND LOCAL FUNDS

List of the additional Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)	Expenditure (\$)
3010 - ESSA-Title I, Part A, Basic Grants Low Income and Neglected	\$92,454.00	\$92,454.00

Allocated subtotal of consolidated federal funds for this school: **\$92,454.00**

Expenditure subtotal of consolidated federal funds for this school: **\$92,454.00**

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)	Expenditure (\$)
1100 - Lottery: Unrestricted	\$22,010.00	\$22,010.00
0000 - Discretionary	\$34,700.00	\$34,700.00
0740 - Site Supplemental & Concentration LCFF	\$17,812.00	\$17,812.00

Allocated subtotal of state or local funds included for this school: **\$74,522.00**

Expenditure subtotal of state or local funds included for this school: **\$74,522.00**

Allocated total of federal, state, and/or local funds for this school: **\$166,976.00**

Expenditure total of federal, state, and/or local funds for this school: **\$166,976.00**



SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Kelli Mahoney	Parent or Community Member	707-374-5335	04/24/2018
Elvia Coronado	Parent or Community Member	707-374-5335	04/24/2018
Codi Agan	Other School Staff	707-374-5335	04/24/2018
Nick Casey	Principal	707-374-5335	04/24/2018
Andria Mendoza	Parent or Community Member	707-374-5335	04/24/2018
Karen Hemman	Classroom Teacher	707-374-5335	05/24/2019
Jennifer Lindsay	Classroom Teacher	707-374-5335	05/24/2019

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	3	0

» RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

05/24/2019

Attested:

Mr. Nicholas Casey, Principal
Typed name of School Principal


Signature of School Principal

5/24/19
Date

Andria Mendoza
Typed name of SSC Chairperson


Signature of SSC Chairperson

5/29/19
Date



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Use of state and local assessments to modify instruction and improve student achievement (ESEA):

D.H. White staff utilizes federal, state, and local assessment results to guide instruction and to improve student achievement. Monthly grade level collaboration meetings are held to analyze data and to make necessary curricular adjustments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

The following sources of data are analyzed during staff and grade level collaboration meetings in order to make curriculum and instruction modifications to improve student achievement:

- CAASPP results - school wide, grade level, and individual scores (current year and one year previous)
- CELDT/ELPAC results
- EL Re-designation rates
- MAP results
- Reading Wonders
- enVision Math Topic Test results
- STAR Reading, STAR Math, and STAR Early Literacy test results
- District Benchmark Assessment data

Status of meeting requirements for highly qualified staff (ESEA):

100% of teachers on staff meet highly-qualified teacher requirements.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

AB 75 training is made available to all school principals to ensure compliance.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

All teachers at D.H. White School are fully credentialed teachers. AB 466 training has been completed by most teachers; those who have not completed the training will have it made available to them.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

River Delta Unified School District provides staff development days each year. The district Superintendent and leadership team select areas of focus for these days. Full day workshops are developed for teachers. Attendance is required and is monitored by sign-in/ sign-out sheets.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

Teachers receive ongoing instructional support and assistance through: - Strategic Schooling consultant - GLAD coaching - Administrator observation and guidance - Other professional development, as indicated in the SPSA.

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teachers collaborate through monthly grade level and/or grade span meetings. These meetings are calendared by the site administrator and meeting notes are maintained as a monthly record.

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

D.H. White has acquired district-adopted materials in each of the curricular areas taught in the elementary school. All texts are on the current list of approved materials from the State of California; all materials are aligned with California content standards and/or Common Core.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

All staff adhere to a schoolwide schedule, which includes the recommended instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

Grades K-5 follow district pacing guides in English/Language Arts and Mathematics. Universal Access time, Learning Center grouping, and RTI small group instruction are utilized for intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Each student has access to a copy of the textbook and/or consumable materials required for each of the core subjects. Materials are ordered each summer according to estimated enrollment for the next year. Occasionally, enrollment is underestimated, but materials are ordered as soon as possible so that students have the necessary materials. This is an annual process occurring in June and September of each year.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

D.H. White has acquired SBE-adopted materials in each of the curricular areas taught in the elementary school. All texts and support materials are aligned with California content standards and/or Common Core.

Services provided by the regular program that enable underperforming students to meet standards (ESEA):

Teachers use standards-based materials in all core curriculum areas. Teachers use their Universal Access time (with support materials tied to adopted curriculum) to assist under-performing students to meet standard in the classroom. RTI (Response to Intervention) strategies are utilized to target specific students. English Learners have thirty minutes of ELD time daily. After school tutorials are offered at each grade level. Students who are performing at basic or below levels have the opportunity to attend summer school, when offered. The school uses Lexia, a computer assisted reading program in all classrooms. All teachers use GLAD and SDAIE techniques and strategies for second language learners.

Research-based educational practices to raise student achievement at this school (ESEA):

Research-based educational practices include: GLAD methodologies; RTI interventions; sheltered ELD instruction; and Universal Access intervention time.

Resources available from family, school, district, and community to assist under-achieving students (ESEA):

Resources in the community are limited. There are currently two preschools in town to provide a learning experience for three to five year olds. Girl Scouts, Boy Scouts, and 4H provide programs for students outside of the school day and there are active sports programs for both boys and girls. The PTC (Parent Teacher Club) provides several thousand dollars each year to make field trips possible and provides additional materials and supplies to the classroom. Rio Vista CARE provides on campus and after school counseling as well as PALS volunteers to support students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

Parents, community representatives, classroom teachers, and other school personnel plan, implement, and evaluate the Single Plan for Student Achievement as members of the School Site Council. Meetings are held on a monthly basis for this purpose. The plan is a living document that assures compliance with consolidated application programs.

Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

Fiscal support (EPC):

Fiscal support of educational programs is detailed in the budget designations throughout the Single Plan for Student Achievement.

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Elizabeth Keema-Aston, Chief Business Officer

Item Number: 10.6

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

SUBJECT:

Request to Pre-Approve the 2019-20 ASB, Booster Club, PTC and PTA Fundraisers

BACKGROUND:

Every year River Delta's School sites encourage the various student ASB clubs and parent organizations to raise funds to further and enhance the educational experience. Starting in Fiscal Year 2015-16 all ASB fundraisers were required to be preapproved through the district office and presented to the Board for final approval prior to the event.

In order to streamline the process and still comply with set procedures, the sites are submitting a list of fundraisers that they intend to hold throughout the coming fiscal year

STATUS:

Generally these fundraisers are held annually. The fundraisers have received a cursory review with pre-approval from the district office and is seeking approval from the Board. As each fundraising event approaches, the sites will continue to submit an individual request form with all required signatures for final district office approval prior to the event, as required for ASB clubs. Parent organizations do not have the same requirements as ASB and this approval is currently all the district is requiring.

PRESENTER:

Elizabeth Keema-Aston, Chief Business Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

Not Applicable

RECOMMENDATION:

That the Board approves the 2019-20 Fundraiser lists as presented

Time allocated: 3 minutes

**River Delta Unified School District
Fund Raiser Pre-Approval list
ASB - Athletics - FFA**

School site: *Delta High School*
Fiscal Year: *2019-20*

	ASB Club	Activity	Net Profit
	Band	Car Wash	\$200
1	Athletic Teams	"_____-a-Thon" events	\$500-1000 per team
2	Various clubs	Volunteer time at Pear Fair	\$1,000
3	Cheer	Jamba Juice BoGo cards	\$1,000
4	All teams	Snack bars at Athletic events	\$500 per team
5	Football, Cheer, Basketba	Youth Camps	\$500-1000 per team
6	Club Latino	Churro sales at home football games	\$750
7	Class of 2020	Football snack bar at home games	\$2,000
8	Various clubs	Work at Clarksburg Country Run for donation to club(s)	\$3,000
9	ASB	World's Finest Chocolate or Sees Candy sales	\$500
10	ASB	Sale of spirit buttons/spirit items	\$250
11	FFA	Sale of pear related items at Pear Fair	\$1,000
12	FFA	Sale of Chapter FFA gear	\$200
13	FFA	Leadership packages	\$0
14	FFA	Lampost Pizza fundraiser	\$800
15	Delta Blooms/FFA	Floral design night	\$800
16	FFA	Poinsettia plant sales	\$4,000
17	FFA	Sees Candy sales	\$800
18	FFA	Annual meal plans	\$0
19	Delta Blooms	Holiday wreath sales	\$500
20	Delta Blooms	Annual Floral memberships	\$3,500
21	AFS	"Grams" sales at Valentines and other holidays	\$300
22	AFS	Snack bar items at CMS athletic events	\$500
23	AFS	Donation drive	\$1,000

All individual fundraisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all approval signatures intact.

River Delta Unified School District
Fund Raiser Pre-Approval list
2019-2020

School site: *Delta High School*
Fiscal Year: *2019-20*

ASB Club/ PTC, PTA, Boosters	Activity	Net Profit
Ag Boosters	Menchie's frozen yogurt fundraiser "Delta Shores"	\$200
Ag Boosters	Drive Thru Tri Tip Dinner X 2	\$2,000
Ag Boosters	Dinner Dance	\$10,000
Ag Boosters	Poker Tournament	\$6,500
Ag Boosters	Pizza Fundraiser	\$250

**River Delta Unified School District
Fund Raiser Pre-Approval list
2019-2020**

School site: *Delta High School and Clarksburg Middle School*
Fiscal Year: *2019-2020*

ASB Club/ PTC, PTA, Boosters	Activity	Net Profit
Delta Heavenly Boosters (DHB)	All School - Sports Banners/Business Advertisements	\$3,000
DHB	All School - Golf Tournament	\$10,000
DHB	All School - Spirt Wear	\$500
DHB	All School - Clarksburg Country Run	\$450
DHB	All School - Nugget Scrip	\$500
DHB	Art - Snack bar	\$500
DHB	Basketball - Snack bar	\$1,000
DHB	Baseball - Snack bar	\$500
DHB	Football - Snack bar	\$1,000
DHB	Soccer - Snack bar	\$500
DHB	Volleyball - Snack bar	\$500
DHB	Art - Artwork sale	\$300
DHB	Baseball - River Cats vouchers	\$3,000
DHB	Basketball - Free-throw-a-thon, Jamba Juice	\$1,000
DHB	Drama - Programs	\$1,500
DHB	Football - Game program, banners, lift-a-thon	\$2,000
DHB	Music - Winter and Spring concerts/dinner	\$1,500
DHB	Volleyball - Serve-a-thon	\$1,000
DHB	XC and Track - Caramel corn sale, Chick-Fil-A	\$1,000

**River Delta Unified School District
Fund Raiser Pre-Approval list**

ASB

School Site: Clarksburg Middle School
2019-20

ASB Club	Activity	Net Profit
Band	Car Wash	\$200
Various clubs	Work at Clarksburg Country Run for donation to club(s)	\$1,000.00
CMS ASB	See's Candy fundraiser	\$500

All individual fund raisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all approval signatures intact.

**River Delta Unified School District
Fund Raiser Pre-Approval list
2019-2020**

School site: *Bates Elementary*
Fiscal Year: *2019-2020*

ASB Club/ PTC, PTA, Boosters	Activity	Net Profit
Bates PTA	Pear Pie Making for Pear Fair	\$6,500
Bates PTA	Drive-Thru Tri-Tip Dinners (3 times)	\$1500.00 X3
Bates PTA	Walk-A-Thon	\$200
Bates PTA	Fall Carnival	\$500
Bates PTA	Book Fairs (2 times)	books for classroom
Bates PTA	Father-Daughter Dance	\$200
Bates PTA	Mother-Son Dance	\$200
Bates PTA	Read-a-thon	\$100
Bates PTA	Water Bottles for Spirit Wear	\$150
Bates PTA	Pencil Grams	\$30
Bates PTA	Kissing a Pig	\$200

**River Delta Unified School District
Fund Raiser Pre-Approval list
2019-2020**

School site: *Isleton Elementary*
Fiscal Year: *2019-2020*

ASB Club/ PTC, PTA, Boosters	Activity	Net Profit
PTA	Ro Sham Bo	\$700
PTA	Harvest Festival	\$500
PTA	Movie Night (with appropriate license)	\$100
PTA	See's Candy	\$1,200
PTA	Paint Night	\$750
PTA	Kiss the Pig	\$400
PTA	Box Tops	\$100
PTA	Book Fair (Scholastic Bucks)	\$500
PTA	Open House Dinner	\$300
PTA	Bake Sale	\$150
PTA	Pancake Breakfast	\$200
PTA	Stockton Heat	\$100
PTA	Denim and Diamonds	\$19,000
PTA	Popocornopolis	\$100
PTA	Jamba Juice	\$200

**River Delta Unified School District
Fund Raiser Pre-Approval list
2019-2020**

School site: *Riverview Middle School PTC*
Fiscal Year: *2019 -2020*

ASB Club/ PTC, PTA, Boosters	Activity	Net Profit
PTC	Coin Combat	\$500
PTC	Uncle Jerry's Ts/Nature's Vision	\$800
PTC	Stockton Heat	\$400
PTC	Valley of the Moon Cookie Dough	\$3,000
PTC	Mixed Bags	\$300
PTC	Spirit Wear	\$500
PTC	King's Tickets Raffle	\$2,000
PTC	Sees Candy	\$500
PTC	Petunia Sales	\$400
PTC	SF Giants Tickets Raffle	\$2,000
PTC	Yearbook Sales	\$600
PTC	The Pie Company	\$1,000

**Rio Vista Unified School District
Fund Raiser Pre-Approval list**

School site: *Rio Vista High School ASB*
Fiscal Year: *2019-20*

	ASB Club	Activity	Net Profit
1	FFA	Flower arrangements	\$100
2	FFA	Drive Thru BBQ	\$500
3	FFA	Poinsettia Sale	\$500
4	Boys Basketball	Concession Stand	\$1,000
5	Girls Basketball	Concession Stand	\$1,000
6	Cheerleaders	Spiritwear	\$1,500
7	FB	Snackbar	\$750
8	Class of 21	Snack bar	\$750
9	Class of 22	Snack bar	\$750
10	Class of 23	Snack bar	\$750
11	Class of 20	Snack bar	\$750
12	VB	Snackbars	\$2,000
13	VB	Spiritwear	\$1,000
14	VB	Kids Camp	\$1,000
15	Dance Club	Zumba	\$500
16	Dance Club	Kids Camp	\$500
17	AFGT	Sees Candy Sale	\$1,000
18	AFS	Christmas Card Walk	\$1,000
19	PAC	Intermissions Concession	\$300
20	Drama	Ad for Radio Sales	\$300
21	Drama	Improv Night	\$500
22	Drama	Affair of the Arts	\$500
23	Fine Arts	Art Exhibition	\$500
24	Creative Arts	Christmas Ornaments	\$300
25	ASB	Spookagrams	\$100
26	ASB	Candygrams	\$100
27	ASB	Coin Drive	\$250
28	ASB	Tailgate BBQ	\$500

29	ASB	Homcoming Dance	\$500
30	ASB	Winter Ball	\$500
31	Class of 20	Coffee Shack	\$2,000
32	Class of 20	Prom	\$500
33	Class of 20	Spiritwear	\$500
34	Class of 20	Pancake Breakfast	\$500
35	Class of 20	Car Wash	\$300
36	GSA	Penny challenge	\$100
37	GSA	Cake decorating contest	\$100
38	GSA	Jelly Bean Count	\$50
39	GSA	Walk-a-athon	\$250
40	GSA	Recipe Book Sale	\$250
41	Health Careers	Cookie Dough	\$500
42	Health Careers	Wrapping paper sale	\$300
43	Art	Facepainting	\$300
44	Art	Silent Auction	\$3,000
45	Graphic Arts Club	Postcards	\$500
46	Dance Club	Candy Sales	\$1,000
47	Dance Club	Dances	\$1,000
48	Athletic Teams	Spiritwear	\$5,000
49	Incentive Account	Spiritwear	\$2,500
50	Girls' VB	Concessions	\$1,500
51	FB	VIP Seats	\$2,500
52	FB	Apoirit Wear	\$1,000
53	ASB	Spiritwear	\$3,000
54	SB	Spiritwear	\$1,000
55	SB	Sausage Dinner	\$500
56	Soccer	kids camps	\$500
57	Basketball	Spiritwear	\$1,000
58	Basketball	Alumni Tourney	\$1,000
59	Baseball	Alumni Tourney	\$1,500
60	Baseball	Spiritwear	\$1,000
61	ArRK	Ghost pops	\$250

62	ARK	Reindeer Grams	\$250
63	ARK	Valentine Candy Grams	\$250
64	FB	Sponsor Ad Broadcast	\$500
65	Radio Club	Radio Telethon	\$500
66	VB	Servathon	\$300
67	Swim Team	Swimathon	\$2,500
68	VB	Devon Davis Scholarship	1000
69	VB	Breast Cancer Awareness	\$200
70	BB	Free throwathon	\$500
71	Robotics Club	CRV Recycling	\$1,000
72	Robotics Club	Video Game Toourney	\$500
73	CC	Summer runs	\$500
74	CC	Turkey Trot	\$1,500
75	General Athletic	sports posters	\$6,000
76	AFS	Sees Candy Sale	\$1,000
77	SB	Lockford Sausage	\$1,000
78	FB	email campaign	\$1,000
79	FB	VIP Seating	500
80	Swim Team	Sponsor A Parka	\$1,000
81	FFA	Flower Night	\$500

All individual fundraisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all approval signatures intact.

**Rio Vista Unified School District
Booster Club
Fund Raiser Pre-Approval list**

School site: *Rio Vista High School*
Fiscal Year: *2019-20*

	Booster Club	Activity	Net Profit
1	Booster	Fireworks booth	\$ 10,000.00
2	Booster	Dinner Dance	\$ 10,000.00
3	Booster	Snackbars at Booster Events	\$ 2,500.00
4	Booster	Baseball Alumni Tourney	\$ 500.00
5	Booster	River Cats Game	\$ 2,500.00
6	Booster	Calendar Sales	\$ 1,000.00
7	Booster	Hog August Bites	\$ 5,000.00
8	Booster	Stockton Heat	\$ 1,000.00
9	Booster	Poker Night (with necessary lisenca)	\$ 2,000.00
10	Booster	Basketball Alumni Toureny	\$ 2,000.00
11	Booster	Adopt a Locker	\$ 10,000.00
12	Booster	Sports Camps	\$ 3,000.00

All individual fundraisers must adhere to the procedures previously setforth and be submitted to the district office at least two (2)weeks prior to requested date, with all approval signatures intact.

**River Delta Unified School District
Fund Raiser Pre-Approval list
2019-2020**

School site: *D.H. White Elementary*
Fiscal Year: *2019-2020*

ASB Club/ PTC, PTA, Boosters	Activity	Net Profit
PTC	Mixed Bag Fundraiser	\$3,600
PTC	Box Top Fundraiser	\$500
PTC	Butter Braid/Cookie Dough Fundrasier	\$2,200
PTC	See's Candy Fundrasier	\$1,800
PTC	Book Fair (2 x a year)	\$1,000
PTC	Gingerbread house fundraiser	\$250
PTC	Yearbook	\$100
PTC	Gel Pens	\$500
PTC	ELAC dinner	\$250
PTC	School Store Fundrasier	\$500
PTC	Jump Rope for the Heart	\$500
PTC	Parent/Child Dance	\$250
PTC	Color Run	\$500
PTC	School Spirit Wear Sales	\$500
PTC	Bingo Night	\$500

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.7

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

SUBJECT:

Request to approve the purchase of ABC Mouse Early Learning Academy for the 2019-2020 school year at a cost to exceed \$4,375.

BACKGROUND:

ABC Mouse Early Learning Academy is a digital education program for children in grades Pre-K through 2nd grade. ABC Mouse offers more than 5,000 individual learning activities and more than 450 lesson plans. The program includes all of the important academic basics that young children need to know to be successful in transitional kindergarten and kindergarten classes.

STATUS:

This is a renewal contract. ABC Mouse Early Learning Academy will provide 175 individual student licenses with full at-home access for our Pre-K, TK, and Kindergarten students.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$4,375 from Educational Services funds.

RECOMMENDATION:

That the Board approve the purchase of ABC Mouse Early Learning Academy for the 2019-2020 school year at a cost to exceed \$4,375.

Time allocated: 3 minutes

CONFIDENTIAL



QUOTE

Age of Learning for Schools, Inc.
101 N. Brand Blvd., 8th Floor
Glendale, CA 91203

Summary Information:

Quote Date: 28 May 2019
Quote Expiration Date: 30 June 2019
Term: June 2019 through June 30, 2020
Prepared for:

Mrs. Kathy Wright, Associate Superintendent
River Delta Unified School District
224 Montezuma Street
Rio Vista, CA 94571

Kwright@riverdelta.k12.ca.us
(707) 374-1729

Age of Learning for Schools, Inc. is pleased to provide our Quote for Per Student License for the use of ABCmouse *Early Learning Academy*, which includes both software and initial training services for River Delta Unified School District.

The annual subscription pricing is based on number of students as follows:

Quantity	Licenses	Price per license
Number of Students	175 Full Home Access	\$25
	Total for Purchase Order:	\$4,375

The following is included with your subscription:

1. Per Student renewable license for one year of access to the ABCmouse® for Schools Solution for use in your schools, with **full home access** for licensed students through June 30, 2020;
2. Online teacher resources for the license period.
 - Upon receipt of student information securely provided by your school or district, Age of Learning for Schools will pre-populate the Classroom Accounts with the student and teacher information.

This Quote and the Services provided are subject to the Age of Learning for Schools, Inc. Terms and Conditions ("Terms") current as of the date of Client's signature below. Please visit https://www.abcmouseforschools.com/pdf/ABCmouseForSchools_TandC.pdf to view the Terms in their entirety.

By signing this Quote, you represent that you have read, understand and agree to the Terms and are authorized on behalf of River Delta Unified School District to execute this agreement.

Accepted by: _____

Print Name and Title: _____

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.8

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

SUBJECT:

Request to approve the AVID membership dues districtwide for the 2019-2020 school year at a cost not to exceed \$30,366.

BACKGROUND:

In order to offer AVID on our campuses, we must pay an annual membership, attend the AVID Summer Institute and meet all the essential standards set forth by the AVID organization.

STATUS:

This is a renewal contract. River Delta Unified School District would like to continue offering AVID on our campuses.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$30,366 from Educational Services funding

RECOMMENDATION:

That the Board approve the AVID membership dues districtwide for the 2019-2020 school year at a cost not to exceed \$30,366.

Time allocated: 3 minutes

AVID Center Quote



Quote #: Q-21572
 445 Montezuma St
 Rio Vista, CA 94571
 Quote Prepared For:
 River Delta Unified School District

AVID Representative: Shonnel Oson
 Phone: 4773
 Email: soson@avid.org

Bates Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	\$3,025.00	\$3,025.00
1	AVID Weekly Elementary	\$575.00	\$0.00
1	Elementary Digital Library Set - 4 Licenses - Year 2	\$0.00	\$0.00
Bates Elementary School SUBTOTAL:			\$3,025.00

Clarksburg Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$3,999.00	\$3,999.00
1	AVID Weekly Secondary	\$575.00	\$560.00
Clarksburg Middle School SUBTOTAL:			\$4,559.00

D H White Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	\$3,025.00	\$3,025.00
1	AVID Weekly Elementary	\$575.00	\$0.00
1	Elementary Digital Library Set - 4 Licenses - Year 2	\$0.00	\$0.00
D H White Elementary School SUBTOTAL:			\$3,025.00

Delta High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$3,999.00	\$3,999.00
1	AVID Weekly Secondary	\$575.00	\$560.00

Delta High School SUBTOTAL: **\$4,559.00**

Isleton Elementary School

QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	\$3,025.00	\$3,025.00
1	AVID Weekly Elementary	\$575.00	\$0.00
Isleton Elementary School SUBTOTAL:			\$3,025.00

Rio Vista High School

QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$3,999.00	\$3,999.00
1	AVID Weekly Secondary	\$575.00	\$560.00
Rio Vista High School SUBTOTAL:			\$4,559.00

Riverview Middle School

QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$3,999.00	\$3,999.00
1	AVID Weekly Secondary	\$575.00	\$560.00
Riverview Middle School SUBTOTAL:			\$4,559.00

Walnut Grove Elementary School

QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	\$3,025.00	\$3,025.00
1	AVID Weekly Elementary	\$575.00	\$0.00
Walnut Grove Elementary School SUBTOTAL:			\$3,025.00

TOTAL: \$30,336.00*plus all applicable taxes*

This Quote is applicable from July 01, 2019 to June 30, 2020. The AVID Center Standard Terms and Conditions, attached hereto (the "Terms and Conditions") are incorporated in and made a part of this Quote.

The terms of this Quote shall control in the event of a conflict with any of the provisions of the Terms and Conditions.

2019 - 2020 River Delta Unified School District Drafted: 04/04/2019

Additional Comments:

N/A

AVID Standard Terms and Conditions

This AVID College Readiness System Services and Products Agreement (“Agreement”) is entered into by and between AVID Center, a California non-profit corporation (“AVID Center”) and River Delta Unified School District (“Client”).

Article I. Definitions

1.1. **AVID College Readiness System Services and Products Agreement (“Agreement”)**: The Agreement consisting of these AVID Standard Terms and Conditions, Quote(s), Exhibit(s), and any other applicable, incorporated addenda.

1.2. **AVID College Readiness System**: The AVID College Readiness System consists of AVID Elementary, AVID Secondary, and AVID for Higher Education. Client may choose to implement (order) one or more of these components of the AVID College Readiness System as indicated on Quote(s).

- (a) AVID Elementary is a foundational component for elementary sites (grades K–8), designed as an embedded, sequential academic skills resource. It is intended for non-elective, multi-subject, multi-ability level classrooms.
- (b) AVID Secondary consists of the AVID Elective class as the core and content area teachers using AVID strategies as school-wide implementation.
- (c) AVID for Higher Education works with postsecondary Institutions to support students with the goal of increasing academic success, persistence and completion rates.

1.3. **AVID Materials**: Any material, in any medium, printed or electronic, produced by AVID Center as a resource for Client’s implementation of AVID Elementary, AVID Secondary, or AVID for Higher Education.

1.4. **AVID Member Site**: Any Client that implements (orders membership corresponding to) AVID Elementary and/or AVID Secondary, or AVID for Higher Education.

1.5. **AVID Methodologies**: Those methodologies that, when combined, form the core of AVID Elementary, AVID Secondary, or AVID for Higher Education.

1.6. **AVID Programs**: Other AVID offerings that are supplementary to AVID Elementary, AVID Secondary, or AVID for Higher Education (with the corresponding program indicated in parentheses in this Paragraph). Some of the specific AVID Programs are further defined in a corresponding Exhibit. This list is subject to change without notice: AVID Excel (AVID Secondary); AVID Summer Bridge (AVID Secondary); AVID Weekly (versions for each: AVID Elementary, AVID Secondary, AVID for Higher Education. AVID Elementary and AVID for Higher Education subscriptions are included as part of membership; AVID Secondary subscriptions are included in Middle School and High School Libraries, if so ordered by Client).

1.7. **Service and Product Exhibits**: The language in this Agreement that relate specifically to a corresponding service or product ordered on the Quote(s).

1.8. **Payment Terms**: The terms of when payment is due as listed in this Agreement.

1.9. **Quote**: The order document that is fully incorporated into this Agreement.

Article II. Period of Agreement

2.1. **Term**: The term of this Agreement shall remain in effect indefinitely, unless earlier terminated as provided herein, but each Quote shall be in effect only during period stated in the Quote (“Term”). Upon expiration of a Quote, these AVID Center Standard Terms and Conditions shall remain in effect for the duration of the Term.

Article III. Licenses and Proprietary Rights

3.1. **Copyright License**: Subject to Client’s performance of all the provisions of this Agreement, AVID Center hereby grants to Client a non-transferable license, without the right to sublicense, to distribute, reproduce, and display the AVID Materials and AVID Methodologies solely to implement AVID Elementary and/or AVID Secondary, or AVID for Higher Education as ordered on Quote(s), during the period listed in the corresponding Exhibit, and for no other purpose.

(a) Client may distribute, reproduce, and display the AVID Materials only to appropriate staff and students of the AVID Member Sites listed in Quote(s), for the sole purpose of implementing the specified AVID service or product at the AVID Member Sites and for no other purpose. Client will not permit any of the AVID Materials or AVID Methodologies to be used by anyone other than the AVID Member Sites.

(b) Further, Client will only distribute, display, photocopy, reproduce or otherwise duplicate, those AVID Materials and AVID Methodologies corresponding to the specific AVID service or product listed for each AVID Member Site in Quote(s). [For example, if Quote(s) specifies both AVID Elementary and AVID Secondary membership at ABC School Site, but only specifies AVID Elementary membership at XYZ School Site, Client will not distribute, display, photocopy, reproduce, duplicate, or otherwise make available the AVID Secondary Materials and Methodologies to XYZ School Site.]

(c) Client and any AVID Member Sites will not distribute, display, photocopy, reproduce or otherwise duplicate, all or any part of the AVID Materials or AVID Methodologies to anyone other than the AVID Member Sites without AVID Center’s prior written consent.

(d) Should Client wish to make any of the AVID Materials or AVID Methodologies accessible to its AVID Member Sites through the Internet, it will do so on a password-protected website, and it will ensure that only appropriate staff and

students of the AVID Member Sites are allowed access to the website.

- (e) Should Client wish to make electronic versions of any of the AVID Materials or AVID Methodologies available for download by its AVID Member Sites, it will ensure that only appropriate staff and students of the AVID Member Sites are allowed access to those materials, and it will require that those staff and students agree not to distribute, reproduce, display, or transfer those materials to anyone other than appropriate staff and students of the AVID Member Sites before downloading those materials.
- (f) Client and any AVID Member Sites shall not modify or otherwise alter the AVID Materials or AVID Methodologies in any way, or create or distribute any derivative works of the AVID Methodologies or the AVID Materials in any way. Client also agrees not to use or adopt the AVID Methodologies or AVID Materials with respect to any educational or other program except solely to implement AVID under the provisions of this Agreement.
- (g) Client and any AVID Member Sites acknowledge that they do not have the right to sell, sublicense, transfer, or lease any of the AVID Materials or AVID Methodologies to any person or entity.

3.2. Trademark License: Subject to Client's performance of all the provisions of this Agreement, AVID Center hereby grants to Client during the Term a non-exclusive, non-transferable, indivisible license, without the right to sublicense, to use the AVID trademarks (collectively "AVID Trademarks"), (a) only as they are incorporated in the AVID Materials, and (b) only on advertising flyers and written promotional materials created by Client or the AVID Member Sites listed in Quote(s) in order to promote and implement AVID at those AVID Member Sites. Client agrees that it will use its best efforts to use the AVID Trademarks in a professional manner in order to preserve and enhance AVID Center's substantial goodwill associated with the AVID Trademarks. Client agrees that it or its AVID Member Sites will not use any of the AVID Trademarks as a corporate or business entity name, as a fictitious business name or as a trade name, and will not use any name in such capacity that is confusingly similar to the AVID Trademarks. Client further acknowledges and agrees that it and its AVID Member Sites cannot modify or otherwise alter any of the AVID Trademarks or use any other designs or logos in conjunction with its use of the AVID Trademarks. Client cannot use the AVID Trademarks for any educational or other program other than to implement AVID at the Member Sites listed in Quote(s) consistent with the above license. Client and its AVID Member Sites will always use the proprietary symbol ® immediately adjacent to the respective AVID Trademarks as noted above with respect to their use of the AVID Trademarks. If Client or its Member Sites desire to use or place the AVID Trademarks on any products, things, or other merchandising items in order to promote AVID, it must first seek and obtain permission from AVID Center by completing AVID Center's Request to Use AVID Center Trademark Form and complying with any of AVID Center's conditions for approval. Any such additional uses of the AVID Trademarks approved by AVID Center shall also be subject to

the terms of this license and the other provisions of this Article III.

3.3. Rights Reserved: Notwithstanding anything to the contrary in this Agreement, all rights not specifically granted in this Agreement to Client shall be reserved and remain always with AVID Center.

3.4. Proprietary Rights: The parties agree that AVID Center shall solely own and have exclusive worldwide right, title and interest in and to the AVID Trademarks, AVID Materials and AVID Methodologies, to all modifications, enhancements and derivative works thereof, and to all United States and worldwide trademarks, service marks, trade names, trade dress, logos, copyrights, rights of authorship, moral rights, patents, know-how, trade secrets and all other intellectual and industrial property rights related thereto ("Intellectual Property Rights"). Client shall not challenge, contest or otherwise impair AVID Center's ownership of the AVID Trademarks, AVID Materials or AVID Methodologies, or any of AVID Center's applications or registrations thereof, or the validity or enforceability of AVID Center's Intellectual Property Rights related thereto. Client also agrees not to submit any applications or otherwise attempt to register for itself or others any of the AVID Trademarks, AVID Materials or AVID Methodologies.

3.5. Enforcement: The parties agree that except to the limited extent expressly set forth in Paragraphs 3.1 and 3.2 above, AVID Center will be irreparably harmed and money damages would be inadequate compensation to AVID Center in the event Client breaches any material provision of Article III. Accordingly, all of the provisions of this Agreement shall be specifically enforceable by injunctive and other relief against Client without the requirement to post a bond, in addition to any other remedies available to AVID Center, for Client's breach of any provision of this Agreement.

3.6. Proprietary Notices: Client agrees not to remove, alter or otherwise render illegible any trademark, copyright or other proprietary right notices or other identifying marks from the AVID Materials or any permitted copies thereof.

3.7. Infringement: Client agrees to notify AVID Center of any conduct or actions on the part of third parties of which it becomes aware that might be deemed an infringement or other violation of AVID Center's rights in the AVID Trademarks, AVID Materials or AVID Methodologies. In such an event, AVID Center shall have the sole right to bring an action for infringement or other appropriate action with respect thereto. AVID Center shall exclusively control the prosecution and settlement of any such action. Client agrees to fully cooperate with AVID Center in any such action and provide AVID Center with all information and assistance reasonably requested by AVID Center.

3.8. Compliance with Laws: Client agrees that the AVID Trademarks, AVID Materials and AVID Methodologies will be used in accordance with all applicable laws and regulations and in compliance with any regulatory or governmental agency that has jurisdiction over Client and its educational programs.

3.9. Data Collection: On at least an annual basis, according to the timeline established by AVID Center, Client shall collect data pertaining to student demographics, course enrollment, site characteristics and related outcomes specified by AVID Center and provide that data to AVID Center via their secure web portal. Client shall also submit such individual student academic and disciplinary data concerning AVID participants as AVID Center may specify. AVID Center's data collection process conforms to the privacy protections specified in the federal Family Educational Rights and Privacy Act (FERPA). AVID Center will maintain as confidential any personally identifiable student information or information that is privileged or confidential under federal or state law and that is conspicuously marked by Client as "privileged" or "confidential" before Client delivers to AVID Center. AVID Center will destroy all individual student data when it is no longer needed for reporting purposes. Client reserves the right to withhold, revise, and/or edit certain confidential data such as student names, Social Security numbers and any other information the disclosure of which would violate FERPA. AVID Center agrees not to use any of the data collected under this section in a manner that would violate, or cause Client to violate, any applicable provision of FERPA.

3.10. Sole Source: AVID Center affirms that it is the sole source of the AVID College Readiness System to which competition may be precluded due to the existence of a patent, copyright, secret process, or monopoly. AVID Center's sole source development includes intellectual property—copyrights and trademarks—in the AVID Materials, licensing for reproduction of student activity sheets associated with the curriculum, technical assistance, training to teachers and administrators, and coordination of the AVID College Readiness System through consultation, data collection, and certification processes.

Article IV. Compensation

4.1. Quotes—Invoicing and Payment: AVID Center will invoice Client upon execution of this Agreement and payment is due net 30. Should Client issue Purchase Order(s), the terms and conditions of this Agreement shall control for all Purchase Orders; no terms and conditions on Purchase Orders will apply to any part of this Agreement.

Article V. Status of Parties

5.1. Independent Contractors: AVID Center and Client are independent contractors and their relationship is that of a licensor and licensee. This Agreement is not intended to create a relationship of employment, agency, partnership, joint venture, or similar arrangement between the parties. Neither party shall have any power or authority to bind or commit the other party in any respect, contractually or otherwise. In no event shall either party, or any of its respective officers, agents, or employees, be considered the officers, agents, or employees of the other party.

Article VI. Authority

6.1. AVID Center Authority: AVID Center represents that the person signing this Agreement is authorized to enter into this Agreement on behalf of the non-profit AVID Center and to

bind AVID Center to perform all of its obligations under this Agreement.

6.2. Client Authority: Client represents that it has obtained all necessary approvals and taken all necessary steps to enter into this Agreement. The person signing on behalf of Client represents that he or she has the authority to enter into this Agreement on behalf of Client and to bind Client to perform all of its obligations under this Agreement.

Article VII. Termination

7.1. Termination for Cause: Subject to the last sentence of this Paragraph 7.1, either party has the right to terminate this Agreement at any time if the other party is in material breach of any warranty, term, condition or covenant of this Agreement and (i) fails to cure that breach within thirty (30) days of receiving notice from the non-breaching party which specifies such material breach and demands cure thereof, or (ii) fails to provide the non-breaching party assurance that the breach will be cured within a longer period of time which is acceptable to the non-breaching party. In the case of a breach by Client that is not cured as described above, AVID Center shall have the right to terminate Client's right to conduct all or part of an AVID product or service at one or more specific AVID Member Sites, by giving written notice to Client of the sites so terminated, without terminating this Agreement with respect to the other products or services at the particular AVID Member Site and/or other AVID Member Site(s) subject to this Agreement. Any termination under this Paragraph 7.1 will become effective automatically upon expiration of the cure period in the absence of a cure or mutually agreed-upon resolution. Notwithstanding the foregoing, any material breach by Client, which is further defined as a breach of any of the provisions of Article III, shall be deemed non-curable and AVID Center shall have the right to immediately terminate this Agreement upon such material breach by Client.

7.2. Termination Without Cause: Notwithstanding Paragraph 7.1 above, either party may terminate this Agreement upon thirty (30) days prior written notice to the other party.

7.3. Cessation of Use: Upon termination or expiration of this Agreement: (a) the licenses in Article III shall automatically terminate and revert to AVID Center, (b) Client shall thereafter immediately discontinue AVID in all of its school sites and cease using the AVID Materials, AVID Methodologies, or AVID Trademarks in any way, and (c) Client shall pay any unpaid balances to AVID Center and remain liable for its obligations or other actions that accrued or occurred prior to the termination date.

7.4. Cumulative Remedies: All rights and remedies conferred herein shall be cumulative and in addition to all of the rights and remedies available to each party at law, equity or otherwise. In addition, Paragraphs 3.3, 3.4, 3.5, 3.6, 4.1, and all of the provisions of Articles VII and VIII shall survive the termination or expiration of this Agreement.

Article VIII. General Provisions

8.1. Governing Law and Venue: If any action at law or in equity is brought to enforce or interpret the provisions of this Agreement, then (i) if AVID is the party initiating the action

(e.g., as plaintiff), this Agreement shall be interpreted under the law of the State in which Client is located, the action shall be submitted to the exclusive jurisdiction of the applicable court in the city and State where Client is located and venue for the action shall be that city and State; and (ii) If Client is the party initiating that action (e.g., as plaintiff), this Agreement shall be interpreted under California law, the action shall be submitted to the exclusive jurisdiction of the applicable court in San Diego, California, and venue for the action shall be San Diego, California.

8.2. Entire Agreement: All Quotes, Exhibits, and other addenda to this Agreement are fully incorporated herein. This Agreement, including all addenda, constitutes the entire agreement between the parties regarding this subject matter hereof and supersedes all prior oral or written agreements or understandings regarding this subject matter. This Agreement can only be amended by a written document signed by both parties.

8.3. Limitation of Liability: NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, WHETHER FORESEEABLE OR NOT, THAT ARE IN ANY WAY RELATED TO THIS AGREEMENT, THE BREACH THEREOF, THE USE OR THE INABILITY TO USE THE AVID COLLEGE READINESS SYSTEM SERVICES AND PRODUCTS, THE RESULTS GENERATED FROM THE USE OF THE AVID COLLEGE READINESS SYSTEM SERVICES AND PRODUCTS, LOSS OF GOODWILL OR PROFITS AND/OR FROM ANY OTHER CAUSE WHATSOEVER.

8.4. Force Majeure: Neither party shall have any liability to the other hereunder by reason of any delay or failure to perform any obligation or covenant if the delay or failure to perform is occasioned by force majeure, meaning any act of God, storm, fire, casualty, unanticipated work stoppage, strike, lockout, labor dispute, civil disturbance, riot, war, national emergency, act of Government, act of public enemy, or other cause of similar or dissimilar nature beyond its control.

8.5. Severability: If any provision of this Agreement is judicially determined to be invalid, void or unenforceable, the remaining provisions shall remain in full force and effect.

8.6. Attorney Fees: In the event a dispute arises regarding this Agreement and a legal proceeding is brought by either party, each party shall be responsible for paying their own attorney fees regardless of the outcome or resolution of the dispute.

8.7. No Assignment, Delegation or Transfer: Client acknowledges that the favorable terms of this Agreement were granted solely to Client, and that the substitution of any party by Client would destroy the intent of the parties. Accordingly, Client shall have no right to assign, delegate, transfer or otherwise encumber this Agreement or any portion thereof without AVID Center's prior written consent, which can be withheld in its sole discretion.

8.8. Notice: All notices, requests or other communications under this Agreement shall be in writing, shall be sent to the designated representatives of the parties and shall be deemed to have been duly given on the date of service if sent by facsimile or electronic mail, or on the day

following service if sent by overnight air courier service with next day delivery and with written confirmation of delivery, or five (5) days after mailing if sent by first class, registered or certified mail, return receipt requested.

8.9. Counterparts: This Agreement may be executed in several counterparts that together shall be originals and constitute one and the same instrument.

8.10. Waiver: The failure of a party to enforce any of its rights hereunder or at law or in equity shall not be deemed a waiver or a continuing waiver of any of its rights or remedies against the other party, unless such waiver is in writing and signed by the party to be charged.

8.11. Facsimile and Electronic Signatures: The parties hereto (i) each agree to permit the use, from time to time and where appropriate under the circumstances, of signatures sent via facsimile or electronically in a .pdf file or other digital format in order to expedite the transaction(s) contemplated by this Agreement; (ii) each intend to be bound by its respective signature sent by that party via facsimile or electronically in a .pdf file or other digital format; (iii) are each aware that the other, and the other's agents and employees, will rely on signature pages sent via facsimile or electronically in a .pdf file or other digital format; and (iv) each acknowledge such reliance and waive any defenses to the enforcement of this Agreement or of other documents effecting the transactions contemplated by this Agreement based on the signature page being a facsimile, .pdf copy or other digital format. The parties covenant to each other that each time they send a signature page via facsimile or electronically in a .pdf file or other digital format; they will in a timely manner send the other party the countersigned signature page(s).

Article IX. Services and Products Exhibits

9.1 AVID Secondary Membership/Curriculum: "AVID Members" or "AVID Member Sites" are those school sites listed on the Quote as implementing one or more AVID programs—Secondary, or Elementary/Secondary. Annual membership runs concurrently with the Term of AVID Standard Terms and Conditions.

(a) **AVID College Readiness System and Materials:** Client is entitled to implement the applicable AVID program(s) only at the AVID Member Sites listed on the Quote, and to use the licensed AVID trademarks, libraries, and student materials for the AVID Member Sites' AVID College Readiness System pursuant to the provisions of this Exhibit and the AVID Standard Terms and Conditions.

(b) **AVID Center Support for Secondary:** AVID Center agrees to provide support to Client for its Secondary AVID Member Sites through the District Director and in conjunction with AVID Center's national and/or divisional offices. Membership for Client and AVID Member Sites implementing the Secondary Program includes support from AVID Center's national and/or divisional offices in the following ways:

- Access to training for the AVID site team(s) and AVID elective teacher(s) through AVID Summer Institute;

- Access to training for the District Director through AVID District Leadership Training (ADL), divisional/state meetings and Summer Institute;
 - Access to other quality continuing professional learning trainings or services such as AVID Path to Schoolwide Trainings, AVID Weekly, AVID Roadtrip Nation Experience, and others;
 - Access to the resources available through the password-protected MyAVID portal website;
 - Coordination with Client's District Director to collect, report, and analyze data from Client and AVID Member Sites;
 - Review the quality of implementation through the certification processes;
 - Access to ongoing AVID College Readiness System development through various divisional workshops and online offerings;
 - Permission to use the AVID Trademarks as described in the Standard Terms and Conditions;
 - Assistance in disseminating information about AVID to Client's potential new AVID middle school and high school sites.
- (c) AVID Reports: AVID Center agrees to provide Client with access to reports on AVID data collected by Client.
- (d) AVID Summer Institute: AVID Center agrees to provide Client and its listed AVID Member Sites access to AVID Summer Institute. Client and its listed AVID Member Sites may attend strands at AVID Summer Institutes including the Implementation strands appropriate for their level of implementation (i.e. Secondary). Planning districts and sites are restricted from attending any of the Implementation strands offered but can attend all other strands offered for their program level.
- (e) Licensing Benefits: Membership includes a license to use the AVID Trademarks to promote the AVID Member Sites' implementation of the AVID College Readiness System, to use and implement the AVID Methodologies, and to copy the student activity sheets from the AVID Materials for educational purposes relating to AVID, all pursuant to the provisions of this Exhibit. Licensing runs concurrently with the Term of this Exhibit.
- (f) Annual Membership/License Fee: Client agrees to pay AVID Center an annual membership/license fee based on the total number of AVID Member Sites in Client's AVID program according to the pricing schedule set forth on the Quote.
- (g) AVID Secondary Methodology: Client agrees to implement AVID according to AVID guidelines and teaching methodologies (collectively "AVID Methodologies") set forth in the AVID publications, guidebooks, and materials (collectively "AVID Materials") or otherwise established by AVID Center, as the same may be modified and/or updated by AVID from time to time at AVID's discretion. Client will implement the AVID Methodologies in the AVID elective class and in academic subject area classes. Client will not materially deviate from the AVID Methodologies without the prior written consent of the Chief Executive Officer of AVID Center. Client is responsible for each of its AVID Member Sites' compliance with this Exhibit.
- (h) AVID Secondary Student Selection: Client agrees to select students for AVID in accordance with the selection criteria established in the AVID Methodologies. AVID Methodologies may be modified and/or updated by AVID from time to time at AVID's sole discretion. Any modifications or updates will be made available to the Client and its AVID Member Sites via the MyAVID portal.
- (i) AVID Secondary Staff Training: Client agrees to provide, at its expense, ongoing training for site coordinators and AVID site teams at AVID Member Sites.
- (j) AVID Summer Institute: Client agrees to ensure that each secondary site in their initial year of implementing AVID Secondary will send a minimum of eight (8) participants (unless AVID agrees to a lesser number on the Quote) to an AVID Summer Institute. The AVID District Director attends at no additional cost and shall not be included in the minimum number of participants required per site team. AVID Center recommends sending a site team that includes the principal, counselor, AVID coordinator, and core subject area teachers. AVID Center recommends AVID Member Sites implementing the second year of the Secondary program send teams of at least five (5) members and encourages AVID Member Sites to continue to send teams to its Summer Institute in subsequent years to maintain and enhance the quality of AVID at their sites. The AVID Summer Institute registration pricing is listed on the Quote, if ordered. Client understands that travel, lodging, per diem costs and any other costs are not included in the price of the registration.
- (k) Professional Learning: Client agrees to conduct AVID professional learning for its AVID Member Sites based on AVID's national model of providing site coordinator workshops and site team conferences. Agenda for professional learning sessions will be based on school needs, on AVID's national model for coordinator workshops, on topics and agendas provided in training materials, and on the content areas related to educational reform initiatives in public schools in Client's state.
- (l) AVID Curriculum Library: The AVID teachers and students benefit from the classroom strategies and activities provided in the AVID Curriculum Library. Each type of Curriculum Library—Middle School or High School—consists of a set of AVID publications and materials.
- (m) Curriculum Library: To ensure proper implementation of AVID Secondary, Client agrees to purchase at least one (1) complete AVID Curriculum Library for each AVID Member Site newly implementing AVID Secondary, as listed on the Quote. AVID Curriculum Library prices are set forth on the Quote, if ordered. Client shall be entitled to use an AVID Secondary library only at the AVID Member Sites for which the materials were originally purchased. AVID libraries are non-transferable. Client and its individual AVID

Member Sites agree to ensure that each AVID classroom has adequate AVID curriculum materials. The use of the AVID Curriculum Libraries, which are part of the AVID Materials, will also be subject to the provisions of the AVID Standard Terms and Conditions.

- (n) **Curriculum Shipment(s):** If ordered on the Quote, AVID Center will ship curriculum libraries upon full execution of the AVID College Readiness System Services and Products Agreement, once materials are in stock, upon Client provision of purchase order or form of payment (unless indicated otherwise on the Quote) and in accordance with the delivery date requested by Client as indicated on the Quote as the "Requested Delivery Date". Curriculum will be shipped to the addresses listed on the Quote as provided by Client. Client confirms that this date and location reflect the best time and location for receipt of shipment. Client should allow a few weeks on either side of the Requested Delivery Date as unforeseen circumstances may occur in the supply chain. Please allow additional time if Requested Delivery Date is within three (3) weeks of AVID Center's receipt of a fully executed copy of this Agreement and purchase order or form of payment. The Requested Delivery Date is provided for Client's convenience only. AVID Center's collection and Client's provision of such date does not constitute an affirmation of fact or promise, nor does it create an obligation of law or in equity on behalf of AVID Center if materials do not arrive within the given timeframe. Client agrees that AVID Center makes no remedial promise and does not expressly intend to create a warranty or guarantee for any loss or damage, whether material or immaterial, arising from the late or early shipment of materials. AVID Center will send curriculum via standard ground delivery service. Any request by the Client to expedite shipping will be at the expense of the Client and subject to availability of the item(s) ordered.

9.2 AVID Elementary Membership/Curriculum: "AVID Members" or "AVID Member Sites" are those school sites listed on a Quote as implementing one or more AVID programs—Elementary, or Elementary/Secondary. Annual membership runs concurrently with the Term of this Exhibit.

(a) **AVID College Readiness System and Materials:** Client is entitled to implement the applicable AVID program(s) only at the AVID Member Sites listed on the Quote, and to use the licensed AVID trademarks, libraries, and student materials for the AVID Member Sites' AVID College Readiness System pursuant to the provisions of this Exhibit.

(b) **AVID Center Support for AVID Elementary:** AVID Center agrees to provide support to Client for its Elementary AVID Member Sites through the District Director and in conjunction with AVID Center national and/or divisional offices. AVID Elementary support includes:

- Access to training for the AVID Elementary site team(s) through AVID Summer Institute;
- Access to training for the District Director at AVID Summer Institute and through the AVID District Leadership Training;
- Access to coaching visits for implementation guidance;

- AVID Center technical assistance for the District Director;
- Coordination with Client's District Director to collect, report, and analyze data from AVID Member Sites;
- Permission to use the AVID Trademarks as described in the AVID Standard Terms and Conditions;
- Elementary AVID Weekly for each AVID Member Site listed on the Quote as implementing the Elementary program; and
- Assistance in disseminating information about AVID to school sites interested in implementing AVID Elementary.

(c) **AVID Reports:** AVID Center agrees to provide Client with reports on AVID data collected by Client.

(d) **AVID Summer Institute:** AVID Center agrees to provide Client and its listed AVID Member Sites access to AVID Summer Institute. Client and its listed AVID Member Sites may attend strands at AVID Summer Institutes including the Implementation strands appropriate for their level of implementation (i.e. Elementary). Planning districts and sites are restricted from attending any of the Implementation strands offered but can attend all other strands offered for their program level.

(e) **Licensing Benefits:** Membership includes a license to use the AVID Trademarks to promote the AVID Member Sites' implementation of the AVID College Readiness System, to use and implement the AVID Methodologies, and to copy the student activity sheets from the AVID Materials for educational purposes relating to AVID, all pursuant to the provisions of this Exhibit. Licensing runs concurrently with the Term of this Exhibit.

(f) **Annual Membership/License Fee:** Client agrees to pay AVID Center an annual membership/license fee based on the total number of AVID Member Sites in Client's AVID program according to the pricing schedule set forth on the Quote.

(g) **AVID Elementary Methodology:** AVID Elementary classrooms will embed the AVID Methodologies across the curriculum and school day as designated in the Implementation resources. Client will not materially deviate from the AVID Methodologies without the prior written consent of the Chief Executive Officer of AVID Center.

(h) **AVID Elementary Staff Training:** Client agrees to provide at its expense, ongoing training for all AVID Elementary administrators, classroom teachers and staff through AVID Summer Institute.

(i) **AVID Summer Institute:** All AVID Member Sites in Year 1 of implementing the AVID Elementary program will send a minimum of four (4) participants (unless AVID agrees to a lesser number on the Quote) to an AVID Summer Institute. The AVID Elementary site team will include a site administrator and lead teachers. The AVID District Director attends at no additional cost and shall not be included in the minimum number of participants required per site team. The AVID Summer Institute registration pricing is listed on the Quote, if ordered. Client understands that travel, lodging, per diem costs and any other costs are not included in the price of the participant registration.

(j) AVID Curriculum Library: The AVID teachers and students benefit from the classroom strategies and activities provided in the AVID Curriculum Library. The Elementary Curriculum Package consists of a set of AVID publications and materials.

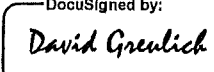
(k) Curriculum Library: To ensure proper implementation of AVID Elementary, Client agrees to purchase at least one (1) complete AVID Elementary Curriculum Package for each AVID Member Site newly implementing AVID Elementary, as listed on the Quote. Curriculum Library prices are set forth on the Quote, if ordered. Client shall be entitled to use the AVID Elementary Curriculum Package only at the AVID Member Sites for which the materials were originally purchased. The AVID Elementary Curriculum Package is non-transferable. Client and its AVID Member Sites agree to ensure that each AVID classroom has adequate AVID materials. The use of the Curriculum Library, which is part of the AVID Materials, will also be subject to the provisions of the AVID Center Standard Terms and Conditions.

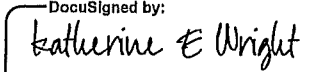
(l) Curriculum Shipment(s): If ordered on the Quote, AVID Center will ship curriculum libraries upon full execution of the AVID College Readiness System Services and Products Agreement, once materials are in stock, upon Client provision of purchase order or form of payment (unless indicated otherwise on the Quote) and in accordance with the delivery date requested by Client, if provided. Curriculum will be shipped to the addresses listed on the Quote as provided by Client. Client confirms that this date and location reflect the best time and location for receipt of shipment. Client should allow a few weeks on either side of the Requested Delivery Date as unforeseen circumstances may occur in the supply chain. Please allow additional time if Requested Delivery Date is within three (3) weeks of AVID Center's receipt of a fully executed copy of this Agreement and purchase order or form of payment. The Requested Delivery Date is provided for Client's convenience only. AVID Center's collection and Client's provision of such date does not constitute an affirmation of fact or promise, nor does it create an obligation of law or in equity on behalf of AVID Center if materials do not arrive within the given timeframe. Client agrees that AVID Center makes no remedial promise and does not expressly intend to create a warranty or guarantee for any loss or damage, whether material or immaterial, arising from the late or early shipment of materials. AVID Center will send curriculum via standard ground delivery service. Any request by the Client to expedite shipping will be at the expense of the Client and subject to availability of the item(s) ordered.

IN WITNESS WHEREOF, the parties have executed this Agreement on the dates below their signatures, but such dates shall not alter the Term of this Agreement as specified herein:

AVID Center,
a California Non-Profit Corporation
501(c)(3)

River Delta Unified School District

Signature: 
Print Name: David Greulich
Title: Controller
Date: 4/15/2019 | 8:12 AM PDT

Signature: 
Print Name: Katherine E Wright
Title: Director of Educational Services
Date: 4/12/2019 | 3:58 PM PDT

AVID Center
9797 Aero Drive, Suite 100
San Diego, CA 92123
Employer ID # 33-0522594

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.9

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

SUBJECT:

Request to approve 61 Odysseyware Software licenses for the 2019-2020 school year at a cost not to exceed \$45,200.

BACKGROUND:

RDUSD has utilized Odysseyware for instructional purposes at Mokelumne High Continuation, River Delta Community Day School as well as at River Delta Independent Study and Adult Educational programs. It is also utilized by both high schools at various times of the year for credit recovery. It is comprehensive instructional program that allows students in our alternative education program to complete their graduation requirements.

STATUS:

The administrators and staff at the alternative education programs as well as the high school administration staff would like to continue the use of Odysseyware in their programs.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$45,200 paid by Educational Services funds

RECOMMENDATION:

That the Board approve 61 Odysseyware Software licenses for the 2019-2020 school year at a cost not to exceed \$45,200

Time allocated: 3 minutes

Order Form



PREPARING STUDENTS FOR COLLEGE, CAREER, & *Life*.

300 N. McKemy Avenue, Chandler, AZ 85226

Account Number: 30001912

Quote Number: QUO-06225-H7Y1D3

Date: 3/6/2019

Order Form Expiration Date: 8/1/2019

Education Consultant	Email	Phone	Fax
Lisa LexonKarmann	llexonkarmann@odysseyware.com	925-586-7647	
Contact and Billing Information			
School:	River Delta Unified School District	Contact:	Kathy Wright
Address:	445 Montezuma	Phone:	7073741700
Address:	Rio Vista, CA 94571	Email:	kwright@rdsd.org
Training Contact:	Kathy Wright	Email:	kwright@rdsd.org
		Phone:	7073741700

Term Start Date	Term End Date
7/1/2019	6/30/2020

Qty	Product/Service	Description	Unit Price	Line Total
61	Full Odysseyware Library (Renewal) - Concurrent	A concurrent license is based on the number of simultaneous users accessing the program at one time. Per license price includes full Odysseyware library for grades 3-12, LMS, online/phone support, and updates during 12-month period.	\$700.00	\$42,700.00
1	Custom Onsite Days	Customized onsite day(s) to support implementation	\$2,500.00	\$2,500.00
1	Custom Webinar Hours (Renewal)	Customized webinar hour(s) to support implementation	\$250.00	\$0.00
Grand Total				
				\$45,200.00
				Sales Tax: %
				Total: \$45,200.00

Notes

This is for the July 1st 2019 Renewal for River Delta Joint USD. Please note that this quote does not include any applicable State Sales Tax. Please email a PO or a signed quote to: klangston@odysseyware.com and llexonkarmann@odysseyware.com

(TERMS AND CONDITIONS)	
<p>This License Agreement ("Agreement") is entered into between the Customer named above and Glynlyon, Inc. for the provision of the Service described above and is effective as of the date first stated above. This Agreement is subject to and governed by the Standard Terms and Conditions available at https://www.odysseyware.com/terms-and-conditions ("Terms"). The Terms are hereby incorporated and made a part of this Agreement by reference. By its signature below the Customer accepts all terms and conditions of this Agreement and all contents of the Terms and intends to be bound thereby.</p> <p>By signing and returning the document, the Customer authorizes and acknowledges that Odysseyware will invoice their account the amount identified on the quote, plus any applicable sales tax, in lieu of a purchase order. This Agreement may be signed in digital format which shall be considered an original.</p>	
Signature: _____	Date: _____
Title: _____	

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.10

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

SUBJECT:

Request to approve IXL Learning for the 2019-2020 school year at a cost to exceed \$4,463

BACKGROUND:

We have utilized the IXL Learning educational software in all four elementary sites and Riverview Middle School. The program presents math skills that are aligned to the California Common Core Content Standards and the California Preschool Learning Foundations, providing comprehensive coverage of math concepts and applications. With IXL's state standards alignments, students access unlimited practice problems specifically tailored to each required standard.

STATUS:

This is a renewal contract. The schools utilizing this program would like to continue using it to supplemental their daily instruction.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$4,463 paid by Educational Services funds

RECOMMENDATION:

That the Board approve IXL Learning for the 2019-2020 school year at a cost to exceed \$4,463

Time allocated: 3 minutes



RENEWAL QUOTE

IXL Learning
 777 Mariners Island Blvd., Suite 600
 San Mateo, CA 94404

QUOTE # 967587-0519
 DATE: MAY 21, 2019

TO:
 Kathy Wright
 River Delta Unified School District
 445 Montezuma St.
 Rio Vista, CA 94571

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	ACCOUNT #	RENEWAL PERIOD	QUOTE VALID UNTIL
Emily Aiken	A13-967587	August 16, 2019 – August 16, 2020	August 16, 2019

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	IXL site license for 425 students, including: Math & ELA in grades 1-12: 150 students Subjects: Math and ELA	\$1,913.00	\$1,913.00
1	Math, ELA & Sci in grades 5-6: 25 students Subjects: Math, ELA, and Science	\$425.00	\$425.00
1	Grades K-10: 250 students Subject: Math <i>Unlimited instructor accounts included</i>	\$2,125.00	\$2,125.00
		SUBTOTAL	\$4,463.00
		SALES TAX	--
		SHIPPING & HANDLING	--
		TOTAL DUE	\$4,463.00

Ordering instructions

We accept payment by purchase order, check, or credit card. School POs should be faxed to 650-372-4301 or e-mailed to orders@ixl.com. Please be sure to list the quote number on your payment or purchase order. For international accounts, we can accept wire transfers for an additional fee.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.11

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

SUBJECT:

Request to approve Measures of Academic Performance (MAP) assessments for students in grades K-10 at a cost not to exceed \$24,934.50 for the 2019-2020 school year.

BACKGROUND:

We purchased MAP assessments as interim assessments for students in grades K-10 while the state transitioned to CCSS and the new SBAC system. Staff and administration alike found the assessments to be outstanding indicators of mastery of CCSS as well as an excellent tool for identifying areas that need skill building and support in both ELA and math. The MAP was also approved as one of our basic skills assessment for our EL Redesignation criteria for students in grades 3-11.

STATUS:

This is a renewal contract. We would like to continue utilizing the MAP assessments in 2019-2020.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$24,934.50 paid by Educational Services funds

RECOMMENDATION:

That the Board approve Measures of Academic Performance (MAP) assessments for students in grades K-10 at a cost not to exceed \$24,934.50 for the 2019-2020 school year

Time allocated: 3 minutes



Schedule A

Company Address: 121 NW Everett Street
 Portland, OR 97209
 License Start Date: 09/01/2019
 License End Date: 08/31/2020
 Prepared By: Mark Christian
 Phone: (925) 262-6497
 Email: mark.christian@nwea.org
 Bill To Name: River Delta Unified School
 District
 Bill To Address: Po Box 99
 Clarksburg, CA 95612

Created Date: 05/23/2019
 Quote Number: 00017391
 Partner ID: 11114
 Contact Name: Kathy Wright
 Phone: (707) 374-1700
 Email: kwright@rdusd.org
 Ship To Name: River Delta Unified School District
 Ship To Address: 445 Montezuma Street
 Rio Vista, CA 94571

Product	Sales Price	Quantity	Total Price
MAP Growth Math, Reading, & Language (incl. English & Spanish)	\$13.50	1,498	\$20,223.00
MAP Growth K-2 (incl. English & Spanish)	\$13.50	349	\$4,711.50

Quote Subtotal \$24,934.50
 Estimated Tax \$0.00
Grand Total \$24,934.50

Spanish language assessments for MAP Growth and MAP Reading Fluency are anticipated to be available no later than August 1, 2019.

Terms and Conditions

This Schedule A is subject to NWEA's terms and conditions located at: <https://legal.nwea.org/>. By signing this Schedule A you agree you have read and understood the terms and agree to them.

If this schedule includes virtually delivered professional learning or workshops, then cancellation is subject to the Virtual Workshop Cancellation Policy: at <http://legal.nwea.org/supplementalterms.html>.

Information about NWEA's collection, use, and disclosure of Student Information can be found here: <https://legal.nwea.org/nwea-privacy-and-security-for-pii.html>

NWEA's W9 can be found at: <https://legal.nwea.org/nwea-w-9.html>

Until this Schedule A is signed, the terms identified here are valid for 90 days from the date above. Please confirm the billing address, or specify changes to your account manager.

Signature

Signature: _____

Printed Name: _____

Date: _____

Title _____

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.12

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

SUBJECT:

Request to approve Renaissance Learning educational software licenses for the 2019-2020 school year at a cost not to exceed \$20,315.75.

BACKGROUND:

RDUSD has utilized Renaissance Learning educational software K-8 for many years. Students enjoy the program as it assesses, supports and promotes the development of our students' reading ability. Renaissance Learning allows teachers to track the types of books students are reading, how well they are comprehending it and areas they need to focus on for improvement.

STATUS:

This is a renewal contract. We would like to continue utilizing Renaissance Learning in the 2019-2020 school year.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$20,315.75 from Educational Services and After School Program funding

RECOMMENDATION:

That the Board approve Renaissance Learning educational software licenses for the 2019-2020 school year at a cost not to exceed \$20,315.75

Time allocated: 3 minutes

RENAISSANCE®

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
2091509

River Delta Joint Unified School Dist - 281420

445 Montezuma St
Rio Vista, CA 94571-1651
Contact: Stephen Wright - (707) 374-6381
Email: swright@rdusd.org

Reference ID: 405379
Created: 05/31/2019

Quote Summary

School Count: 1

Renaissance Products & Services Total	\$2,913.50
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$2,913.50

This quote includes: Renaissance Accelerated Reader, Renaissance Star Early Literacy and Renaissance Star Reading.

By signing below, you


- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy-policy/>.

To accept this offer and place an order, [please sign and return this Quote.](#)

Renaissance will issue an invoice pursuant to this Quote on the Invoice Date you specify below. If no Invoice Date is listed, Renaissance will issue an invoice within 30 days from the date of this Quote. If your organization requires a purchase order prior to invoicing, please check the box below and issue your purchase order to the Renaissance address below no later than 15 days prior to the Invoice Date. Payment is due net 30 days from the Invoice Date.

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	River Delta Joint Unified School Dist - 281420
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 05/31/2019	Date:
	Invoice Date:

Mail: PO Box 8036, Wisconsin Rapids, WI 54495-8036
Fax: (877)280-7642
Email: electronicorders@renaissance.com
Phone: (877)444-3172

If changes are necessary, or additional information is required, please contact your account executive Justin Mahan-Strupp at (715)424-3636, Thank You.

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Quote
2091509

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.

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Federal I.D. 39-1559474
www.renaissance.com

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United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ("TPT"). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves – only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom – transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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www.renaissance.com

Quote
2091509

Quote Details

Isleton Elementary School - 286751

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Accelerated Reader Subscription Renewal	07/01/2019 - 06/30/2020	180	\$7.00	\$0.00	\$1,260.00
Star Early Literacy Subscription Renewal	07/01/2019 - 06/30/2020	100	\$4.85	\$0.00	\$485.00
Star Reading Subscription Renewal	07/01/2019 - 06/30/2020	110	\$4.85	\$0.00	\$533.50
Platform Services					
Annual All Product Renaissance Platform Renewal	07/01/2019 - 06/30/2020	1	\$635.00	\$0.00	\$635.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Isleton Elementary School Total				\$0.00	\$2,913.50

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Quote
2089634

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Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

River Delta Joint Unified School Dist - 281420
445 Montezuma St
Rio Vista, CA 94571-1651
Contact: Stephen Wright - (707) 374-6381
Email: swright@rdusd.org

Reference ID: 405379
Created: 05/28/2019

Quote Summary

School Count: 4

Renaissance Products & Services Total	\$17,622.75
Applied Discounts	\$(220.50)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$17,402.25

This quote includes: Renaissance Accelerated Reader, Renaissance English in a Flash, Renaissance MathFacts in a Flash, Renaissance Star Early Literacy and Renaissance Star Reading.

To receive applicable discounts, all orders included on this quote must be received at the same time.

By signing below, you

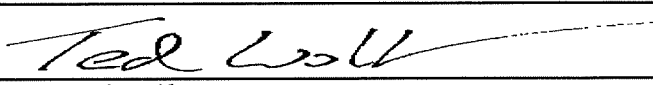
- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy-policy/>.

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Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	River Delta Joint Unified School Dist - 281420
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 05/28/2019	Date:
	Invoice Date:

Mail: PO Box 8036, Wisconsin Rapids, WI 54495-8036
Fax: (877)280-7642
Email: electronicorders@renaissance.com

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Phone: (877)444-3172

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Federal I.D. 39-1559474
www.renaissance.com

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Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

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Quote
2089634

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Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote Details

Bates Elementary School - 286478

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Accelerated Reader Subscription Renewal	07/01/2019 - 06/30/2020	240	\$7.00	\$(50.40)	\$1,629.60
EIAF RP Complete Real Time Subscription Renewal	07/01/2019 - 06/30/2020	10	\$29.75	\$0.00	\$297.50
Math Facts in a Flash Subscription Renewal	07/01/2019 - 06/30/2020	100	\$2.70	\$0.00	\$270.00
Star Early Literacy Subscription Renewal	07/01/2019 - 06/30/2020	100	\$4.85	\$0.00	\$485.00
Star Reading Subscription Renewal	07/01/2019 - 06/30/2020	100	\$4.85	\$0.00	\$485.00
Platform Services					
Annual All Product Renaissance Platform Renewal	07/01/2019 - 06/30/2020	1	\$635.00	\$0.00	\$635.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Bates Elementary School Total				\$(50.40)	\$3,802.10

D H White Elementary School - 281422

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Accelerated Reader Subscription Renewal	07/01/2019 - 06/30/2020	330	\$7.00	\$(69.30)	\$2,240.70
EIAF RP Complete Real Time Subscription Renewal	07/01/2019 - 06/30/2020	30	\$29.75	\$0.00	\$892.50
Math Facts in a Flash Subscription Renewal	07/01/2019 - 06/30/2020	100	\$2.70	\$0.00	\$270.00
Star Early Literacy Subscription Renewal	07/01/2019 - 06/30/2020	100	\$4.85	\$0.00	\$485.00
Star Reading Subscription Renewal	07/01/2019 - 06/30/2020	300	\$4.85	\$0.00	\$1,455.00
Platform Services					
Annual All Product Renaissance Platform Renewal	07/01/2019 - 06/30/2020	1	\$635.00	\$0.00	\$635.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
D H White Elementary School Total				\$(69.30)	\$5,978.20

Riverview Middle School - 281424

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					

RENAISSANCE®

Quote
2089634

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Accelerated Reader Subscription Renewal	07/01/2019 - 06/30/2020	240	\$7.00	\$(50.40)	\$1,629.60
EIAF RP Complete Real Time Subscription Renewal	07/01/2019 - 06/30/2020	10	\$29.75	\$0.00	\$297.50
Star Reading Subscription Renewal	07/01/2019 - 06/30/2020	250	\$4.85	\$0.00	\$1,212.50
Platform Services					
Annual All Product Renaissance Platform Renewal	07/01/2019 - 06/30/2020	1	\$635.00	\$0.00	\$635.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Riverview Middle School Total				\$(50.40)	\$3,774.60

Walnut Grove Elementary School - 287216					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Accelerated Reader Subscription Renewal	07/01/2019 - 06/30/2020	240	\$7.00	\$(50.40)	\$1,629.60
EIAF RP Complete Real Time Subscription Renewal	07/01/2019 - 06/30/2020	10	\$29.75	\$0.00	\$297.50
Star Early Literacy Subscription Renewal	07/01/2019 - 06/30/2020	100	\$4.85	\$0.00	\$485.00
Star Reading Subscription Renewal	07/01/2019 - 06/30/2020	165	\$4.85	\$0.00	\$800.25
Platform Services					
Annual All Product Renaissance Platform Renewal	07/01/2019 - 06/30/2020	1	\$635.00	\$0.00	\$635.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Walnut Grove Elementary School Total				\$(50.40)	\$3,847.35

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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: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.13

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

SUBJECT:

Request to approve the MediCal Billing Systems, Inc. Agreement for the 2019-2020 school year at a cost not to exceed \$1,000

BACKGROUND:

MediCal Billing Systems, Inc. provides MediCal billing services and ensures that the district bills appropriately for all allowable services and meets the mandated reporting timelines.

STATUS:

This is a renewal contract. We would like to continue to use MediCal Billing Systems to assist us in billing appropriately and complete mandated reports.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$1,000 paid by Educational Services

RECOMMENDATION:

That the Board approve the Medical Billing Systems, Inc. agreement for the 2019-2020 school year at a cost not to exceed \$1,000

Time allocated: 3 minutes

MEDICAL BILLING SYSTEMS INC.
1175 Shaw Ave., #104 ~ PMB 330
CLOVIS, CA 93612
(888) 381-7066

1. This agreement is made on JULY 1, 2019, between Medical Billing Systems (MBS) And RIVER-DELTA UNION SCHOOL DIST. (Client), and shall remain in force for **one (1) year.**
2. In consideration of the mutual promises set forth below, MBS and The Client agree as follows:

MBS agrees to do the following:

- (a) Prepare and submit for payment all of the Client's Medicaid and third party insurance claims, using CPT and HCPCS codes as appropriate.
- (b) Follow up on all claims (including rejected, lost, or delayed claims). This may include resubmissions, tracers, and claims inquiry forms.
- (c) Communicate as necessary with fiscal intermediaries and carriers.
- (d) Maintain accurate billing records of amounts billed, payments received, adjustments, and outstanding balances as submitted by each provider. MBS will provide financial reports to Client after paid Medicaid RAD's are received.
- (e) Monitor and make all reasonable efforts to improve ratio of outstanding billings to claims paid.
- (f) Maintain any clinical records insofar as they are germane to billings.
- (g) Forward to the Client any information relating to changes in government billing guidelines or other data having a significant impact on billing practices.
- (h) Take all steps as are reasonably feasible to maximize payment of claims for the Client's services. This includes 2 onsite visits per year to be arranged in advance by MBS and Client. An onsite visit may be considered a telephone conf. call with the agreement of both parties.
- (i) Submit all received claims within 45 days of receipt.

The Client agrees to do the following:

- (a) Provide to MBS all student data necessary to enable MBS to present claims for payment including, but not limited to, student's name, date of birth, dates of treatment, type of treatment, and provider's name.
- (b) Provide MBS with a list of IEP's with first, last, name, DOB and gender.
- (c) Sign an 835 Transaction Agreement to allow MBS to download RAD's from the Medi-Cal website.

MEDICAL BILLING SYSTEMS/CLIENT AGREEMENT

- (a) Pay MBS a flat rate fee of \$1,000.00 due on June 30, 2020.

MBS will continue to process Medi-Cal RAD's as they are received and forward breakdowns to Client.

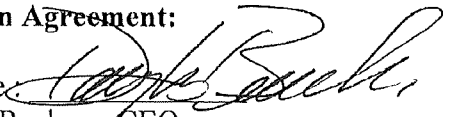
Projected LEA income is \$10,000.00 for fiscal 2019-2020.

- (b) Pay MBS within THIRTY (30) days of receiving an MBS invoice or otherwise pay a late fee amounting to 1.50% per month (finance charge) on all invoices past due.
- (c) MBS has an additional ninety (90) days from date of termination of contract with Client, within which to pursue unpaid claims that were in existence at termination of contract. The Client will fully cooperate with and provide MBS with all information and data necessary to enable MBS to pursue collections during said 90 day period. In the event of audit MBS shall be liable only for return of the monies paid to MBS for the amount in question. MBS will assist in the audit process either onsite or via telephone with DHS / CMS. All source documents are the property of the Client and can be returned to the Client upon completion of the 90 days.

Page Three

- (d) The Client or MBS may terminate this Agreement without cause. The Client must inform MBS (via registered certified letter) of the request for termination. Termination would take place thirty (30) days after the signature by Douglas Buckner the CEO of MBS Inc.
- (e) Client will sign a separate Business Associate Agreement (BAA) with MBS. This is required from DHS / CMS for HIPAA compliance.
- 3. This Agreement supersedes any and all other agreements and the covenants, promises, rights, and obligations in this document represent the entire agreement of the parties. No agreement, statement, or promise not contained in the Agreement shall be valid or binding on the parties.
- 4. The validity of this Agreement and of any of its terms or provisions, as well as the rights and duties of the parties under this Agreement, shall be construed in accordance with the laws of the State of California.

Parties in Agreement:

Signature: 
Douglas Buckner, CEO
Medical Billing Systems Inc.
6-4-2019 (Date)

Authorized School/COE Representative

(Date)

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.14

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

SUBJECT:

Request to approve Turnitin, LLC for the 2019-2020 school year at a cost not to exceed \$4,240

BACKGROUND:

We have utilized Turnitin software at Rio Vista High School, Riverview Middle School, Delta High School and Clarksburg Middle School to assist with checking for plagiarism on student work and an online platform for peer editing.

STATUS:

This is a renewal contract. We would like to continue this contract with Turnitin, LLC.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$4,240 paid by Educational Services funding

RECOMMENDATION:

That the Board approve Turnitin, LLC for the 2019-2020 school year at a cost not to exceed \$4,240

Time allocated: 3 minutes



Quote Details

Expiration date 8/13/2019

Prepared By Robin Gepte
Phone (866) 816-5046 x1220
Email rgepte@turnitin.com

Company Address Turnitin, LLC
 2101 Webster St., Suite 1800
 Oakland, CA 94612
 US

Quote Number Quote-Q-226975-2
Institution River Delta Joint Unified School District

Contact Name Kathy Wright
Phone
Email kwright@rdusd.org

Bill To Name River Delta Joint Unified School District
Bill To 445 Montezuma Street
 Rio Vista, CA 94571
 US

Quotation

Product Name	Product Description	Qty	Annual Price	Start Date	End Date	Total
Turnitin FBS	Turnitin FBS: Originality Checking and Feedback	600	4.75	8/14/2019	8/13/2020	USD 2,850.00
Turnitin Campus Fee	Turnitin FBS Campus Fee	2	695.00	8/14/2019	8/13/2020	USD 1,390.00
Sales Tax						USD 0.00
TOTAL						USD 4,240.00

Please Note:

Products sold to certain states are subject to tax. Fee does not include applicable tax. Invoice will reflect applicable tax (state and local). The sales tax ultimately charged will be calculated when you are invoiced and will reflect applicable state and local taxes. No sales tax is charged when providing a valid exemption certificate. Please email certificate to ar@turnitin.com.

Order Instructions:

To purchase or renew your Turnitin license, please email or fax your purchase order and a copy of this quote to Turnitin, LLC, at: orders@turnitin.com or (510) 764-7612

You may also contact us with your credit card information at (866) 816-5046 x239 or x240

By Accepting this quote, you agree to our general terms and conditions that are located at this URL: <http://go.turnitin.com/reg> .

Training:

On-site or online trainings must be completed within twelve (12) months of the start of Turnitin/iThenticate service, or the expiration of the Term in which Training was licensed whichever is earlier ("Training Term Expiry"). Link to [Training Terms and Conditions](#).

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.15

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

SUBJECT:

Request to approve the renewal of 490 Lexia licenses for the 2019-2020 school year at a cost not to exceed \$14,700.

BACKGROUND:

The River Delta Unified School District's elementary schools use Lexia as an intervention program to improve cognitive reading skills.

STATUS:

This is a renewal contract. We would like to continue our contract with Lexia to serve our TK-3rd Grade students.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$14,700 paid by Educational Services funds

RECOMMENDATION:

That the Board approve the renewal of 490 Lexia program licenses for the 2019-2020 school year at a cost not to exceed \$14,700

Time allocated: 3 minutes



**Lexia Reading Seat Subscription Renewal Quote
River Delta Unified School District**



Kathy Wright, kwright@rdusd.org
4726-0752-1677-4932

Pricing valid through December 15, 2018; future pricing subject to change.
Your current Lexia Reading Core5 annual renewal is due before 06/30/2019.
Your licenses will expire on 06/30/2019

Kathy Wright, Director Educational Services
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA, 94571

October 18, 2018

Dear Kathy,

Thank you for implementing *Lexia Reading*. We appreciate you as a customer and are always available to guide you. You can submit the renewal now to renew early, to extend your current subscription.

You are currently hosting 460 Lexia Reading Core5 seats, which expire on 06/30/2019.

Student Licenses (Included Implementation Support):

<input type="checkbox"/>	1 year extension	490	Lexia licenses @	\$ 30	each	+ ISP	\$14,700
<input type="checkbox"/>	3 year extension	490	Lexia licenses @	\$ 60	each	+ ISP	\$29,400
<input type="checkbox"/>	5 year extension	490	Lexia licenses @	\$ 90	each	+ ISP	\$44,100

**Multi-year pricing is for up-front purchasing only and for the full amount. Full payment is due in Year 1.*

If you are ready to upgrade to an unlimited site license, please consider these options:

Unlimited Site License Subscription Renewal Options (includes Implementation Support Refresher):

- 1-year renewal subscription/site \$11,000 USD for 1 year
- 2-year renewal subscription/site \$20,300 USD for 2 years (\$10,150/site/yr*)
- 3-year renewal subscription/site \$27,900 USD for 3 years (\$9,300/site/yr*)

**Multi year purchases are for up front purchases only for the full amount. Full payment is due in Year 1.*

Subscription and services option selected, total: \$ _____

Subscriptions start as of receipt of purchase order, will be invoiced for the full subscription period and terminate at the end of the contracted period. All associated services will terminate on the subscription termination date. At the end of the service period there is zero residual value. Services may be renewed at then current prices and student data will be retained. Unless otherwise set forth herein, all Product licenses shall have the same start and end dates and all Services must be used within the Subscription Period; **unused Product licenses or Services are not eligible for refund or credit. We encourage customers to select a 3 or 5 year term to benefit from the best value and also to provide protection from any year-to-year price increases.**

By signing below, I am indicating that I reviewed page 2 of this proposal and I understand what is included with the subscription and I agree to the terms and conditions as stated.

Name, Title: _____ Signature: _____ Date: _____

Please include a copy of this page with your purchase order!

Please send all purchase orders and payments to:

Greenfield Learning Inc. | Attn: Tim Stewart
PO Box 3024, Half Moon Bay, CA 94019
Phone: 800-363-5547 Fax: 650-726-1156
Email orders: orders@greenfieldlearning.com

Questions about your renewal? Contact Tim Stewart at (530) 400-7651 or tim@greenfieldlearning.com



The subscription service includes:

- a. Access to *Lexia Reading Core5*, at school and at home, via browser on PC or MAC, Chromebooks, iPad2+, iPad Mini and certain Android tablets. See tech specs:<http://lexialearning.com/files/support/C5SysReq.pdf> & http://www.lexialearning.com/files/support/Core5_FAQ_android.pdf
- b. Access to the NEW! *Lexia PowerUp Literacy*, at school and at home, via browser on PC or MAC, Chromebooks, iPad2+, iPad Mini and certain Android tablets. See tech specs: http://www.lexialearningresources.com/PowerUp/reference/PowerUp_SysReq.pdf.
- c. Data hosting and reporting functions at www.myLexia.com and the teacher/ administrator myLexia APP for iPhone/iPad free at the APP store. See [Technical Setup](#) for details.
- d. Lexia's scripted multi-sensory lesson plans, independent student worksheets and instructional connections.
- e. System updates, 800-line technical support, local support & implementation and On-Demand training videos.
- f. Please note that Lexia fully adheres to the strictest data privacy and FERPA requirements, as identified in AB1584 and SB1177. For more details, please see these links:
 - a. <http://www.lexialearning.com/privacypolicy/index.html>
 - b. <http://www.lexialearning.com/lexia-website-properties-terms-of-use>

TERMS & CONDITIONS

Prices included herein are exclusive of all applicable taxes, including sales tax, VAT or other duties or levies imposed by any federal, state or local authority, which are the responsibility of Customer. Any taxes shown are estimates for informational purposes only. Customer will provide documentation in support of tax-exempt status upon request. Pricing is valid 60 days, unless otherwise specified on the quote. Greenfield Learning will invoice the total price set forth above upon Customer's acceptance and receipt of a signed purchase order.

Payment is due Net 30 days from invoice.

TERM

This quote serves as an Order Agreement and becomes effective upon its acceptance by both parties. The Product/Services purchased pursuant to this Agreement will begin on or about the start date set forth above and continue in effect for the Product/Service Term set forth above ("Subscription Period"). Unless otherwise set forth herein, all Product licenses shall have the same start and end dates and all Services must be used within the Subscription Period; **unused Product licenses or Services are not eligible for refund or credit.** Without prejudice to its other rights, Greenfield Learning may suspend delivery of the Product/Services in the event that Customer fails to make any payment when due.

ORDER PROCESSING

To submit an order, please fax this quote along with the applicable Purchase Order to: **650-726-1156**, or send by email to orders@greenfieldlearning.com.

Please send all purchase orders and payments to:

Greenfield Learning Inc. | Attn: Tim Stewart
PO Box 3024, Half Moon Bay, CA 94019
Phone: 800-363-5547 Fax: 650-726-1156
Email orders: orders@greenfieldlearning.com

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.16

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

SUBJECT:

Request to approve the Professional Expert Agreement with Linda Van De Maele to provide family life instruction and health services for the 2019-2020 school year at a cost not to exceed \$9,000

BACKGROUND:

Linda Van De Maele provides family life instruction for Isleton Elementary, DH White Elementary, Riverview Middle School and Rio Vista High School and provides health services for all the schools in the district, as needed.

STATUS:

Linda Van De Maele has provided these district services for several years. We would like to continue using Linda Van De Maele for our health services and family life instruction for the 2019-2020 school year.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$9,000 paid by the LCFF funding

RECOMMENDATION:

That the Board approve the Professional Expert Agreement with Linda Van De Maele to provide family life instruction and health services for the 2019-2020 school year at a cost not to exceed \$9,000

Time allocated: 3 minutes

River Delta Unified School District

445 Montezuma Street
Rio Vista, CA 94571

Professional Expert Agreement

Under Section 45103 of the *Education Code*, professional experts employed "on a temporary basis for a specific project" are exempt from classified service. Professional experts must have a special skill or knowledge of a particular subject matter, derived from specialized training or expertise, often involving intensive academic preparation, or representing mastery of that subject. This agreement is for services which do not meet the criteria for Independent Contract Services and will be paid through payroll. Reimbursement will be reported as taxable compensation on statements of earnings (W-2). Applicable payroll deductions when appropriate including STRS and PERS will be made at the time of earned payments. It is understood that this agreement provides for a temporary position having no employment rights or benefits.

River Delta Unified School District agrees to Contract with Linda Van DeMaele for the services

performed from: July 1, 2019 to: June 30, 2020.

Services to be performed: To provide health services and reproductive health education for River Delta Unified School District students.

Amount to be paid:

Budget # 0000 \$ Not to exceed \$9,000.

Budget # _____ \$ _____

Payment will be made, with approval of certifying administrator, upon completion of services as follows:

Pay Rate: \$ 50.00 per hour (hour, day, week, month, flat rate, stipend)

Requested by: _____ / _____
Title Date

Supervisor Approval: _____ / _____
Title Date

Director of Personnel Date

Assistant Superintendent, Business Services Date

NOTE: This form must be accompanied by the following:

I-9 Copy of Social Security Card
W-4 Copy of Driver's License
DE 4

Identify services completed and submit to payroll:

Completed: _____ Certifying Administrator

All obligations have been fulfilled
Additional payment requests will be forwarded to Payroll

Professional Expert Completes:

Name _____

S.S. # _____

Address _____

Telephone # _____

Professional Expert Signature Date

Do you have a valid CA teaching credential?

Yes No

Are you presently or have you been a member of

PERS Yes No

STRS Yes No

Are you presently an employee of RDUSD?

Yes No

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.17

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

SUBJECT:

Request to approve the 2019-2020 Consolidated Application (Con App)

BACKGROUND:

The Consolidated Application (Con App) is the district's mechanism for requesting funding and reporting out on the expenditure of the money received from CDE for Federal funds: Title I, Title II and Title III.

STATUS:

This is an annual request. The Consolidated Application (Con App) requires Board approval prior to submission to CDE.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: No cost to the district

RECOMMENDATION:

That the Board approve the 2019-2020 Consolidated Application (Con App)

Time allocated: 2 minutes

2018-19 Certification of Assurances


Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Don Beno
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	06/22/2018

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Don Beno
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/22/2018
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2018-19 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

<p>County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017-18 – 2019-20 LCAP</p> <p>Note: For districts, the date should be the day your county office of education (COE) approved your 2017-18 - 2019-20 LCAP. For COEs, it should be the date the California Department of Education (CDE) approved your 2017-18 - 2019-20 LCAP.</p>	<p>07/01/2017</p>
<p>Charter Schools Enter the adoption date of the charter school LCAP</p>	
<p>Authorized Representative's Full Name</p>	<p>Kathy Wright</p>
<p>Authorized Representative's Title</p>	<p>Director of Educational Services</p>

*Kathy Wright
6/17/19*

*****Warning*****

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2018-19 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/26/2018
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Karla Chavez
DELAC review date	06/22/2018
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	https://www.riverdelta.org
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Karla Chavez
6-18-19

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student Support)	No

*****Warning*****

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2018-19 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

ESSA Sec. 1112(b) SACS 4127	
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*****Warning*****

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2018-19 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211. **Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.**

CDE Program Contact:

Geeta Rezvani , Title II / Standards Implementation Support , grezvani@cde.ca.gov , 916-323-5595
 Tom Herman, School Health Office, THerman@cde.ca.gov, 916-319-0914

Title II, Part A Transfers

2018-19 Title II, Part A entitlement	\$62,087
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2018-19 Title II, Part A entitlement after transfers out	\$62,087

*****Warning*****

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2018-19 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

2018-19 Title I, Part A LEA allocation (+)	\$398,244
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2018-19 Title I, Part A LEA available allocation	\$398,244

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$33,726

Authorized Reservations

Public school Choice transportation	
Other authorized activities	\$57,869
Indirect cost reservation	\$17,840
Administrative reservation	\$34,104

Reservation Summary

Total LEA required and authorized reservations	\$143,539
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$254,705

*****Warning*****

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2018-19 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746
 Geeta Rezvani, Title II / Standards Implementation Support, grezvani@cde.ca.gov, 916-323-5595

2018-19 Title II, Part A entitlement	\$62,087
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$62,087
Repayment of funds	
2018-19 Allocation	\$62,087
Administrative and indirect costs	\$7,547
Equitable services for nonprofit private schools	
2018-19 Title II, Part A adjusted allocation	\$54,540

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2018-19 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2018-19 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Don Beno
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/22/2018
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2018-19 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

<p>County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017-18 – 2019-20 LCAP</p> <p>Note: For districts, the date should be the day your county office of education (COE) approved your 2017-18 - 2019-20 LCAP. For COEs, it should be the date the California Department of Education (CDE) approved your 2017-18 - 2019-20 LCAP.</p>	<p>07/01/2017</p>
<p>Charter Schools Enter the adoption date of the charter school LCAP</p>	
<p>Authorized Representative's Full Name</p>	<p>Kathy Wright</p>
<p>Authorized Representative's Title</p>	<p>Director of Educational Services</p>

*Kathy Wright
6-17-19*

*****Warning*****

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2018-19 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/26/2018
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Karla Chavez
DELAC review date	06/22/2018
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	https://www.riverdelta.org
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

*Karla Chavez
6-18-19*

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student Support)	No

*****Warning*****

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2018-19 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

ESSA Sec. 1112(b) SACS 4127	
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*****Warning*****

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2018-19 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211. **Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.**

CDE Program Contact:

Geeta Rezvani , Title II / Standards Implementation Support , grezvani@cde.ca.gov, 916-323-5595
 Tom Herman, School Health Office, THerman@cde.ca.gov, 916-319-0914

Title II, Part A Transfers

2018-19 Title II, Part A entitlement	\$62,087
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2018-19 Title II, Part A entitlement after transfers out	\$62,087

*****Warning*****

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2018-19 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

2018-19 Title I, Part A LEA allocation (+)	\$398,244
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2018-19 Title I, Part A LEA available allocation	\$398,244

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$33,726

Authorized Reservations

Public school Choice transportation	
Other authorized activities	\$57,869
Indirect cost reservation	\$17,840
Administrative reservation	\$34,104

Reservation Summary

Total LEA required and authorized reservations	\$143,539
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$254,705

*****Warning*****

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2018-19 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746

Geeta Rezvani, Title II / Standards Implementation Support, grezvani@cde.ca.gov, 916-323-5595

2018-19 Title II, Part A entitlement	\$62,087
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$62,087
Repayment of funds	
2018-19 Allocation	\$62,087
Administrative and indirect costs	\$7,547
Equitable services for nonprofit private schools	
2018-19 Title II, Part A adjusted allocation	\$54,540

*****Warning*****

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2018-19 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2019.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746

2018-19 Title II, Part A entitlement	\$65,073
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$65,073

Professional Development Expenditures

Professional development for teachers	
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	\$407
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	\$64,666
Total expenditures and encumbrances	\$65,073
2018-19 Unspent funds	\$0

*****Warning*****

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2018-19 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated English learner per student allocation	\$99.05
Estimated English learner student count	449
Estimated English learner entitlement amount	\$44,473

Note: \$10,000 minimum program eligibility criteria

If the LEA's estimated entitlement amount is less than \$10,000 it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details Web page at <http://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$44,473
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$0
Total budget	\$44,473

*****Warning*****

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2018-19 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III English learner, and to report required reservations.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Total Allocation

2018-19 Title III English learner entitlement	\$44,473
Transferred-in amount	\$0
Repayment of funds	
2018-19 Allocation	\$44,473

Allocation Reservations

Professional development activities	\$3,100
Program and other authorized activities	\$40,484
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	\$889
Indirect costs	\$0
Total allocation reservations	\$44,473

*****Warning*****

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2018-19 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through December 31, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831
 Kevin Webb, Language Policy and Leadership Office, kwebb@cde.ca.gov, 916-323-5838

Required and Authorized English Learners Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.
- (7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2018-19 Title III English learner entitlement	\$44,473
Transferred-in amount	\$0
2018-19 Total allocation	\$44,473
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$16,984
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$3,231
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$600
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	\$682
Indirect costs	\$0
Total year-to-date expenditures	\$21,497
2018-19 Unspent funds	\$22,976

*****Warning*****

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2018-19 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through June 30, 2019.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831
 Kevin Webb, Language Policy and Leadership Office, kwebb@cde.ca.gov, 916-323-5838

Required and Authorized English Learners Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.
- (7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2018-19 Title III English learner entitlement	\$47,962
Transferred-in amount	\$0
2018-19 Total allocation	\$47,962
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$47,962
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$47,962

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2018-19 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through June 30, 2019.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831
Kevin Webb, Language Policy and Leadership Office, kwebb@cde.ca.gov, 916-323-5838

2018-19 Unspent funds	\$0
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2018-19 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2018-19 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2018-19 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III Immigrant Students SACS Code 4201	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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2018-19 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Regional Support and Awards Office, lwheeler@cde.ca.gov, 916-319-0383

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Christy
Homeless liaison last name	Ricketts
Homeless liaison title	Admin Asst - Fed/State Program & Youth/Family Advocate
Homeless liaison email address (Format: abc@xyz.zyx)	cricketts@rdusd.org
Homeless liaison telephone number (Format: 999-999-9999)	707-374-1720
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.03

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2018-19 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Regional Support and Awards Office, lwheeler@cde.ca.gov, 916-319-0383

Homeless Liaison Training Information

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	No
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	03/14/2017
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2018-19 Title I, Part A allocation	\$398,244
2018-19 Title I, Part A direct or indirect services to homeless children reservation	\$33,726
Amount of 2018-19 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$30,606

*****Warning*****

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2018-19 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Regional Support and Awards Office, wheeler@cde.ca.gov, 916-319-0383

Homeless services provided (Maximum 500 characters)	Provide information to parents of programs available. Work with multiple districts to coordinate transportation. Work with sites to train and oversee the identification of Homeless families. Make sure paperwork to get students enrolled in school is found. Do training for all staff as possible including transportation.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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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: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.18

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

SUBJECT:

Request to approve the renewal of the Read 180 program for use at Delta High School and Clarksburg Middle School for the 2019-2020 school year at a cost not to exceed \$600.

BACKGROUND:

The Read 180 program serves as a supplemental program for at-risk students who are in need of remediation and skill improvement.

STATUS:

This is a renewal contract. The DHS and CMS staff would like to continue utilizing this program due to the positive impact on their at-risk student populations.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$600 paid by Educational Services funds

RECOMMENDATION:

That the Board approve the renewal of the Read 180 program for use at Delta High School and Clarksburg Middle School for the 2019-2020 school year at a cost not to exceed \$600

Time allocated: 3 minutes



Houghton Mifflin Harcourt

Proposal
Prepared For
River Delta USD

For the Purchase of:

READ 180 hosting renewal for 2019-2020

Prepared By
Carolyn Minear
carolyn.minear@hnhco.com

PLEASE SUBMIT THIS PROPOSAL WITH YOUR PURCHASE ORDER.



Houghton Mifflin Harcourt

Attention:
Kathy Wright
kwright@rdusd.org
HMH Confidential and Proprietary

Intervention Solutions Group
255 38th St. Suite L
St. Charles, IL 60174
FAX: 800-724-4716
InterventionSolutionsOrders@hnhco.com

Proposal for
River Delta USD

READ 180 hosting renewal for 2019-2020

ISBN	Title	Price	Quantity	Value of all Materials
<u>HMH Hosting Service, price per year</u>				
Hosting Services				
6001409 9780545123129	READ 180 Technical Services: SAM Hosting	\$30.00	20	\$600.00
Total for Hosting Services				\$600.00
<u>Total for HMH Hosting Service, price per year</u>				<u>\$600.00</u>

Renewal dates: 7/1/19 - 6/30/20

<i>Proposal Summary</i>	
<i>Subtotal Purchase Amount:</i>	\$600.00
<i>Shipping & Handling:</i>	\$0.00
Total Cost of Proposal (PO Amount):	\$600.00



Houghton Mifflin Harcourt

Attention:
Kathy Wright
kwright@rdusd.org
HMH Confidential and Proprietary

Intervention Solutions Group
255 38th St. Suite L
St. Charles, IL 60174
FAX: 800-724-4716
InterventionSolutionsOrders@hnhco.com

River Delta USD

READ 180 hosting renewal for 2019-2020

Total Cost of Proposal (PO Amount): \$ 600.00

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
 - o Point of Contact for Print materials
 - o Point of Contact for Digital materials
 - o Point of Contact for Scheduling Professional Development

- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to:
 River Delta USD
 445 Montezuma St
 Rio Vista CA 94571-1651

Sold to:
 River Delta USD
 445 Montezuma St
 Rio Vista CA 94571-1651

- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our standard shipping terms are FOB Shipping Point. The shipping term for your proposal is FOB Destination.
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

Date of Proposal: 3/4/2019

Proposal Expiration Date:7/1/2019



Houghton Mifflin Harcourt



Houghton Mifflin Harcourt

Attention:
 Kathy Wright
 kwright@rdusd.org
 HMH Confidential and Proprietary

Intervention Solutions Group
 255 38th St. Suite L
 St. Charles, IL 60174
 FAX: 800-724-4716
 InterventionSolutionsOrders@hnhco.com

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.19

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

SUBJECT:

Request permission to apply for the Agricultural Incentive Grant for the 2019-2020 school year

BACKGROUND:

This grant provides needed funds for the operation of the Delta High School and Rio Vista High School Agricultural programs.

STATUS:

This is an annual application. Board approval is needed to apply for the Agricultural Incentive Grant.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: No cost to the school or the district

RECOMMENDATION:

That the Board grants permission to apply for the Agricultural Incentive Grant for the 2019-2020 school year

Time allocated: 3 minutes

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2019-20 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Delta High School

River Delta USD

School Site

District

Please include the following items with your application:

- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Mrs. Shanan Spears
Mrs. Spears
Digitally signed by Mrs. Shanan Spears
Date: 2019.05.28 09:53:49 -07'00'

Signature of Agriculture Teacher
Responsible for the Program

Authorized Agent Title

Shanan Spears
Signature of Principal

Contact Phone Number: (916) 744-1714

Date of Local Agency Board Approval: 06/25/19

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- 1. Curriculum and Instruction
- 2. Leadership and Citizenship Development
- 3. Practical Application of Occupational Skills
- 4. Qualified and Competent Personnel
- 5. Facilities, Equipment, and Materials
- 6. Community, Business, and Industry Involvement
- 7. Career Guidance
- 8. Program Promotion
- 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

Yes No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A **VARIANCE REQUEST FORM** FOR EACH AND CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE, **AND** YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

California Department of Education
 AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2019–20 APPLICATION FOR FUNDING
 (Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Award Estimator

DATES OF PROJECT DURATION: JULY 1, 2019 TO JUNE 30, 2020

Applicant Information (please fill in the underlined fields)

Number of Different Agriculture Teachers at Site (Please attach a separate list of Agriculture teachers' names):	<u>2</u>
Total Number of Students from the prior fiscal year R-2 Report:	<u>128</u>
Number of teachers meeting Criterion 10 (see instructions for more information):	<u>2</u>
Number of teachers meeting Criterion 11a (see instructions for more information):	<u>2</u>
Number of teachers meeting Criterion 11b (see instructions for more information):	<u>2</u>
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	<u>Y</u>

Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of Agriculture teachers' names):	<u>\$ 4,500.00</u>
Part 2: Based on \$8.00 per member listed on the R-2 Report:	<u>\$ 1,024.00</u>
Part 3a: Based on number of teachers meeting Criterion 10:	<u>\$ 4,000.00</u>
Part 3b: Based on number of teachers meeting Criterion 11a:	<u>\$ 4,000.00</u>
Part 3c: Based on number of teachers meeting Criterion 11b:	<u>\$ 4,000.00</u>
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	<u>\$ 7,500.00</u>
Total Estimated Award:	<u>\$ 25,024.00</u>

California Department of Education
 AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2019-20 APPLICATION FOR FUNDING
 (Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate: \$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Class supplies	\$ 17,500.00	\$ 17,500.00
	Subtotal for 4000	\$ 17,500.00	\$ 17,500.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Transportation - busses	\$ 1,000.00	\$ 1,000.00
2.	Transportation - maintenance	\$ 800.00	\$ 800.00
3.	Transportation - fuel	\$ 1,200.00	\$ 1,200.00
4.	Travel - teachers	\$ 1,524.00	\$ 1,524.00
5.	Travel - student conf., field trips, labs	\$ 3,000.00	\$ 3,000.00
6.			
7.			
8.			
9.			
10.			
	Subtotal for 5000	\$ 7,524.00	\$ 7,524.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.			
2.			
3.			
4.			
5.			
	Subtotal for 6000	\$ 0.00	\$ 0.00

Total Allocated Funds: \$ 25,024.00 \$ 25,024.00

QUALITY CRITERION 12 FORM

Agricultural programs meeting all of the required Quality Criteria (Criteria 1 – 9) may qualify for an additional \$7,500 by also meeting Criterion 12.

Please check each qualifying condition you meet below.

This form, along with the appropriate verification, must be submitted with the Agricultural Career Technical Education Incentive Grant Application by the application deadline.

Number of Students on Previous Year's R-2 Report: 128

12A: Leadership and Citizenship Development

42 Number of activities on the approved FFA Activity list in which the local chapter participated (Must participate in at least 80 percent of the activities)

12B: Practical Application of Occupational Skills

6 Number of students who received the State FFA Degree (Must be at least 5 percent of the R2 number)

12C: Qualified and Professional Activities

2 Number of teachers who attended a minimum of five professional in-service activities (Must attach approved In-service Activities Verification Page)

12D: Community, Business, and Industry Involvement

4 Number of meetings held by the local Agriculture Advisory Committee (Must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: James Christie

Phone Number of Agriculture Advisory Committee Chair: (916) 492-7062

12E: Retention

21 Number of students from the 2015 freshman cohort who completed 3 or 4 years of Agriculture Education courses. Must be at least 30% of the 2014 freshman cohort

12F: Graduate Follow-Up

21 Number of program completers graduating last year

16 Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up report.

Welcome,
Shanan Spears



CALIFORNIA
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Post Graduate Follow-Up

Home

Account Settings

Account Balance
State Balance:
\$68.00
Region Balance:
\$0.00

Student Roster
[Set Student Access Code](#)

FFA Membership

Post Graduate Data

Event Registration

CDE Field Days Registration

Livestock Insurance








State Ag Ed Data Reports

Students by Graduation Year (21 Students) 2019

Only students with 3 or more years in Ag Ed will be shown in this list.

Save Changes

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
Cruz, Chris	602435123	2019	3	Two Year College - Non-Ag Major
Estrada, Jovani	602435904	2019	3	Two Year College - Ag Major
Gonzalez, Victoria	602435089	2019	4	Two Year College - Ag Major
Gregg, Dylan	602435087	2019	3	Location or Position Unknown
Jimenez, Adam	602435105	2019	4	Four Year College - Ag Major
Jurado, Daniel	602435902	2019	4	Two Year College - Non-Ag Major
Laurenzi, Gina	602435108	2019	4	Two Year College - Ag Major
Lopez, Gustavo	602435120	2019	3	Two Year College - Ag Major
Lueras, Hannah	602447955	2019	3	Two Year College - Non-Ag Major

	NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
 State Course Summary					
 Application Center	<u>Manning, Jake</u>	602447956	2019	3	Four Year College - Ag Major
 Directory	<u>Martin, Tanner</u>	602436001	2019	4	Two Year College - Ag Major
 Order Paper Record Books	<u>McCoy, Madalynn</u>	602447957	2019	3	Two Year College - Ag Major
 Go to My FFA.org Account	<u>Miranda, Mikah</u>	602435125	2019	4	Two Year College - Ag Major
 Go to My AET Account	<u>Orozco, Jeniffer</u>	602435095	2019	4	Four Year College - Ag Major
 Go to Degree/Application Manager	<u>Patino, Julio</u>	602435111	2019	3	Two Year College - Ag Major
	<u>Rice, Morgan</u>	602435129	2019	4	Two Year College - Ag Major
	<u>Rodriguez, Alex</u>	602436000	2019	4	Employed - Fulltime - Ag Job
	<u>Rodriguez, Saul</u>	602435999	2019	4	Employed - Fulltime - Ag Job
	<u>Shively, Madelyn</u>	602447961	2019	3	Four Year College - Ag Major
	<u>Tejeda, Ivan</u>	602435114	2019	3	Two Year College - Ag Major
	<u>Torda, Averie</u>	602447962	2019	3	Two Year College - Ag Major

3250



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Ag Advisory Committee Meeting

Minutes- 8-31-18

Note: **Bold** indicates the actual minutes from the meeting

1. Welcome and opening remarks
 - Introduction of members and guests
 - **Charles Van Riper, James Christie, Craig Kirchhoff, Sally Christie, Katherine Turner, Erica (Grainger), Tom (West Sacramento Rotary President)**
2. **REVIEW-** Objective of the Delta High School Ag. Advisory Committee
 - Delta Education Vineyard Project
3. Old Business-
 - Funding for the Delta Education Vineyard Project- a
 - **Discussion occurred regarding the donation from Grainger and various companies, specifically how to spend the money.**
 - **Vineyard maintenance**
 - **Signage**
 - **Supplies and equipment for adult/student use**
4. Report from Advisor(s) regarding the Delta Education Vineyard.
 - Instructional and Educational Use-
 - **Charles Van Riper reported to the special guests about how the vineyard will be used to teach students about production agriculture and how the project will be marketed in the future.**
 - **Various members of the DEV board also spoke to special guests about the infrastructure of the DEV and the lease agreement with The Old Sugar Mill**
5. The DELTA Project- *Discovery Education and Leadership Through Agriculture*
 - **Continued discussion about starting up this project for the 2019-2020 schoolyear.**
6. Group Picture and adjournment

Ag Advisory Committee Meeting

Minutes- 10-17-18

Note: **Bold** indicates the actual minutes from the meeting

1. Welcome and opening remarks
 - Introduction of members and guests
 - **Tim Montzingo, Charles Van Riper, James Christie, Craig Kirchhoff, Sally Christie, Happy Callis, Andy Johas**

2. **REVIEW-** Objective of the Delta High School Ag. Advisory Committee
 - Community Involvement Projects
 - Career Development

3. Old Business-
 - FFA activity hosted by Ag. Advisory Committee- **a discussion occurred regarding the lecture series set for the spring. Various people from the agricultural industry and the community will talk to the ag leadership class about career opportunities.**

4. Report from Advisor(s) regarding the Delta FFA/Ag. Dept.
 - Program Evaluation- **Charles Van Riper**

 - The DELTA Project- *Discovery Education and Leadership Through Agriculture*
 - **Discussion about starting this up for the 2019-2020 school year.**

5. Community Service-
 - Scheduled work day to work in the vineyard with students
 - Vineyard
 - **Members of the Agricultural Advisory Committee met with about 6 students and worked with them on the following:**
 - **Training/pruning back vines**
 - **Introduction of training concepts**
 - **Planning/management of the vine over winter months**

Ag Advisory Committee Meeting

Minutes- 11-25-18

Note: **Bold** indicates the actual minutes from the meeting

1. Welcome and opening remarks
 - Introduction of members and guests
 - **Charles Van Riper, James Christie, Craig Kirchhoff, Sally Christie, Happy Callis, Judy Culbertson**

2. **REVIEW-** Objective of the Delta High School Ag. Advisory Committee
 - Career Development
 - The Delta Education Vineyard Project

3. Old Business-
 - **Signage- a report was given by James Christie. He found someone that will be able to create a sign for the DEV.**
 - **Account balance- a report was given by Sally Christie.**
 - **A list was provided of donors and well as the total account balance of the DEV. The DEV is not a part of the district and filed with the State of California.**
 - **Winter management of the vineyard- a report was given by Craig Kirchhoff and what needs to be done during the month of February-April.**
 - **Training, re-planting, cutting back vines to re-establish root system, trellis set-up, irrigation issues.**

4. DEV Curriculum
 - **The DEV board brought to the table how the vineyard will be incorporated in the curriculum at Delta High School. The DEV board values the 'hands-on' portion, but a curriculum needs to be in place. Charles Van Riper agreed to the assertions and stated that a curriculum will be in place by the 2019-2020 schoolyear.**

5. Adjournment-
 - **The date of the next meeting will be determined in February as the need arises.**

VARIANCE REQUEST FORM

PLEASE NOTE: EACH CRITERION FOR WHICH A VARIANCE IS REQUESTED MUST BE COMPLETED ON A SEPARATE FORM

Variance Request for Funding Year:

Delta High School

River Delta USD

School Site

District

1. Standard and criterion for which variance is requested:
Standard Number:
Criterion Number:
2. Reasons why the criterion is not being met at this time (use additional pages if needed):
3. Steps to be taken in order to meet this criterion (use additional pages if needed):

Shanan Spears

Name of Agriculture Teacher
Responsible for the Program

Mrs. Shanán Spears

Digitally signed by Mrs. Shanán
Spears
Date: 2019.05.28 10:03:32 -07'00'

Signature of Agriculture
Teacher Responsible for the Program

Name of Principal

Signature of Principal

Name of Regional Supervisor

Signature of Regional Supervisor

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2019-20 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Rio Vista High School

River Delta Unified

School Site

District

Please include the following items with your application:

- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent



Signature of Agriculture Teacher
Responsible for the Program

Authorized Agent Title



Signature of Principal

Contact Phone Number: 707-374-6336

Date of Local Agency Board Approval: June 25, 2019

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- 1. Curriculum and Instruction
- 2. Leadership and Citizenship Development
- 3. Practical Application of Occupational Skills
- 4. Qualified and Competent Personnel
- 5. Facilities, Equipment, and Materials
- 6. Community, Business, and Industry Involvement
- 7. Career Guidance
- 8. Program Promotion
- 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

Yes No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A **VARIANCE REQUEST FORM** FOR EACH AND CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE, **AND** YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2019–20 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Award Estimator

DATES OF PROJECT DURATION: JULY 1, 2019 TO JUNE 30, 2020

Applicant Information (please fill in the underlined fields)

Number of Different Agriculture Teachers at Site (Please attach a separate list of Agriculture teachers' names):	<u>2</u>
Total Number of Students from the prior fiscal year R-2 Report:	<u>233</u>
Number of teachers meeting Criterion 10 (see instructions for more information):	<u>0</u>
Number of teachers meeting Criterion 11a (see instructions for more information):	<u>1</u>
Number of teachers meeting Criterion 11b (see instructions for more information):	<u>2</u>
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	<u>N</u>

Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of Agriculture teachers' names):	<u>\$ 4,500.00</u>
Part 2: Based on \$8.00 per member listed on the R-2 Report:	<u>\$ 1,864.00</u>
Part 3a: Based on number of teachers meeting Criterion 10:	<u>\$ 0.00</u>
Part 3b: Based on number of teachers meeting Criterion 11a:	<u>\$ 2,000.00</u>
Part 3c: Based on number of teachers meeting Criterion 11b:	<u>\$ 4,000.00</u>
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	<u>\$ 0.00</u>
Total Estimated Award:	<u>\$ 12,364.00</u>

California Department of Education
 AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2019–20 APPLICATION FOR FUNDING
 (Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate: \$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Books & Supplies	\$ 9,114.00	\$ 9,114.00
	Subtotal for 4000	\$ 9,114.00	\$ 9,114.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Travel/Conferences	\$ 2,250.00	\$ 2,250.00
2.	Rents, Leases, Repairs	\$ 1,000.00	\$ 1,000.00
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
	Subtotal for 5000	\$ 3,250.00	\$ 3,250.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.			
2.			
3.			
4.			
5.			
	Subtotal for 6000	\$ 0.00	\$ 0.00

Total Allocated Funds: \$ 12,364.00 \$ 12,364.00

VARIANCE REQUEST FORM

PLEASE NOTE: EACH CRITERION FOR WHICH A VARIANCE IS REQUESTED MUST BE COMPLETED ON A SEPARATE FORM

Variance Request for Funding Year:

Rio Vista High School

River Delta Unified

School Site

District

1. Standard and criterion for which variance is requested:
Standard Number:
Criterion Number:
2. Reasons why the criterion is not being met at this time (use additional pages if needed):
3. Steps to be taken in order to meet this criterion (use additional pages if needed):

Name of Agriculture Teacher
Responsible for the Program

Signature of Agriculture
Teacher Responsible for the Program

Name of Principal

Signature of Principal

Name of Regional Supervisor

Signature of Regional Supervisor

QUALITY CRITERION 12 FORM

Agricultural programs meeting all of the required Quality Criteria (Criteria 1 – 9) may qualify for an additional \$7,500 by also meeting Criterion 12.

Please check each qualifying condition you meet below.

This form, along with the appropriate verification, must be submitted with the Agricultural Career Technical Education Incentive Grant Application by the application deadline.

Number of Students on Previous Year's R-2 Report: _____

12A: Leadership and Citizenship Development

Number of activities on the approved FFA Activity list in which the local chapter participated (Must participate in at least 80 percent of the activities)

12B: Practical Application of Occupational Skills

Number of students who received the State FFA Degree (Must be at least 5 percent of the R2 number)

12C: Qualified and Professional Activities

Number of teachers who attended a minimum of five professional in-service activities (Must attach approved In-service Activities Verification Page)

12D: Community, Business, and Industry Involvement

Number of meetings held by the local Agriculture Advisory Committee (Must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: _____

Phone Number of Agriculture Advisory Committee Chair: _____

12E: Retention

Number of students from the 2015 freshman cohort who completed 3 or 4 years of Agriculture Education courses. Must be at least 30% of the 2014 freshman cohort

12F: Graduate Follow-Up

Number of program completers graduating last year

Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up report.

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Elizabeth Keema-Aston, Chief Business Officer

Item Number: 10.20

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

SUBJECT:

Request to approve the contract with Loy Mattison Enterprises, E-rate Consultant to provide assistance with the E-Rate process in fiscal year 2019-20, not to exceed \$8,000

BACKGROUND:

E-rate services are needed to assist the district navigate the complicated federal program with its application process, monitoring of discounts, maintaining mandatory records and procedures. The consultant prepares the applications, monitors the awarding period and verifies that the district received the credits or reimbursement as stated in the agreement. The district wishes to continue to utilize the E-rate services of Loy Mattison Enterprises for fiscal year 2019-20.

STATUS:

Services are provided at a cost of \$120 per hour with a limit of \$8,000. District management and staff would like to continue the contract with Loy Mattison Enterprises as the districts E-rate consultant.

PRESENTER:

Elizabeth Keema-Aston, Chief Business Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

N/A

COST AND FUNDING SOURCES:

\$120 per hour, not to exceed \$8,000 in 2019-20, funded by Unrestricted General Funds

RECOMMENDATION:

That the Board approves the contract with Loy Mattison Enterprises for the 2019-20 fiscal year.

Time allocated: 3 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
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 Loy Mattison Enterprises, hereinafter referred to as "CONSULTANT."

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

1. **TERM:** The term of this agreement is from July 1, 2019 through June 30, 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.

2. **CONSULTANT SERVICES:** CONSULTANT agrees to perform, during the term of this agreement, the tasks, obligations and services detailed as follows: _____
The complete E-Rate process, from application through funding and varication of credits being applied to invoices.

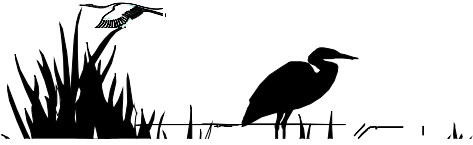
3. **PAYMENT FOR SERVICES:** CONSULTANT shall receive compensation at the rate of:
\$ _____ per _____ day _____ week _____ month _____ year or per _____
OR \$ 120.00 per hour for periods of less than one day;
for a total cost not to exceed \$ 8,000.00

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.

4. **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.
5. **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.
6. **HOLD HARMLESS AND INDEMNIFICATION:** CONSULTANT agrees to abide by the *Hold Harmless and Indemnification Agreement* attached to and made a part of this contract.

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.



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street

Rio Vista, California 94571-1651

(707) 374-1700 Fax (707) 374-2995

HOLD HARMLESS & INDEMNIFICATION AGREEMENT

To the fullest extent permitted by law, Loy Mattison Enterprises, (Contractor/Consultant) agrees to defend, indemnify, hold harmless and waive all rights of subrogation against River Delta Joint Unified School District, its Board of Trustees, officers, agents and employees (collectively the "District") from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities, whether active or passive, arising from any accident, death, or injury whatsoever or however caused or alleged to be caused whether by the District or the Contractor/Consultant to any person or property because of, arising out of, or in any way related to the performance of this agreement. Contractor/Consultant shall not be responsible for the sole or willful liability of the District. It is understood and agreed that such indemnity shall survive the termination of this agreement.

Contractor/Consultant shall maintain their own contractual liability insurance to cover its obligations under this agreement. This indemnification is independent of and shall not in any way be limited by insurance carried by the Contractor/Consultant.

In the case of Facility Use Agreements, Contractor/Consultant further agrees to comply with the insurance requirements attachment to that contract and shall name the District as an additional insured via separate endorsement from its insurance carrier, and provide acceptable proof thereof to the District.

If the Contractor/Consultant should sublet any work to another party (i.e., subcontractor), Contractor/Consultant guarantees that such subcontractor shall indemnify the District prior to permitting subcontractor to commence its work. Contractor/Consultant shall obtain a signed agreement from such subcontractor indemnifying the District as set forth above. In addition, Contractor/Consultant shall require in its purchase orders that each supplier indemnify Contractor/Consultant and the District from any and all losses arising from any materials, products, or supplies included in such work.

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

Date Signed

Loy Mattison
Typed/Printed Name of Authorized Representative

Loy Mattison Enterprises
Company Name

Address, Email & Phone:

1/14/08

Creating Excellence To Ensure That All Students Learn

- | | | | | |
|------------------------------------|---------------------------------------|---------------------------------|-----------------------|-----------------------|
| Bates School | Isleton School | Walnut Grove School | Delta High School | Wind River School |
| Clarksburg Middle | Riverview Middle | 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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www.riverdelta.k12.ca.us

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

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

Description of Duties: The complete E-Rate process, from application through funding and verification of credits begin applied to invoices.

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?

X 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)

Creating Excellence To Ensure That All Students Learn

- | | | | | |
|------------------------------------|--|-----------------------|-----------------------|-----------------------|
| 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 |
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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

Bates School Isleton School Walnut Grove School Delta High School Wind River School
Clarksburg Middle Riverview Middle 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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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

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

Loy Mattison

Typed/Printed Name of Authorized Representative

Address, Email & Phone: _____

Date Signed

Loy Mattison Enterprises

Company Name

1/14/08

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.21

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

SUBJECT:

Request to acknowledge the Special Education Performance Indicator Review for River Delta Unified School District Special Education.

BACKGROUND:

Based on data for students with disabilities, as reported in the California School Dashboard and the Local Level Annual Performance Report, the California Department of Education (CDE) determined that the River Delta Unified School District would participate in the 2018-2019 Performance Indicator Review (PIR) beginning in March 2019.

STATUS:

The River Delta Unified School District is required to complete a PIR Improvement Plan for the Indicators.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: No cost to the district.

RECOMMENDATION:

That the Board acknowledge the Special Education Performance Indicator Review for River Delta Unified School District Special Education.

Time allocated: 2 minutes

Performance Indicator Review (PIR)

Local Educational Agency (LEA) Identification 2018–19

This Form is to be completed by ALL LEAs that are required to complete a PIR Plan. Save and submit with other PIR documents.

LEA name:

River Delta Unified School District

CDS code:

3467413

SELPA name:

Sacramento County Office of Education

Program Administrator:

Danielle Tharp

Phone number:

707-366-5574

Email:

dtharp@rdusd.org

Possible Performance Indicators LEA PIR Plan Needs to Address:

Click on the Indicator subtitle to go to the PIR form for that Indicator.

INDICATOR 1

Graduation 4 Year Rate (2018 Fall Dashboard)

INDICATOR 2

Dropout 4 Year Rate (Annual Performance Report 2017–18)

INDICATOR 3

Statewide Assessments: Achievement–Mathematics (2018 Fall Dashboard)

Statewide Assessments: Achievement–English Language Arts (2018 Fall Dashboard)

Statewide Assessments: Participation–Mathematics (Annual Performance Report 2017–18)

Statewide Assessments: Participation–English Language Arts (Annual Performance Report 2017–18)

INDICATOR 4A

Suspension and Expulsion

INDICATOR 5

Least Restrictive Environment (Annual Performance Report 2017–18)

INDICATOR 6:

Preschool Least Restrictive Environment (Annual Performance Report 2017–18)

INDICATOR 8

Parent Involvement (Annual Performance Report 2017–18)

INDICATOR 14

Post-School Outcomes (Annual Performance Report 2017–18)

CHILD FIND

LEA PIR Letter

Welcome to the Performance Indicator Review:

The PIR Plan will consist of this document (the LEA Identification document) and documents for each indicator and Child Find element in which the LEA has not met the performance level or target, as indicated in the 2017–18 California School Dashboard (Dashboard), the 2017–18 Local Level Annual Performance Report (APR), and the LEA Performance Indicator Review (PIR) letter. Each indicator has its own document. Guidance for PIR is available in a separate document. Also, there is a list of Consultants by region, if there are questions regarding the PIR.

Performance Indicators

Use the LEA PIR Letter to find out which indicators LEA needs to address for PIR, based on the status on the California School Dashboard for Indicators 1, 3 (achievement), and 4 or Annual Performance Report (APR) for Indicators 2, 3 (participation), 5, 6, 8, 14, or the LEA PIR Letter for Child Find. Put an 'X' in the box below for each indicator that the LEA must address in the PIR Plan.

1	2	3	4A	5	6	8	14	Child Find
		X		X				

PIR Team Members

For each member of the PIR Team, list his/her name, LEA title, and the PIR Team Role s/he fulfills (General Education Administrator, Special Education Administrator, SELPA Representative, General Education Teachers, Special Education Teachers, or Other).

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
Don Beno	Superintendent	Gen Ed Admin
Kathy Wright	Dir of Ed/SpEd	Gen Ed Admin/SpEd Admin
Danielle Tharp	Coor of SpEd	SpEd Admin
Antonia Slagle	Principal	Gen Ed Admin
Denise Stine	Lead Psych	Other
Christy Ricketts	Homeless Liaison/ Coor of Info Sys	Other
Jennifer Kitchens	Coor of CTE/Parent	Other
Steve Wright	TOSA	Gen Ed Teacher
Katie Ingalls	Teacher/AD	Gen Ed Teacher
Katrina Spradling	RSP/Parent	SpEd Teacher
Laura Lystrup	Director of SELPA	SELPA Representative

If the LEA has additional team members, add rows, as needed.

Completed and Pending PIR Team Meeting Dates

List all of the dates the PIR Team has met or plans to meet and the purpose of each meeting.

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
January 28, 2019	Analysis		
April 3, 2019	Analysis		
April 24, 2019	Analysis		
May 3, 2019	Planning		
May 22, 2019	Planning		
August 28, 2019	Implementation		
January 15, 2020	Monitoring		
May 6, 2020	Monitoring		

Data Source Checklist

Identify which data sources were reviewed in developing the Local Education Agency's Performance Indicator Review Root Cause Analysis and Improvement Plan for each Indicator. Place an X under the Indicator number for each data source that was reviewed for that Indicator. Mark all that apply.

Data Sources	Indicators								
	1	2	3	4A	5	6	8	14	CF*
California School Dashboard Graduation Rate – Students with Disabilities									
California School Dashboard Suspension Rate – Students with Disabilities			X						
California School Dashboard ELA CAASPP Assessment Results – Students with Disabilities			X						
California School Dashboard Math CAASPP Assessment Results – Students with Disabilities			X						
California School Dashboard Student Group Report			X		X				
California School Dashboard School Five-by-Five Placement			X		X				
California School Dashboard Chronic Absenteeism			X						
California School Dashboard College/Career Indicator Reports & Data			X		X				
Test Operations Management System (TOMS) Accommodations			X						

	1	2	3	4A	5	6	8	14	CF*
Annual Performance Report (APR) Measures – ELA CAASPP Participation Rate			X						
Annual Performance Report (APR) Measures – Math CAASPP Participation Rate			X						
Annual Performance Report (APR) Measures – Drop Out Rate									
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Greater than 80% of the Day					X				
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Less than 40% of the Day					X				
Annual Performance Report (APR) Measures – Percent of Students in Separate Schools					X				
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Regular Pre-K Programs									
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Separate Pre-K Programs									
Annual Performance Report (APR) Measures – Parents reporting that LEA facilitated parent involvement									
Annual Performance Report (APR) Measures – Post Graduate Survey Data									
Dashboard Alternate School Status Data									
DataQuest, English Language Proficiency Assessments for California (ELPAC)									
DataQuest, LEA Public School Enrollment Over Time									
Student Information System (SIS)			X		X				
Interim or Other Assessments			X		X				
Student Transcripts					X				
SEIS, Student IEPs and/or Transition Plans			X		X				
Student Course Enrollment Data									
Student Records					X				
Service Logs and/or Pull out Schedules					X				
Other School Plans, such as WASC, Tech Plan, etc.									
Parent Concerns (Parent surveys, CAC, PTIC, FEC)									
Interview/ Focus Group Data – Parents/ Guardians			X		X				

	1	2	3	4A	5	6	8	14	CF*
Interview/ Focus Group Data – Staff			X		X				
Interview/ Focus Group Data – Students									
Interview/ Focus Group Data –Administration			XX						
Review of Procedures			X		X				
Interview County Programs, Non-Public Schools, etc.					X				
Attendance Records			X		X				
Interview Counselor(s)									
School Climate Information, discipline data, BIP			X		X				
Other: Please list other data reviewed									
Other: Please list other data reviewed									
Other: Please list other data reviewed									

*Child Find

If the LEA has *additional meeting dates*, add rows, as needed.

After completing this LEA Identification document, save this document with all other PIR documents. Complete the PIR Plan for each Indicator for which the target was not met. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators have been addressed and added to the PIR Plan, the LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, all of the forms for each indicator and Child Find and the LEA Identification document to California Department of Education, Special Education Division, FMTA II on or before July 30, 2019.

Prepared by California Department of Education March 2019

LEA name:

River Delta Unified School District

Performance Indicator Review 2018–19

State Performance Plan Indicator 3

Statewide Assessments

Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators (SPPIs, Indicators), including SPPI 3 Assessment.

Indicator 3: Statewide Assessments is a four-part indicator on the Local Level Annual Performance Report (APR) that measures the participation rate and achievement level of all students with disabilities in the areas of both English language arts (ELA) and mathematics (math) as it pertains to the requirements of the California Assessment of Student Performance and Progress (CAASPP). The local education agency (LEA) reports this data to the California Longitudinal Pupil Achievement Data System (CALPADS) from the Spring 2018 assessment.

For participation in statewide assessments for English language arts and math, the APR target of 95% will be used. Any LEA with a percentage less than the statewide target for SPPI 3 participation for English language arts or mathematics will participate in the PIR.

For achievement on the statewide assessments in English language arts and math, the 2018 Fall Dashboard Release (Dashboard) in English Language Arts (3-8) and Mathematics (3-8) will be used instead of the achievement rates reported on the APR. Any LEA with a performance level of Red or Orange for English language arts or mathematics for students with disabilities, as listed on the Student Groups Five-by-Five Report will participate in the PIR and be required to develop a PIR Improvement Plan for that indicator.

Current Performance

According to California School Dashboard Fall 2018 and Annual Performance Report 2017–18

Indicator 3: Assessment

ACHIEVEMENT

Using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard), fill in the LEA information for English Language Arts (3-8 and 11) and Mathematics (Grades 3-8 and 11) for

students with disabilities. The questions below will use the detailed data from the Student Groups Five-by-Five Report in English language arts assessment for students with disabilities.

English Language Arts (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in English language arts on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

Directions to Access the Five-by-Five Report for English Language Arts

The Five-by-Five English Language Arts Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.
2. Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."
3. Choose "5x5 English Language Arts Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.

For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."

- a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:

On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. Select "View Detailed Data," in the top right-hand corner.
5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

What is the student performance color for English Language Arts (3-8 and 11) for Students with Disabilities?

Orange

What is the Status Level (e.g. Very High, Low, etc.) for English Language Arts (3-8 and 11) for Students with Disabilities?

Very Low

What is the Change Level (e.g. Increased, Declined, etc.) for English Language Arts (3-8 and 11) for Students with Disabilities?

Increased
Significantly

What is the Current Status -- Average distance from Standard for English Language Arts (3-8 and 11) Students with Disabilities)?

-75.4

What is the Change – Difference (e.g. + or – average # of points) between current status and prior status for English Language Arts (3-8 and 11) Students with Disabilities (e.g. + or - # of points)?

28.9

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in English Language Arts, what area(s) from the Five-by-Five Report need to be included? (Put an 'X' in the appropriate box to indicate which area LEA will need to address for English Language Arts Achievement. If English Language Arts Achievement is an area that the LEA does not need to address at all, put NA in all of the boxes.)

English Language Arts Achievement

Status Level	Change Level	Both
X		

Mathematics (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in Mathematics on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

Directions to Access the Five-by-Five Report for Mathematics

The Five-by-Five Mathematics Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

- 1. Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*
- 2. Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."*
- 3. Choose "5x5 Mathematics Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.*

For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."

- a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:*

On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. Select “View Detailed Data,” in the top right-hand corner.
5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

What is the student performance color for Mathematics (3-8 and 11) for Students with Disabilities?

Orange

What is the Status Level (e.g. Very High, Low, etc.) for Mathematics (3-8 and 11) for Students with Disabilities?

Very Low

What is the Change Level (e.g. Increased, Declined, etc.) for Mathematics (3-8 and 11) for Students with Disabilities?

Increased Significantly

What is the Current Status -- Average distance from Standard (e.g. + or – average # of points) for Students with Disabilities in Mathematics (3-8 and 11)?

-105.2

What is the Change – Difference between current status and prior status Students with Disabilities (e.g. + or - # of points) for Mathematics (3-8 and 11)?

21.7

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in Mathematics, what area(s) from the Five-by-Five Report need to be included? (Put an ‘X’ in the appropriate box to indicate which area LEA will need to address for Mathematics Achievement. If Mathematics Achievement is an area that the LEA does not need to address at all, put NA in all of the boxes.)

Mathematics Achievement

Status Level	Change Level	Both
X		

PARTICIPATION

Using the data from the 2017–18 Local Level Annual Performance Report Measure (APR), answer the questions below. The Participation Target for students with disabilities in both English Language

Arts (ELA) and Math is 95 percent. Indicate the LEA percentage for both English Language Arts and Math.

English Language Arts (Participation)

The following questions will focus on participation arts on statewide assessments in English Language Arts and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in English Language Arts assessment?

N/A

Participation Target

>95%

Was the participation target met in English Language Arts? (Answer 'Yes' or 'No.')

N/A

Mathematics (Participation)

The following questions will focus on participation arts on statewide assessments in Mathematics and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in Mathematics?

N/A

Participation Target

>95%

Was the participation target met in Mathematics? (Answer 'Yes' or 'No.')

N/A

Focus Elements for Root Cause Analysis and PIR Planning

Using the information from above, complete the chart.

Which of the areas will the PIR Team's Root Cause Analysis and Improvement Plan address for Indicator 3: Assessment?

(Put an 'X' in the appropriate box to indicate which area LEAs will need to address for Indicator 3.)

	English Language Arts	Mathematics
Achievement (Dashboard)	X	X
Participation (APR)		

Current Improvement Strategies

What current improvement strategies are in place that relate to Indicator 3 participation rate in statewide assessments (APR)?

N/A

What current improvement strategies that relate to Indicator 3 achievement (Dashboard):

Last year the district focus fell into four categories: Foundational Skills, Mindset and Culture, Test-taking skills and strategies, and curriculum and instruction.

In regards to improving foundational skills, our elementary schools are embedding remediated lessons for basic skills into the daily schedules. One elementary school has a pull-out intervention program that communicates regularly with the Special Education teacher.

In regards to underdeveloped mindset and culture, our staffs have been exposed to the research and basic knowledge associated with growth mindset. Six of our eight schools have attended the AVID Summer Institute, which has been a major contributor to our overall knowledge base on growth mindset.

In regards to test-taking knowledge and strategies, the district hired a Teacher on Special Assignment (ToSA) for Technology Integration. One of her many responsibilities is to visit all of our school sites to assist teachers in learning more about SBAC practice test and interim benchmark assessments. She has been invited to some staff meetings to describe the structure of the SBAC so teachers have a better ideas about schedule instructional time for specific content area standards.

In regards to curriculum and instruction, SpEd teachers at the elementary school level use the intervention components of the district-adopted curriculum for ELA and Mathematics to provide instructional assistance to their students. They also created their own instructional materials to meet the needs of their students. All special Education teachers at the secondary level provide

assistance during a Study Skills class, one class period a day. At one middle school, a teacher of the students with moderate/severe academic needs teaches a double period class focused on basic skills in reading and literacy.

Check the box(es) to indicate whether these current strategies support improvement in English Language Arts, Math or both and whether they support improvement in participation, achievement or both.

(Put an 'X' in the appropriate box to indicate which areas are being addressed by current improvement strategies.)

	English Language Arts	Mathematics
Participation (APR)	X	X
Achievement (Dashboard)		

How are students with disabilities included in the above-listed strategies or other strategies that relate to Indicator 3?

Root Cause(s)

Why was the target not met?

Achievement – English Language Arts and Mathematics (3-8 and 11)

Fill in the root causes below for the Root Cause Analysis on Achievement, based on the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

If this is an area that does not apply to this year's PIR Plan, enter 'N/A' into the blanks.

Root Cause 1:

Foundational Skills: Attendance affects academics and assessment

- Not holding accountable for attendance
- SPED Attendance Time Out of Classes

This root cause addresses (Check all that apply): English Language Arts Math Both

Root Cause 2:

Test-Taking Knowledge and Strategies: Accommodations (IEP and SBAC):

- We don't follow the IEP accommodations in General Education classes
- Do all teachers understand and follow the IEP goals and accommodations for SPED students

- Didn't do interim benchmark assessment
- Training for newbies (case managers)
- Reviews for experienced case managers
- More training for Gen Ed teachers on how to improve services within the classroom

This root cause addresses (Check all that apply): English Language Arts Math Both

Root Cause 3:

Collaboration:

- We limit our time collaborating with our peers to discuss goals, strategies, and/or students
- Collaborator use of time
- Not enough collaboration time between SPED/Gen ED
- Lack of times to collaborate with coworkers to get specific strategies that relate to specific student's accommodations
- Lack of professional trust and support

This root cause addresses (Check all that apply): English Language Arts Math Both

Root Cause 4:

Mindset:

- Not enough celebrations for making progress, exiting, etc
- Lack of cultural understanding
- Fixed mindset
- Personal experience for adult in room

This root cause addresses (Check all that apply): English Language Arts Math Both

If the LEA has additional root causes for Achievement, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

Participation – English Language Arts and Mathematics (3-8 and 11)

Fill in the information below for the Root Cause Analysis on Participation, based on the data from the 2017–18 Local Level Annual Performance Report (APR).

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

N/A

This root cause addresses (Check all that apply): English Language Arts Math Both

Root Cause 2:

N/A

This root cause addresses (Check all that apply): English Language Arts Math Both

Root Cause 3:

N/A

This root cause addresses (Check all that apply): English Language Arts Math Both

If the LEA has additional root causes for Participation, copy and paste the box and subtitle above, then change the number to indication the number of root causes.

Action Plan for Improving Schoolwide Assessment for Students with Disabilities

ACHIEVEMENT – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team’s Root Cause Analysis and PIR Planning, using the data from the LEA’s California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

Copy each root cause into the charts below that addresses the LEA’s achievement rate for students with disabilities on the statewide assessments in English Language Arts and Mathematics. For each root cause, fill in the following:

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English language arts, math or both)*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

Root Cause 1:

Foundational Skills: Attendance

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
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<p>SARB Hearing work: Analyze attendance and offer supports to students and families in attempts to reduce truancy and transiency rate</p> <ul style="list-style-type: none"> • Regular schedules for pulling reports and analyzing attendance • Teachers calling home when there is an attendance issue • More diligence about SARBing students who have poor attendance • Properly documenting efforts • Cover attendance improvement strategies in the SST process 	Both	<p>Quarterly meetings between Coordinator of Student Information Systems and Site Secretaries</p> <p>Data Sheet to record information</p> <p>Quarterly meetings between Site Principals and Teachers to disseminate information to implement support to families and students</p> <p>List of Support Strategies</p> <p>Monitoring System to record and document data</p>	<p>Director of Education Services</p> <p>Coordinator of Special Education</p> <p>Coordinator of Student Information Systems</p> <p>Site Principals</p> <p>Site Secretaries</p> <p>Special Education Teachers</p> <p>General Education Teachers</p>	<p>CA Dashboard: all State Indicators</p> <p>Aeries: Truancy and Transiency rates & Gradebook</p>	September 30, 2019
<p>Case Management follow through: Properly documenting efforts</p> <p>Attendance IEP Goals</p>	Both	<p>Monitoring System to record and document data</p> <p>Professional Development on Attendance for SPED staff</p>	IEP Team Members	<p>CA Dashboard: all State Indicators</p> <p>Aeries: Truancy and Transiency rates & Gradebook</p>	<p>September 30, 2019</p> <p>December 30, 2019</p>

<p>Parent education: More parent involvement explaining the importance and connection between attendance, academics and assessment</p>	<p>Both</p>	<p>On-going parent connections</p> <p>SARB hearings and Pre-SARB communications</p> <p>Parent Education embedded into existing community outreach</p>	<p>Director of Education Services</p> <p>Coordinator of Special Education</p> <p>Site Principals</p>	<p>SEIS: Progress on Goals</p> <p>CA Dashboard: all State Indicators</p> <p>Parent Surveys</p> <p>Aeries: Student transcripts, Guidance, & Gradebook</p>	<p>Sept 30, 2019</p> <p>On-going</p>
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Root Cause 2:

Test-Taking Knowledge and Strategies: Intervention Strategies and Accommodations

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
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<p>Intervention Strategies: Create better support models/pre-teach methods to help student with background knowledge, vocabulary, and content</p> <ul style="list-style-type: none"> • Intervention time/support K-6 • SAI: need to fit in more intervention time • Reading intervention programs being implemented with true diligence • Using MAP scores; Understanding, address instruction, different reports and what do they say • Understand differentiation and using strategies 	Both	<p>Professional Development - Academic Conversations, Pineapple-ing, and EL Strategies, and Interventions Strategies</p> <p>Strategy Guides and Sample Cheat Sheets</p> <p>Intervention program-embedded supports</p>	<p>Director of Education Services</p> <p>Coordinator of Special Education</p> <p>Site Principals</p> <p>Special Education Teachers</p> <p>General Education Teachers</p>	<p><i>CA Dashboard</i>: all State Indicators</p> <p><i>NWEA-MAP</i>: RIT and Target Growth scores</p> <p>Teacher Observations</p> <p>Post-Observation Conversations</p> <p>Student Feedback Surveys</p> <p><i>SEIS</i>: Progress on Goals</p>	Jan 1, 2020
<p>Analyze and establish/revise clearly defined academic and behavioral Multi-Tiered System of Supports (MTSS)</p> <ul style="list-style-type: none"> • Clearly defined MTSS system of interventions for each site • SST process needs to be continually implemented for true interventions in the classroom 	Both	<p>MTSS Power Point presentation for Leadership Team</p> <p>Site summaries of MTSS implementation</p> <p>MTSS Model Grid/Resource Guide</p>	<p>Director of Education Services</p> <p>Coordinator of Special Education</p> <p>Site Principals</p>	<p>Site-based MTSS Summaries: comparison of initial and final from MTSS Data Tracking Software</p> <p>Aeries: Student transcripts, Guidance & Assertive Discipline entries</p>	Nov 1, 2019
<p>Accommodations: CAASPP Increased use of CAASPP technology in classrooms (e.g. SBAC practice tests and IABs) throughout the school year</p>	Both	Professional Development for Teachers in Interim Assessments,	Director of Education Services	<i>CA Dashboard</i> : SBAC ELA and Math Proficiency	Feb 1, 2020

<ul style="list-style-type: none"> • More practice with test questions • Increase confidence • Knowledge of supports available on SBAC <p>Accommodations: In class IEP Accommodations</p> <ul style="list-style-type: none"> • Review and eliminate those that are no longer needed • Accommodations being followed with true diligence • Fading accommodations when no longer needed • Make sure accommodations are implemented in Gen Ed • Ongoing training for teachers, for aides • Ongoing training for Gen Ed Staff 	Both	<p>Writing, and Accommodations</p> <p>Professional Development for Special Education Teachers in Digital Library tools, Practice Tests, and Accommodation use</p> <p>Lessons Plans for Study Skills classes to teach necessary skills</p> <p>Monitoring System to record and document data</p> <p>Collaboration time for Gen Ed and SpEd</p> <p>Professional Development for IEP accommodations and effectiveness in classroom setting</p>	<p>Coordinator of Special Education</p> <p>District TOSA for Technology,</p> <p>Site Principals,</p> <p>Special Education Teachers</p> <p>General Education Teachers</p> <p>Coordinator of Special Education</p> <p>Site Principals</p> <p>Special Education Teachers</p> <p>General Education Teachers</p>	<p><i>CAASPP</i>: Usage reports</p> <p><i>NWEA-MAP</i>: RIT and Target Growth scores</p> <p>Teacher Observations</p> <p>Post-Observation Conversations</p> <p>CA Dashboard: all State Indicators</p> <p>Aeries: Student transcripts & Gradebook</p> <p>Teacher Observations</p> <p>SEIS: Progress on Goals</p>	Sept 1, 2019
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Root Cause 3:

Collaboration

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
<p>Collaboration with purpose; action steps, trust, strategies, mindset, what?, how?</p> <p>Scheduled times for collaborative conversations</p>	Both	<p>Guiding research-based documents</p> <p>Templates with guiding questions</p> <p>Professional Development in how we collaborate</p> <p>Staff meetings, Grade, Level/Dept meetings, Curriculum Committee meeting</p>	<p>Superintendent</p> <p>Director of Education Services</p> <p>Coordinator of Special Education</p> <p>Site Principals</p> <p>Site Leadership Teams</p> <p>Special Education Teachers</p> <p>General Education Teachers</p>	<p>Staff Meeting Agendas: collaborative groups and conversation</p> <p>RDUSD Professional Development Plan</p> <p>Leadership Team Feedback Surveys</p> <p>Teacher Feedback Surveys</p>	<p>Oct 1, 2019</p> <p>Sept 1, 2019</p>

Root Cause 4:

Mindset:

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
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<p>Staff Work/Training in growth mindset: Build in growth mindset warm-up activities into district leadership meetings to be emulated in staff meetings on each site</p> <p>Incorporate growth mindset experiences into the pre-service days at beginning of the school year</p> <p>Growth mindset course series offered throughout the school year, even breaks</p>	Both	<p>Schedule Rotation for Leadership Meetings</p> <p>Schedule Rotation for Site Staff Meeting</p> <p>Professional Development for District Leadership and Site Admin</p> <p>Professional Development opportunities for district staff</p> <p>Professional Development Schedule</p>	<p>Superintendent</p> <p>Director of Education Services</p> <p>Coordinator of Special Education</p> <p>Site Principals</p> <p>Site Leadership Teams</p>	<p>Leadership Team Feedback Surveys</p> <p>Staff Meeting Agendas: growth mindset items</p> <p>RDUSD Professional Development Plan</p> <p>Pre-Service Day Agenda</p> <p>Teacher Feedback Surveys</p>	<p>Nov 1, 2019</p> <p>Aug 1, 2019</p> <p>Jun 30, 2020</p>
<p>Student work in growth mindset: Develop ways to improve school-wide incentives, lessons, parent communications, and assemblies encouraging all students to perform their best on test:</p> <ul style="list-style-type: none"> • Keep the focus student centered • Joint ownership of students 	Both	<p>Committee to research PBIS/MTSS strategies</p> <p>District-Wide PBIS/MTSS Policy</p> <p>School-Wide Incentive Programs</p> <p>Character Ed/Growth Mindset Lessons and Implementation Guides</p> <p>Assembly Schedules</p>	<p>Director of Education Services Coordinator of Special Education</p> <p>Site Principals</p> <p>Site Counselors</p> <p>Site Leadership Teams</p>	<p>CA Dashboard: all State Indicators NWEA-MAP: RIT and Target Growth scores</p> <p>Site-based MTSS Summaries: comparison of initial and final</p> <p>Aeries: Student transcripts, Guidance & Assertive Discipline entries</p>	<p>Jun 30, 2020</p>

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Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

PARTICIPATION – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report Measure (APR).

Copy each root cause into the charts below that addresses the LEA's participation rate for students with disabilities on the statewide assessments in English Language Arts and Math. For each root cause, fill in the following:

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English Language Arts, Math or both)*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc., as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

N/A					
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Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date

Root Cause 2:

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date

Root Cause 3:

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date

If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of root causes. If there are additional Planned Strategies/Activities, add additional rows, as needed.

After completing Indicator 3: Assessment, save this document with other PIR documents. If it has not already been done, complete the initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which the LEA has not met the performance measure or target. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before June 30, 2019.

Prepared by California Department of Education February 2019

LEA name:

River Delta Unified School District

Performance Indicator Review 2018–19 State Performance Plan Indicator 5 Least Restrictive Environment Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators (SPPIs, Indicators), including SPPI 5 Least Restrictive Environment (LRE). For SPPI 5, that certain performance value will be the SPPI's statewide target percentage listed on the 2017–18 Local Level Annual Performance Report Measure (APR). Any LEA with a percentage that does not meet the statewide target for SPPI 5 will participate in the PIR.

This indicator measures least restrictive environment (LRE) by calculating the average amount of time students ages six through twenty-two receive their special education or related services in settings apart from their nondisabled peers. The California Department of Education (CDE) receives data from the December 2017 California Special Education Management Information System (CASEMIS) submission.

This is a three part test which:

- A. Measures the percentage of students who are in a regular class more than 80 percent of their day (>80%);
- B. Measures the percentage of students who are in a regular class less than 40 percent of their day (<40%);
- C. Measures the percentage of students in separate schools, residential facilities, or homebound/hospital placement.

Current Performance According to California School Dashboard Fall 2018 Indicator 5: Least Restrictive Environment

Indicator 5A: Percent of Students in a Regular Class More than 80 Percent

Using the data from the local education agency's (LEA's) 2017–18 Local Level Annual Performance Report (APR), answer the questions below regarding Indicator 5A: students with disabilities who are in a regular class more than 80 percent.

Indicator 5

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the percent of students with disabilities who are in a regular class more than 80 percent (Rate)?

N/A

What is the target percentage for students with disabilities in a regular class more than 80 percent (Target)?

N/A

Was the target met for Indicator 5A: students with disabilities in a regular class more than 80 percent? (Answer 'Yes' or 'No')

N/A

Indicator 5B: Percent of Students in a Regular Class Less than 40 Percent

Using the data from the LEA's 2017–18 APR, answer the following questions regarding Indicator 5B: students with disabilities receiving services who are in a regular class less than 40 percent of the time.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the percent of students with disabilities who are in a regular class less than 40 percent (Rate)?

N/A

What is the target percentage for students with disabilities in a regular class less than 40 percent (Target)?

N/A

Was the target met for Indicator 5B: students with disabilities in a regular class less than 40 percent? (Answer 'Yes' or 'No')

N/A

Indicator 5C: Percent of Students in Separate Schools, Residential Facilities, or Homebound/Hospital Placement

Using the data from the LEA's 2017–18 APR, answer the following questions regarding Indicator 5C: Percent of Students in Separate Schools, Residential Facilities, or Homebound/Hospital Placement.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the percent of students with disabilities who are in a separate school, residential facility, or homebound/hospital placement (Rate)?

4.1%

What is the target percentage for students with disabilities in a separate school, residential facility, or homebound/hospital placement (Target)?

4.0%

Was the target met for Indicator 5C: students with disabilities in a separate school, residential facility, or homebound/hospital placement? (Answer 'Yes' or 'No')

No

Focus Elements for Root Cause Analysis and PIR Planning

Which areas will the LEA need to address in the Root Cause Analysis and Improvement Plan?

Using the information from above, check the appropriate box(es) corresponding to the elements of Indicator 5: Least Restrictive Environment that will be included in the LEA's PIR Plan, based on the data found in the 2017–18 Local Level Annual Performance Report (APR).

Put an 'X' in the appropriate box(es) to indicate the area(s) the LEA will need to address for Indicator 5.

Element of Least Restrictive Environment that Needs to Be Addressed	Included in LEA's PIR Plan?
A. The failure to meet the target for students receiving services who are in a regular class greater than 80 percent .	
B. The failure to meet the target for students receiving services who are a regular class less than 40 percent .	
C. The failure to meet the target for students in separate schools, residential facilities, or homebound/hospital placement.	X

What current improvement strategies that relate to Least Restrictive Environment are in place?

Hold regular meetings quarterly to review student placement data

Professional development for office staff and improved collaboration regarding proper SEIS/IEP coding for student placement

Careful review of student needs, goals, services and accommodations, previous placements, current staffing and training, interventions and strategies used

Review of district programs offerings and how student may be more adequately served in a different classroom or site

Special Ed Coordinator attends all NPS IEPs for progress monitoring and collaboration

Special Ed Coordinator visits NPS sites to observe students and program

Special Ed Coordinator reviews incoming student IEPs and consults with district and county programs to ascertain if a proper setting can be obtained before choosing NPS placement

Professional development in Trauma Informed Care and Strategies, Behavior Strategies, CPI, Star Autism

What elements of Least Restrictive Environment do the current improvement strategies address?

Student placement will always be challenging for River Delta USD as our geographic location is remote and our student and staff population is small. A change of placement into a more restrictive environment outside the district is extremely difficult for everyone involved, especially in our small communities. Therefore, we are very conscientious of our recommendations for student placement and provide our students' education program in the Least Restrictive Environment (LRE) for as long as we can.

The informational and data systems are addressed to ensure accuracy and consistency.

The student needs, goals, services, and accommodations, program and placement, instructional and interventions strategies, staffing and training are all considered.

Root Cause(s)

Why was the target not met?

Indicator 5A: Least Restrictive Environment - Percentage in Regular Classroom More than 80 Percent

Fill in the information below for the Root Cause Analysis for students with disabilities who are in a regular classrooms for less than 80 percent, based on the data from the 2017–18 Local Level Annual Performance Report (APR).

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

Root Cause 1:

N/A

Root Cause 2:

N/A

Root Cause 3:

N/A

If the LEA has additional root causes for Indicator 5A: Students with Disabilities in a Regular Classroom less than 80 percent, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

Indicator 5B: Least Restrictive Environment - Percentage in Regular Classroom Less than 40 Percent

Fill in the information below for the Root Cause Analysis for students with disabilities being in a regular classroom for less than 40 percent, based on the data from the 2017–18 District Level Special Education Annual Performance Report Measure (2017–18 APR).

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

Root Cause 1:

N/A

Root Cause 2:

N/A

Root Cause 3:

N/A

If the LEA has additional root causes for Indicator 5B: Students with Disabilities in a Regular Classroom less than 40 percent, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

Indicator 5C: Percentage in Separate Schools, Residential Facilities, or Homebound/Hospital Placement

Fill in the information below for the Root Cause Analysis for students with disabilities enrolled in separate schools, residential facilities or homebound/hospital placement, based on the data from the 2017–18 District Level Special Education Annual Performance Report Measure (2017–18 APR).

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

Root Cause 1:

Size of district and available resources along with its geographic layout

Root Cause 2:

Need for greater collaboration and coordination of resources

Root Cause 3:

Need for more extensive early intervention; lack of exposure and parent education

If the LEA has additional root causes for Indicator 5C: Students with Disabilities in separate schools, residential facilities or homebound/hospital placement, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

Action Plan for Improving Least Restrictive Environment for Students with Disabilities

Indicator 5A: Percentage of Students in a Regular Class more than 80 percent

Use the charts below for the PIR Team’s Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report (APR) to address the percentage of students with disabilities who are not in a regular classroom more than 80 percent.

Copy each root cause into the charts below that addresses the LEA’s percent of students with disabilities who are not in a regular class more than 80 percent. For each root cause, fill in the following:

- Planned strategies and activities
- Resources needed for the planned strategy or activity to be successful
- The person(s) and title(s) responsible for that particular strategy or activity
- The methods and standards that will be used to measure the relative success of the strategy or activity
- The date that activity is due to begin or the deadline for its completion

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

Root Cause 1:

N/A				
Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date

Root Cause 2:

N/A

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date

Root Cause 3:

N/A

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date

Indicator 5B: Percentage of Students in a Regular Class less than 40 Percent

Use the charts below for the PIR Team’s Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report (APR) to address the percentage of students with disabilities who are in a regular classroom less than 40 percent.

Copy each root cause into the charts below that addresses the LEA’s percentage of students with disabilities who are in a regular class less than 40 percent. For each root cause, fill in the following:

- *Planned strategies and activities*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc., as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

N/A				
Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date

Root Cause 2:

N/A				
Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date

Root Cause 3:

N/A				
Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date

Indicator 5C: Least Restrictive Environment - Percentage in Separate Schools, Residential Facilities, or Homebound/Hospital Placement

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report (APR) to address the percentage of students with disabilities are in separate schools, residential facilities, or homebound/hospital placement.

Copy each root cause into the charts below that addresses the LEA's percent of students with disabilities who are in separate schools, residential facilities, or homebound/hospital placement. For each root cause, fill in the following:

- Planned strategies and activities
- Resources needed for the planned strategy or activity to be successful
- The person(s) and title(s) responsible for that particular strategy or activity
- The methods and standards that will be used to measure the relative success of the strategy or activity
- The date that activity is due to begin or the deadline for its completion

Add rows to the chart to input additional strategies/activities, etc., as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

Size of district and available resources; geographic layout of district				
Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Create stronger inter-agency partnerships	List of current and needed resource with the agencies who provide services	Director of Ed Services, Special Ed Coordinator, Site Admin, Preschool Director, First 5 Director, Case Manager, Services Providers	Resource List Communication Logs	On-going

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Create stronger inter-district partnerships	Continuous collaborative connections Staff and Site Resource List Continuous collaborative connections	Director of Ed Services, Special Ed Coordinator, Site Admin, Preschool Director, First 5 Director, Case Manager, Services Providers	Resource List Communication Logs Meeting Agendas	On-going
Professional Development for Gen Ed about disabilities	Secure Training Materials Schedule Training Dates	Special Ed Coordinator, Site Admin	Training Agenda Training Schedules Classroom Observations	June 30, 2020
Professional Development explaining qualifications for placements: What each placement is? What qualifies for each placement?	Secure Training Materials Schedule Training Dates	Special Ed Coordinator, Site Admin	Training Agenda Training Schedules Classroom Observations IEP Compliance Monitoring Documentation	Jan 1, 2020
Professional Development for Trauma Informed Care and how trauma may present itself as a disability	PD Training Materials	Special Ed Coordinator, Site Admin	Training Agenda Training Schedules	June 30, 2020

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
	Schedule Training Dates		Classroom Observations ***Ultimately measurement of success for each strategy is... SEIS Placement Codes in IEP CASMIS Data PIR Indicators Results	

Root Cause 2

Need for greater collaboration and coordination of services

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Strengthen the SST process	Collaboration Meetings Create Protocols	Director of Ed Services, Special Ed Coordinator, Site Admin	District Protocols in Place Number of referrals to Special Ed, IEP Placement Reviews	June 1, 2020
Create a Response Team that includes school psych, social worker, nurse, behavior specialist, and administrator	Team List with alternates Staff Resource List	Special Ed Coordinator, Site Admin, Preschool Director, First 5 Director	Completed Staff Team/Resource List	Oct 1 st , 2019

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Create a Roles and Responsibilities flow chart of expertise	Collaboration meeting	Special Ed Coordinator, Site Admin, Preschool Director, First 5 Director, Case Manager, Services Providers	Completed Flow Chart	Oct 1 st , 2019
	Create Flowchart			Jan 30, 2020
			***Ultimately measurement of success for each strategy is...	
			SEIS Placement Codes in IEP	
			CASMIS Data	
			PIR Indicators Results	

Root Cause 3:

Need for more extensive early invention; lack of exposure and parent education

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Home Visitation	Create a Home Visitation Team	Special Ed Coordinator, Site Admin, Preschool	Home Visits Log	Oct 1, 2019

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date
Professional Development for STAR Autism	Create Documentation Log Quote and Schedule Training	Director, First 5 Director Special Ed Coordinator	Completed Training	June 30, 2019
Purchase of additional STAR Kits	Approval and purchase of kits	Special Ed Coordinator	Completed orders; Kits on delivered to sites	June 30, 2019
Professional Development for early intervention, i.e. ASQ	Research and Schedule PD opportunities	Special Ed Coordinator, State Preschool Director	PD Plan with Dates	Sept 1, 2019
Parent Education Nights	Create and plan topic for Parent Nights	Special Ed Coordinator	Fall topic, date, and place	June 30, 2019
	Parent Letter with Fall Date		Spring topic, date, and place	Nov 1, 2019
	Parent Letter with Spring Date		***Ultimately measurement of success for each strategy is... SEIS Placement Codes in IEP CASMIS Data PIR Indicators Results	

Planned Strategies/Activities	Resources Required	Person(s)/Title(s) Responsible	Methods/Standards to Measure Success	Due Date

If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of root causes. If there are additional Planned Strategies/Activities, add additional rows, as needed.

After completing Indicator 5: Least Restrictive Environment, save this document with other PIR documents. If it has not already been done, complete the initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which the LEA has not met the performance measure or target. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before June 30, 2019.

Prepared by California Department of Education February 2019

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X_____

From: Victoria Turk, Principal of Rio Vista High School

Item Number: 10.22

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

SUBJECT:

Request to approve the Professional Expert Agreement with Susan Jones to provide 15 days of coaching and mentoring for Rio Vista High School teachers in the 2019-2020 school year

BACKGROUND:

Susan Jones was a mentor teacher in Santa Clara USD. RVHS would like to contract with her for 15 days of coaching/mentoring with RVHS teachers.

STATUS:

Professional Expert Agreements require Board approval

PRESENTER:

Victoria Turk

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

Cost not to exceed \$3,000 – Site Funds

RECOMMENDATION:

That the Board approves the professional expert agreement with Susan Jones

Time allocated: 3 minutes

River Delta Unified School District

445 Montezuma Street
Rio Vista, CA 94571

Professional Expert Agreement

Under Section 45103 of the *Education Code*, professional experts employed "on a temporary basis for a specific project" are exempt from classified service. Professional experts must have a special skill or knowledge of a particular subject matter, derived from specialized training or expertise, often involving intensive academic preparation, or representing mastery of that subject. This agreement is for services which do not meet the criteria for Independent Contract Services and will be paid through payroll. Reimbursement will be reported as taxable compensation on statements of earnings (W-2). Applicable payroll deductions when appropriate including STRS and PERS will be made at the time of earned payments. It is understood that this agreement provides for a temporary position having no employment rights or benefits.

River Delta Unified School District agrees to Contract with Susan Jones for the services performed from: August 1, 2019 to: June 1, 2020.

Services to be performed: coaching, planning, and collaborating with teachers

Amount to be paid:

Budget # 0 0000 0 5800 321 1110 1000 \$ 3000.00

Budget # _____ \$ _____

Payment will be made, with approval of certifying administrator, upon completion of services as follows:

Coaching

Pay Rate: \$ \$200 per daily (hour, day, week, month, flat rate, stipend)

Requested by: Victoria Turk / Principal 7.1.19
Title Date

Supervisor Approval: _____ / _____
Title Date

Director of Personnel _____ Date _____

Assistant Superintendent, Business Services _____ Date _____

NOTE: This form must be accompanied by the following:

- I-9 Copy of Social Security Card
- W-4 Copy of Driver's License
- DE 4

Identify services completed and submit to payroll:

Completed: _____ Certifying Administrator

All obligations have been fulfilled
Additional payment requests will be forwarded to Payroll

Professional Expert Completes:

Name _____

S.S. # _____

Address _____

Telephone # _____

Professional Expert Signature _____ Date _____

Do you have a valid CA teaching credential?

Yes No

Are you presently or have you been a member of

PERS Yes No

STRS Yes No

Are you presently an employee of RDUSD?

Yes No

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Victoria Turk, Principal of Rio Vista High School

Item Number: 10.23

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

SUBJECT:

Request to approve the Professional Expert Agreement with Rhiann Eddy to finalize the Western Association of Schools and Colleges (WASC) Report for Rio Vista High School teachers for submission in 2020.

BACKGROUND:

Rhiann Eddy was the lead in the successful writing of the 2014 six-year WASC Report. She consulted in the successful three-year review. In 2018-19 she met with staff and developed action teams and plans in preparation for the 2020 full cycle report. RVHS would like to continue this professional agreement to finalize the 2020 report.

STATUS:

Professional Expert Agreements require Board approval

PRESENTER:

Victoria Turk

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

Cost not to exceed \$5,000 – Site and Educational Services Funds

RECOMMENDATION:

That the Board approves the professional expert agreement with Rhiann Eddy

Time allocated: 3 minutes

River Delta Unified School District

445 Montezuma Street
Rio Vista, CA 94571

Professional Expert Agreement

Under Section 45103 of the *Education Code*, professional experts employed "on a temporary basis for a specific project" are exempt from classified service. Professional experts must have a special skill or knowledge of a particular subject matter, derived from specialized training or expertise, often involving intensive academic preparation, or representing mastery of that subject. This agreement is for services which do not meet the criteria for Independent Contract Services and will be paid through payroll. Reimbursement will be reported as taxable compensation on statements of earnings (W-2). Applicable payroll deductions when appropriate including STRS and PERS will be made at the time of earned payments. It is understood that this agreement provides for a temporary position having no employment rights or benefits.

River Delta Unified School District agrees to Contract with Rhiann Eddy for the services

performed from: July 1, 2019 to: April 1, 2019.

Services to be performed: Research, prepare, and write WASC Report for RVHS.

Amount to be paid:

Budget # 0 0000 0 5800 321 1110 1000 \$ 2500.00

Budget # _____ \$ 2500.00

Payment will be made, with approval of certifying administrator, upon completion of services as follows:

Draft of WASC Report - payments of \$2500.00 on 12.1.19 and 4.1.19

Pay Rate: \$ \$5000.00 per 2 Stipends of \$2500.00 (hour, day, week, month, flat rate, stipend)

Requested by: Victoria Turk / Principal 7.1.19
Title Date

Supervisor Approval: _____ / _____
Title Date

Director of Personnel _____ Date _____

Assistant Superintendent, Business Services _____ Date _____

NOTE: This form must be accompanied by the following:

- I-9 Copy of Social Security Card
- W-4 Copy of Driver's License
- DE 4

Identify services completed and submit to payroll:

Completed: _____ Certifying Administrator

All obligations have been fulfilled
Additional payment requests will be forwarded to Payroll

Professional Expert Completes:	
Name _____	
S.S. # _____	
Address _____	
Telephone # _____	
Professional Expert Signature _____	Date _____
Do you have a valid CA teaching credential? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Are you presently or have you been a member of PERS Yes <input type="checkbox"/> No <input type="checkbox"/>	
STRS Yes <input type="checkbox"/> No <input type="checkbox"/>	
Are you presently an employee of RDUSD? Yes <input type="checkbox"/> No <input type="checkbox"/>	

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.24

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

SUBJECT:

Request to surplus textbooks and instructional materials that are being replaced. Attached is the list of materials to be considered surplus.

BACKGROUND:

Since RDUSD has adopted a new curriculum aligned with the Common Core State Standards, our old materials are now outdated and not in use.

STATUS:

We are requesting the permission of the RDUSD Board of Education to surplus the attached list of textbooks and instructional materials.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

There is no cost to the school or to the school district.

RECOMMENDATION:

The RDUSD Board of Education approves the surplus of the attached list of materials.

Time allocated: 2 minutes

**River Delta Unified School District
Surplus Declaration**

School Site:

River Delta Unified

Board Meeting Date:

25-Jun-19

Subject	Title	Publisher	Grade Level	Qty & Approx. Value
Science	Kindergarten Kit Big Book Pupil Edition, Directed Inquiry Activity Cards, Picture Cards, Science Songs Audio CD, Unit Resource Folders BLMs/TAE, and Science Independent Book sets (1 copy each title)	Houghton Mifflin	Kindergarten	5/\$0.00
Science	Teacher Edition	Houghton Mifflin	Kindergarten	5/\$0.00
Science	Labs to Go! Equipment Kit	Houghton Mifflin	Kindergarten	5/\$0.00
Science	CA Teacher Resource Package, Study Guide BLMs with TAE, Vocabulary Cards with Teacher's Guide, CA Lesson Planner CD, and English Language Learners Resources BLMs & Audio CD	Houghton Mifflin	Kindergarten	5/\$0.00
Science	CA Science Study Guide	Houghton Mifflin	Kindergarten	100/\$0.00
Science	Pupil Edition	Houghton Mifflin	First Grade	110/\$0.00
Science	Big Book Student Edition Complete Set	Houghton Mifflin	First Grade	5/\$0.00
Science	Teacher Edition	Houghton Mifflin	First Grade	5/\$0.00
Science	Labs to Go! Equipment Kit	Houghton Mifflin	First Grade	5/\$0.00
Science	Teacher Resource Package	Houghton Mifflin	First Grade	5/\$0.00
Science	Unit Resource Folders BLMs/TAE, Teaching Transparencies, Reading and Concept Transparencies, Transparency Package on CD, Study Guide BLMs/TAE, Vocabulary Cards with Teacher's Guide, Independent Inquiry Activities, Science Songs Audio CD, English Language Learner's Resources BLM & Audio CD, and CA Lesson Planner	Houghton Mifflin	First Grade	
Science	CA Science Interactive Text	Houghton Mifflin	First Grade	110/\$0.00

Science	Pupil Edition	Houghton Mifflin	Second Grade	100/\$0.00
Science	Big Book Student Edition Complete Set	Houghton Mifflin	Second Grade	4/\$0.00
Science	Teacher Edition	Houghton Mifflin	Second Grade	4/\$0.00
Science	Labs to Go! Equipment Kit	Houghton Mifflin	Second Grade	4/\$0.00
Science	Teacher Resource Package	Houghton Mifflin	Second Grade	4/\$0.00
Science	Unit Resource Folders BLMs/TAE, Teaching Transparencies, Reading and Concept Transparencies, Transparency Package on CD, Study Guide BLMs/TAE, Vocabulary Cards with Teacher's Guide, Independent Inquiry Activities, Science Songs Audio CD, English Language Learner's Resources BLM & Audio CD, and CA Lesson Planner	Houghton Mifflin	Second Grade	
Science	CA Science Interactive Text	Houghton Mifflin	Second Grade	100/\$0.00
Science	Pupil Edition	Houghton Mifflin	Third Grade	90/\$0.00
Science	Big Book Student Edition Complete Set	Houghton Mifflin	Third Grade	5/\$0.00
Science	Teacher Edition	Houghton Mifflin	Third Grade	5/\$0.00
Science	Labs to Go! Equipment Kit	Houghton Mifflin	Third Grade	5/\$0.00
Science	Teacher Resource Package	Houghton Mifflin	Third Grade	5/\$0.00
Science	Unit Resource Folders BLMs/TAE, Teaching Transparencies, Reading and Concept Transparencies, Transparency Package on CD, Study Guide BLMs/TAE, Vocabulary Cards with Teacher's Guide, Independent Inquiry Activities, Science Songs Audio CD, English Language Learner's Resources BLM & Audio CD, and CA Lesson Planner	Houghton Mifflin	Third Grade	
Science	CA Science Interactive Text	Houghton Mifflin	Third Grade	90/\$0.00
Science	Pupil Edition	Houghton Mifflin	Fourth Grade	80/\$0.00
Science	Big Book Student Edition Complete Set	Houghton Mifflin	Fourth Grade	4/\$0.00
Science	Teacher Edition	Houghton Mifflin	Fourth Grade	4/\$0.00
Science	Labs to Go! Equipment Kit	Houghton Mifflin	Fourth Grade	4/\$0.00
Science	Teacher Resource Package	Houghton Mifflin	Fourth Grade	4/\$0.00

Science	Unit Resource Folders BLMs/TAE, Teaching Transparencies, Reading and Concept Transparencies, Transparency Package on CD, Study Guide BLMs/TAE, Vocabulary Cards with Teacher's Guide, Independent Inquiry Activities, Science Songs Audio CD, English Language Learner's Resources BLM & Audio CD, and CA Lesson Planner	Houghton Mifflin	Fourth Grade	
Science	CA Science Interactive Text	Houghton Mifflin	Fourth Grade	80/\$0.00
Science	Pupil Edition	Houghton Mifflin	Fifth Grade	100/\$0.00
Science	Big Book Student Edition Complete Set	Houghton Mifflin	Fifth Grade	4/\$0.00
Science	Teacher Edition	Houghton Mifflin	Fifth Grade	4/\$0.00
Science	Labs to Go! Equipment Kit	Houghton Mifflin	Fifth Grade	4/\$0.00
Science	Teacher Resource Package	Houghton Mifflin	Fifth Grade	4/\$0.00
Science	Unit Resource Folders BLMs/TAE, Teaching Transparencies, Reading and Concept Transparencies, Transparency Package on CD, Study Guide BLMs/TAE, Vocabulary Cards with Teacher's Guide, Independent Inquiry Activities, Science Songs Audio CD, English Language Learner's Resources BLM & Audio CD, and CA Lesson Planner	Houghton Mifflin	Fifth Grade	
Science	CA Science Interactive Text	Houghton Mifflin	Fifth Grade	100/\$0.00
Science	Pupil Edition	Houghton Mifflin	Sixth Grade	90/\$0.00
Science	Big Book Student Edition Complete Set	Houghton Mifflin	Sixth Grade	4/\$0.00
Science	Teacher Edition	Houghton Mifflin	Sixth Grade	4/\$0.00
Science	Labs to Go! Equipment Kit	Houghton Mifflin	Sixth Grade	4/\$0.00
Science	Teacher Resource Package	Houghton Mifflin	Sixth Grade	4/\$0.00
Science	Unit Resource Folders BLMs/TAE, Teaching Transparencies, Reading and Concept Transparencies, Transparency Package on CD, Study Guide BLMs/TAE, Vocabulary Cards with Teacher's Guide, Independent Inquiry Activities, Science Songs Audio CD, English Language Learner's Resources BLM & Audio CD, and CA Lesson Planner	Houghton Mifflin	Sixth Grade	
Science	CA Science Interactive Text	Houghton Mifflin	Sixth Grade	90/\$0.00
Life Science	Holt Science and Technology Ca. Student Edition	Holt, Rinehart, and Winston	Seventh Grade	100/\$0.00

Life Science	Study Guide B - Life Science	Holt, Rinehart, and Winston	Seventh Grade	100/\$0.00
Physical Science	Holt Science and Technology Ca. Student Edition	Holt, Rinehart, and Winston	Eighth Grade	100/\$0.00
Physical Science	Study Guide B - Physical Science	Holt, Rinehart, and Winston	Eighth Grade	100/\$0.00
Earth Science	Holt Earth Science Pupil Edition	Holt, Rinehart, and Winston	High School	70/\$0.00
Biology	California Biology Pupil Edition	Holt, Rinehart, and Winston	High School	70/\$0.00

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Nick Casey, Principal of Wind River Adult School

Item Number: 10.25

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

SUBJECT:

Request to approve three actions that reflect the current Delta Sierra Adult Education Alliance (DSAEA) organizational structure and decision-making process.

Required Action #1: Appointment of Official Representative (Title only) to DSAEA

Required Action #2: Agreement to Report of Fund Use and Outcomes

Required Action #3: Agreement to Bylaws

BACKGROUND:

In Fall 2015, River Delta Unified joined the Delta Sierra Adult Education Alliance, to help serve our adult education program. This attached document shows updated bylaws and required actions that need board approval in order for the consortium to update.

STATUS:

Should the board approve, these changes will go into effect by August 15, 2019.

PRESENTER: NICK CASEY, PRINCIPAL OF WIND RIVER ADULT SCHOOL

OTHER PEOPLE WHO MIGHT BE PRESENT: N/A

COST AND FUNDING SOURCES:

There is no cost to the district.

RECOMMENDATION:

That the Board approves the 3 required actions to reflect the current DSAEA organizational structures and decision-making process.

Time allocated: 2 minutes



BOARD ACTION TEMPLATE (Revised 6/10/19)

Required Board Action #1: Appointment of Official River Delta Unified School District Representative to DSAEA

In compliance with AB 104, the DSAEA Steering Committee is the decision-making body of the AB 104 adult education consortium. When the Steering Committee is unable to make a decision using shared agreement (described in the Consortium bylaws Procedures), decisions are made by voting.

Each member agency will be represented on the Steering Committee by its senior adult education administrator.

The proposed Official Representative listed below will serve on the Steering Committee.

Proposed Official River Delta Unified School District Representative

Official Representative: TITLE ONLY

Adult School Principal

Required Board Action #2: Agreement to Report on Fund Use and Outcomes

As a member of the Delta Sierra Adult Education Alliance (DSAEA) the River Delta Unified School District and its representatives agree to report using the State approved system on the use of funds as described in Section 84916 of AB 104:

- Adult Education Program (AEP)
- CalWORKs
- Noncredit apportionment for providing instruction in courses in the CAEP programs.
- Perkins
- Local Control Funding Formula apportionments received for students who are 18 years of age or older
- K12 Adult Ed Jail Funds
- WIOA Title II
- Other Fund Sources: Fees or contracted services

As a member of the Delta Sierra Adult Education Alliance (DSAEA) the River Delta Unified School District and its representatives agree to report on the hours of instruction provided by program area, leveraged funds by program area, program operational costs and the following required outcomes as described in AB 104:

- Number of students served
- Improved literacy skills
- Completion of high school diplomas or their recognized equivalents
- Completion of postsecondary certificates, degrees or training programs
- Placement into jobs
- Improved wages

Board Action #3: Agreement to Bylaws

As a member of the Delta Sierra Adult Education Alliance (DSAEA) the River Delta Unified School District and its representatives agree to abide by the following bylaws for implementing AB 104:

1. Representation by officially appointed district employee

Each School District's governing board shall designate an official representative. The consortium leadership shall ensure that only official representatives participate in decision-making of the Consortium steering committee.

2. Assurance of Participation

DSAEA will assure participation of members by ensuring that an officially designated member or alternate is in attendance at all decision-making meetings.

3. Voting Rules

AB 104 established a principle of "shared leadership" between the community college district and the K-12 based adult schools. Based on this guidance, DSAEA will primarily use the "Shared Agreement" model for decision-making. This method develops broad-based agreements through an open, structured collaborative sequence of information development and decision-making (see Appendix A.1). Shared Agreement also includes the San Joaquin and Calaveras County Offices of Education.

Voting will be used as a back-up method. The following agencies have one vote each: Calaveras County Office of Education, Lodi Unified School District, Manteca Unified School District, River Delta Unified School District, San Joaquin County Office of Education, Stockton Unified School District and Tracy Unified School District. The San Joaquin Delta Community College District, has three votes.

There are ten votes in total. Six votes are needed to pass any motion. This voting level means that each segment (K12 adult education and community college district) must have the concurrence of members of the other segment or the County Offices of Education, or both, to achieve approval of any proposal.

4. Approval of Decisions

Decisions are approved and final when each official representative indicates one of the following a) unqualified support for the proposed course of action, b) the course of action is acceptable (best of the options under consideration), or c) they can "live with" the decision (not strong support but believe the process was fair and the decision acceptable). All members indicating a, b, or c means the decision has "shared agreement". If not all official representatives indicate a, b or c, the consortium will identify the areas of disagreement and attempt to develop modifications to gain shared agreement. If shared agreement cannot be achieved within state and local budgeting, implementation and accountability timelines, the consortium will approve decisions attaining a majority plus one of the total votes (i.e., six out of a possible ten votes). (See Appendix A-1.)

5. Process to develop the decision-making model

DSAEA developed the decision-making model by adapting the district-wide decision-making process used at two multi-college California community college districts. The proposal was reviewed and approved by existing steering committee members.

6. Process for proposed decisions to be considered in open, noticed meetings

The consortium will publish a calendar of all steering committee meetings at the beginning of the fiscal year. All meetings will be open to the public. Meeting agendas and/or schedule changes will be published 72 hours before each meeting on a DSAEA website and distributed to the project e-mail distribution list.

7. Provision of Notice of Proposed Decisions

Proposed decisions will be posted on the DSAEA consortium website and distributed to the project e-mail distribution list 72 hours before each meeting.

8. Distribution of Public Comments

Comments submitted by members of the public, including comments submitted ahead of time and submitted at the meeting, will be compiled and submitted with the meeting minutes after each meeting.

9. Process to solicit input from stakeholders

In addition to public comment at the meetings and regularly scheduled steering committee meetings, the consortium will hold periodic input sessions with regional partners to identify needs and opportunities. DSAEA will invite regional partners and send invitations to the project e-mail distribution list. The regional partners will be included on the project e-mail distribution list, which will ensure that they receive notice of the annual calendar of meetings, schedule updates and meeting agendas.

10. Approval of distribution schedule

The consortium will conduct an annual planning and budgeting process reflecting the state's timeline for communicating budget projections and estimates. The distribution schedule will be based on the DSAEA Regional Plan. Specific implementation roles and corresponding distributions will be identified based on a planning process agreed to by the DSAEA Steering Committee. The meetings to develop, receive public comment, and approve the plan priorities and budget (and distribution schedule) will be noticed through publication of the annual calendar of meetings and updates on the DSAEA website and to the distribution list.

11. Fund administrator

DSAEA shall use direct funding of each agency, with one agency serving as a "regional fund holder" for a regional fund.

Direct Funding

Per CAEP regulations, each agency receives its allocation directly and is responsible for all data reporting and accountability functions, and all fiscal management under its existing board policies and California Education Code.

Regional Fund Purpose and Administration

Regional Fund Purpose: The DSAEA Regional Fund’s purpose is to promote a regional, collaborative perspective in identifying and resourcing initiatives that no single member could fund on its own. Examples include funding regional career pathway initiatives

The steering committee will designate one agency, herein called the “regional fund holder” (RFH) to hold the regional fund. The following are the roles and responsibilities of the RFH and DSAEA’s governing body (the DSAEA Steering Committee):

DSAEA Steering Committee Roles and Responsibilities

The Steering Committee makes all substantive policy decisions in accordance with these by-laws, CAEP guidance and regulations and California Ed Code (e.g., hiring of consortium staff, contracting, funding support for collaborative initiatives). The decisions will be made in accordance with the procurement and bidding requirements of the RFHs governing board policy

Regional Fund Administration

The RFH is entitled to only the mandated overhead rate and has no other entitlement to the regional fund, other than as decided by a vote of the DSAEA’s governing body, i.e., the Steering Committee. The RFH expends CAEP funds solely at the direction of the steering committee. The Regional Fund shall be managed pursuant to all guidance and regulations from the CAEP office related to fund spend-down rates.

12. Members join, leave or be dismissed

Members will be permitted to join pursuant to state law. State law will govern members’ resignations. Potential local standards include the following: Members seeking to leave must give as much notice as possible, no less than six months, and enter into binding discussions with the project directors regarding any outstanding deliverables or unused CAEP funds. DSAEA will develop policies based on state law for dismissal. Potential factors include regular attendance at DSAEA Steering Committee meetings and effectiveness in serving adult learners.

Bylaws Appendix A

Shared Agreement Decision Model

The recommended DSAEA decision model has three key elements:

1. Members collaborate from the start of the planning and decision-making process using a participatory, structured and data-based process: The core to developing shared agreements is engaging core stakeholders in a transparent and credible process encompassing the following key phases:

- Developing a common agenda (problem definition and vision of success)
- Identifying and implementing projects that generate client outcomes and promote collaborative capacity building
- Measuring shared and individual success
- Adjusting and learning over time

2. All decisions are documented: Every recommendation will be documented in detail and be made available to all members, stakeholders and the public.

3. The primary decision rule is “Shared Agreement”: Shared agreement means that all members of a group support a given decision, either because they fully support it or because they believe it's a viable solution that was developed through a credible process. Shared agreement is a structured consensus process by which a group makes decisions by considering the perspectives and interests of all members. **Shared agreement is achieved when all members of the group rate a proposal as A, B or C, as shown below. If any Steering Committee members select option D, shared agreement is not achieved.** At that point the issue being considered can be refined and tested for shared agreement. A given issue can be refined and tested for shared agreement several times, to include as many interests in the final decision as possible. If shared agreement cannot be reached within the time constraints of the planning-budgeting cycle, the DSAEA Steering Committee will vote on the issue (see DSAEA bylaws Items 3 and 4).

Steering Committee members would indicate one of the following choices with regard to proposed decisions:

A: Unqualified support

B: Acceptable – best of the options we have

C: Can live with the decision. The proposed decision is seen as viable, though perhaps not the one that a member would have preferred. The member believes the agreed-upon process was followed and all viewpoints received a fair hearing.

D: Do not fully agree with the recommendation; need to have my viewpoint included in the documentation as a minority report

Bylaws Appendix B

Summary of Voting Rules

	Votes
Stockton Unified	1
Lodi Unified	1
Manteca Unified	1

River Delta Unified	1
Tracy Unified	1
SJ COE	1
Calaveras COE	1
Delta College	1
TOTAL	8

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 10.26

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

SUBJECT:

Request to approve the River Delta Community Day School Title I Plan for 2019-2020

BACKGROUND:

The US Department of Education requires schools that are identified for the Targeted Title I program to develop a plan that specifies what actions step will be implemented to assist the identified socio-economically disadvantaged students at the school.

STATUS:

For the 2019-2020 school year, River Delta Community Day School was identified for the Targeted Title I program and, therefore, a Title I team from CDS collaborated and developed a plan for the school for the 2019-2020 school year.

PRESENTER: Maria Elena Becerra

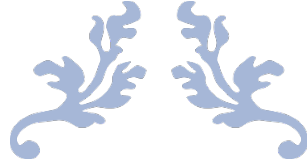
OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: \$0.00

RECOMMENDATION:

That the Board approve the 2019-2020 River Delta Community Day School Title I Plan.

Time allocated: 2 minutes



RIVER DELTA COMMUNITY DAY SCHOOL

Title I Plan

2019-2020

MAY 28, 2019

RIVER DELTA COMMUNITY DAY SCHOOL
160 Courtland High School Lane, Courtland, CA 95616

River Delta Unified School District Board of Trustees

Alicia Fernandez – President

Don Olson - Vice President

Marilyn Riley – Clerk

Chris Elliott – Member

Rafaela Casillas – Member

Jennifer Stone – Member

Dan Mahoney – Member

District Administration

Don Beno, Superintendent

Kathy Wright, Director of Educational Services

Mokelumne High School

Maria Elena Becerra, Principal

Title I Team

Maria Elena Becerra, Principal

Gregory Davis, Community Day School Teacher

Rodney Palmer, Mokelumne High School Teacher

Mollie Maiden, Instructional Assistant

Rita Martin, Secretary

Jason Lacy, Student at Mokelumne High School

River Delta Community Day School

Title 1 Plan

Overview

River Delta Unified School District Mission Statement

In a culturally diverse community, rich in agricultural and family tradition, the River Delta Unified School District will provide a safe, student-centered education which promotes challenging academic standards enhanced by technology and encourages social responsibility, resourcefulness, and an appreciation for continuous learning so that all students are prepared to realize their maximum potential.

Mission Statements

River Delta Community Day School realizes that every student's learning and social development needs are assessed individually. Therefore, staff will provide a non-threatening learning environment that enables students to reach their academic goals through flexible, individualized instruction. Staff recognizes the importance respect and dignity play in molding a positive self-respect and self-worth. Students will be assisted in identifying their strengths, maximizing their potential and encouraged to become productive members of our society.

School Descriptions

River Delta Community Day School serve mandatory and other expelled students, students referred by a School Attendance Review Board (SARB), and other high-risk youths that are referred due to discipline. The 360-minute minimum instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Community day school programs also focus on the development of pro-social skills and student self-esteem and resiliency. River Delta Community Day is intended to have low student-teacher ratios. Students benefit from learning support services that include school counselors and psychologists, academic and vocational counselors, and pupil discipline personnel. Students also receive collaborative services from county offices of education, law enforcement, probation, and human services agency personnel who work with at-risk youth.

Due to the uniqueness of our students' families and lifestyles, we expect our students at these alternative programs to develop self-confidence, a sense of responsibility, and respect for a variety of viewpoints. The school population and profile undergoes constant change, as we intake and exit students on an as needed basis. There is the opportunity to maintain promotion and graduation requirements, as well as possibility of gaining additional credits, with administrator approval. Because of the nature of the programs, the students have their own schedule, separate and unique from the rest of the schools in the district.

Title I Team

The Title I team at River Delta Community Day School is composed of the two teachers, support staff, students, parents and administrator. Both schools have collaboratively developed a written Title I Plan with input from Title I parents and staff. All parents were asked to complete a Title I parent/family engagement survey to solicit their input. Using the results of the survey, the Title I planning team developed the Title 1 Plan last school year and revised this year. In addition, support staff followed up over the phone with parents to verbally ask the questions on the Title I survey that was mailed to them.

Planning with the Local Educational Agency (LEA)

School administrator consulted and with LEA to align the Title I plan to meet the needs of the district and the Local Control and Accountability Plan (LCAP) goals 2017-2020. We have also had staff meetings where we discuss the steps needed to accomplish some of the goals to improve some of the schoolwide programs and to provide the additional targeted support to the students. The Title I plan and school plan is ensuring each individual student receives appropriate support based on individual plan. Some of the additional support offered at River Delta Community Day School is English Language Development, Special Education support, college and career readiness counseling, and/or individual academic or social emotional counseling.

LCAP Goal 1	Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready	
Actions and Services		
District	Site-Based Action	Funding
Integration of CCSS of technology skills into the classroom, assignments, projects and instruction.	Provide individual licenses for CCSS aligned online program to complete some of their graduation requirements.	Educational Services
ELD and NGSS standards training	Provide ELL students ELD instruction daily. Ongoing collaboration and observations of ELD teacher at a comprehensive high school. Support ongoing ELD collaboration time between teacher and ELD specialists on a quarterly basis. Provide ELD direct instruction to ELL students.	District Educational Services

	Provide additional ELD training in the 2018-2019 school year.	
Provide collaboration and articulation time to: Ensure all students have a 6-year learning plan and all high school students have a 4-year learning plan to meet their college and career readiness.	<p>Create a 4-year learning plan for each student with courses to meet school graduation requirements based on their 4-year plan and the credits needed.</p> <p>Review transcripts and assign courses based on each individual student needs.</p> <p>Schedule monthly college presenters to provide students with information about the programs they offer.</p> <p>Provide information and assistance on completing their FAFSA application.</p> <p>Provide instruction on how to apply for a job and how to complete a resume.</p>	<p>Educational Services</p> <p>Title I * Site</p>
Purchase common assessments and protocols/rubrics to assure all students are making progress towards grade level standards mastery	<p>Administer the MAP assessment twice a year.</p> <p>Administer all grade level appropriate CAASPP assessment to eligible students.</p>	Educational Services

LCAP Goal 2	Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD standards in grades K-12	
Actions and Services		
District	Site-Based Action	Funding
In order to provide an instructional program that supports full implementation of the CCSS in grades K-12 RDUSD will follow the district's adoption cycle for textbooks in all areas for grades K-12, including ELD curriculum for the LTEL and Newcomer class; ensure replacement to maintain 100% sufficiency in all content	<p>Provide individual licenses for CCSS aligned online program to complete some of their graduation requirements.</p> <p>Provide district approved ELD curriculum for ELL students.</p>	Educational Services

areas: pilot at least 2 different K-12 NGSS-aligned, SBE textbooks.		
Provide educational software licenses and programs that promote navigation and keyboarding skills as well as support enrich the instructional program that aligns with the CCSS, NGSS and ELD Standards. – Renaissance Learning, IXL, Lexia, Turnitin	Schedule an elective course on Renaissance Learning. Administer the STAR Reading to identify their reading level and they are given a goal for the quarter/semester. Assign Newcomer students English in a Flash on Renaissance Learning to practice their English language skills and for elective credits.	Educational Services
Continue to purchase Chromebooks to reach 1 to 1 ratio of computers to children.	Replace broken Chromebooks when needed.	Title I Site
Continue to implement the Career Technical Education pathways in grades 9-12 to enhance the learning opportunities for all learners.	Schedule monthly presenters from community college or/and trade school programs for college and career exploration. Schedule meetings with students in small group or individual to help them explore on different career options. Schedule one or two field trips to a college campus to learn more about specific programs or to have them explore on career options.	Title I Site
Continue to provide a Teacher on Special Assignment (TOSA) to provide staff development and support geared toward the integration of technology in the classroom to support teaching and learning	Schedule TOSA meetings/class lessons that incorporate technology to enhance student learning.	Educational Services

LCAP Goal 3	Provide facilities that are safe and well maintained with classroom that are wired and equipped to use technology to support instruction.	
Actions and Services		
District	Site-Based Action	Funding

<p>Prioritize hiring additional custodial and maintenance staff to reinstate staffing to levels prior to budget cuts during the recession.</p>	<p>Provide custodial and maintenance time to ensure the facility is in adequate conditions.</p>	<p>District</p>
<p>Continue management and implementation of Aeries.net district wide to support site management and district management of student data and accuracy of data submitted in CALPADS. Continue using Aeries.net for gradebook districtwide.</p>	<p>Continue the implementation of Aeries.net to manage student data and accuracy data submitted to CALPADS. Provide parents the accessibility to access student grades.</p>	<p>Educational Services</p>
<p>Utilize parental input on concerns/issues with school site cleanliness and safety. This feedback may be acquired from a variety of means including but not limited to PTC, DELAC, ELAC, LCAP advisory committees and informal feedback from site administrator.</p>	<p>Mail out parent surveys or call parents to receive input on concerns/issues with school site cleanliness and safety. This feedback may be acquired from a variety of means including but not limited to DELAC and/or LCAP advisory committees and informal feedback from site administrator.</p>	<p>Educational Services</p>
<p>Using the online work order system, the district will continue to provide immediate access to the status of each work order that is submitted to the administrator who submits the work order. The information from this system will be used to complete the Facility Inspection tool and this summary will be included in the annual SARC.</p>	<p>Using the online work order system, the district will continue to provide immediate access to the status of each work order that is submitted to the administrator who submits the work order.</p>	<p>District</p>
<p>The Superintendent or designee will continue to perform a walkthrough of each school with the Director of M&O to assess facility maintenance, cleanliness and facility improvement each semester.</p>	<p>Schedule a walkthrough with the Superintendent/designee and school administrator to continue to perform walkthroughs with the Director of M&O to assess facility maintenance, cleanliness and facility improvement each semester. Schedule a monthly meeting with the head custodian to review the overall needs of the facility (including and not limited to the Courtland Auditorium).</p>	<p>District</p>

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LCAP Goal 4	Provide meaningful and varied opportunities for the parents to be involved with supporting their child's academic achievement.	
Actions and Services		
District	Site-Based Action	Funding
<p>In order to provide a meaningful and varied opportunities for parents to be involved in the RDUSD, we will provide:</p> <ul style="list-style-type: none"> - School Readiness home visits, family Storytime, Family Playgroups (BES, WGS and IES) - First 5 Family Resource Center (BEST, WGS and IES) - Family Literacy Nights (IES, DHWS, WGS, BES) - Migrant Education Parent Advisory Council Parent Conference - Family Education Nights (CMS, RMS, DHS, and RVHS) 	<p>In order to provide a meaningful and varied opportunities for parents to be involved at Community Day School, we will provide:</p> <ul style="list-style-type: none"> - Family Education Nights one each semester <ul style="list-style-type: none"> o FAFSA Parent Night o College Parent Academy o Graduation Requirements - The opportunity for parents to go to the college campus tours - Migrant Education Parent Advisory Council Parent Conference 	Title I Site
<p>Provide staff training opportunities to improve communication and outreach efforts to families of out English Learners (ELs) and our foster youth families and implement the strategies.</p>	<p>Provide staff training opportunities to improve communication and outreach efforts to families of out English Learners (ELs) and our foster youth families and implement the strategies.</p> <ul style="list-style-type: none"> - Continue with the implementation of ONE positive call a week to notify parents and build positive rapport with student. Positive Call Logs each quarter. - Provide counseling time to students and families as needed. 	Educational Services

	- Schedule parent-teacher contact based on need (meetings or calls)	
Improve website and ensure materials are in both English and Spanish.	Improve website and ensure materials are in both English and Spanish.	Site
Continue and expand used of School Messenger auto-dialer to keep families informed.	Continue and expand used of School Messenger auto-dialer to keep families informed.	
Distribute district and site level newsletter, grading reports and pertinent information regarding district and state assessments in both English and Spanish.	Distribute district and site level newsletter, grading reports and pertinent information regarding district and state assessments in both English and Spanish. - Provide Parent access to the online programs -	Educational Services Site
Provide in service for parents during on-site parent engagement nights, such as ELAC meetings, using our TOSA and Chromebooks to teacher parents to access their student's grades and use the online resources in the textbooks to help their students	Provide an informational evening for parents during on-site parent engagement nights on how to access their student's grades and use the online resources in the textbooks to help their students with the support of our TOSA.	Title I

LCAP Goal 5	Foster a school and district culture that ensures academic/social and emotional well-being for all students.	
Actions and Services		
District	Site-Based Action	Funding
RDUSD will ensure teachers/staff have necessary skills to manage behavior and minimize student disruption, suspensions, and expulsions whenever possible through alternative means of correction and provide incentives for good character and academic achievement.	Community Day School administration will ensure teachers/staff have necessary skills to manage behavior and minimize student disruption, suspensions, and expulsions whenever possible through alternative means of correction and provide incentives for good character and academic achievement.	Title I Site

	<ul style="list-style-type: none"> - Provide incentives from the market - Positive Parent Calls (one student per week) - Provide a positive behavior incentive in the classroom. 	
Continue to provide counseling services and programs for students in grade K-12	Continue to provide counseling services every other Wednesday. Continue to provide support from the District's behaviorist as needed.	Special Education Educational Service
Maintain contract with community based counseling and therapy services for mentoring programs	Maintain contract with community based counseling and therapy services for mentoring programs <ul style="list-style-type: none"> - Rio Vista CARE program - California State University, Sacramento school counseling interns beginning the 2019-2020 school year. 	Educational Services Site
Continue site based attendance reward and incentive programs.	Continue site based attendance reward and incentive programs. *Provide 2-3 hours a week (as needed) of outreach services by the instructional assistant to help students improve attendance and communication between parents and school.	Title I * Site
Provide school-based social worker.	*Provide 2-3 hours a week (as needed) for the bilingual secretary to serve as Parent Liaison to keep parents informed and rebuild parent engagement	Title I* Site
Provide professional development for staff on targeted populations including Trauma Informed schools, CABE, Understanding Poverty and conferences associated with mental health	Provide professional development for staff on targeted populations including Trauma Informed schools, CABE, Understanding Poverty and conferences associated with mental health	Educational Services
Provide transportation for unduplicated pupils, district wide to ensure access to school and positive attendance.	Provide transportation for unduplicated pupils, district wide to ensure access to school and positive attendance.	District

Recommendations and Assurances

The Title I team at Community Day School recommends this plan and proposed actions and services to the River Delta Unified School District governing boards for approval and assures the board of the following:

1. The Title I team is constituted and formed in accordance with eh district governing board policy and state and federal law.
2. This Title I plan is based on a thorough analysis of student academic performance. The actions and services proposed here in form a sound, comprehensive, coordinated plan to reach stated goals to improve student academic performance.

Attested:

Maria Elena Becerra _____
School Principal Signature of School Principal Date

Greg Davis _____
School Teacher Signature of School Teacher Date

Rodney Palmer _____
RDCD School Teacher Signature of RDCD School Teacher Date

Jason Lacy _____
Name of Student Signature of Student Date

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: x_____

From: Antonia Slagle, CSPP Program Director

Item Number: 10.27

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

SUBJECT:

Presentation of RDUSD CSPP Contract #8405 Program Self Evaluation

BACKGROUND:

Each contract year CDE requires early learning contractors to conduct a program self evaluation. The attached documents reflect the 2018-2019 fiscal year review,

STATUS:

The program self-evaluation was completed in May 2019 and submitted to CDE on June 1, 2019.

PRESENTER:

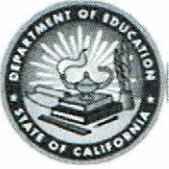
OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

That the Board reviews the program self-evaluation to better understand the growth and goals of the program.

Time allocated: 5 minutes



Program Self-Evaluation Fiscal Year 2018–19

1. **Contractor Legal Name** (Full Spelling of Legal Name required. Acronyms or site names not accepted):
River Delta Unified School District
2. **Four-Digit Vendor Number:**
6741
3. **Program Director Name** (as listed in the Child Development Management Information System [CDMIS]):
Antonia Slagle
4. **Program Director Phone Number:**
916-777-6515

5. **Program Director Email:**
aslagle@rdusd.org

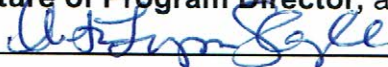
6. **Statement of Completion:**

I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Review Instrument (PRI), age appropriate Environment Rating Scales, Desired Results Parent Survey, Alternative Payment and/or Resource and Referral Parent Survey, and the Desired Results Development Profile for all applicable contract types, per *California Code of Regulations*, Title 5 (5 CCR), Section 18279. I also certify that all documents required as part of the PSE have been completed and are available for review and/or for submittal upon request.

Program Review Instrument (<https://www.cde.ca.gov/ta/cr/proginst201819.asp>) **includes:**

- Desired Results Developmental Profile (PRI Item 8)
- Desired Results Parent Survey (Center-based Contracts, PRI Item 9)
- Parent Survey (Alternative Payment and/or Resource and Referral Contracts, PRI Item 9)
- Age Appropriate Environment Rating Scales (PRI Item 18)

7. **Signature of Program Director**, as listed in the CDMIS (Wet signature):



8. **Date of Signature:**

May 29, 2019

9. **Name and Title of contact person completing the PSE:**

Antonia Slagle, Program Director

10. **Contact Person Telephone number:**

916-777-6515

11. **Contact Person Email Address:**

aslagle@rdusd.org

12. **NOTE: See instructions for submission of the PSE.**

Summary of Program Self-Evaluation Fiscal Year 2018–19

13. In accordance with Title 5 *California Code of Regulations* (5 CCR), Section 18279(b)(3), provide an assessment, in narrative format, summarizing the:

- A) Staff and**
- B) Board member participation, in the PSE process.**

Answers are not limited to space provided. Attach additional (Word document) sheets as necessary.

The self-evaluation process for the RDUSD State Preschool Program for 2018-2019 began in July 2018 and will end June 30, 2019. In July 2018, each teacher identified individual professional development goals for the year based on last year's PSE and the reports connected to it. Through the analysis, the program director and site supervisor/lead teacher participated and completed A Year in Class through Sacramento County and used it as a guide to inform staff meeting professional development.

The program is in its second year using Desired Results for Parents and Families (DRDP) Online as our system to input child observations, monitor progress, and plan for instruction. Staff also used classroom ratings from Early Childhood Environmental Scale (ECERS) and Classroom Assessment Scoring System (CLASS), which were completed by the QRIS staff of Sacramento County to measure classroom environment, materials and interactions. The staff met regularly to reflect, share, modify plans and participate in professional development. Each staff member completed training based on their plan, including: CECO units on DRDP and Preschool Foundations; Love and Logic training; a class on tantrums that all teachers completed; and Preschool Foundations live training. The site supervisor attended CAEYC and professional development on the CSPP program in addition to completing A Year in CLASS.

The CSPP Leadership Team also continued to work with district staff to improve our programming. The program director and the site supervisor met with Maintenance and Operations through the year to improve the physical environment as identified by our ECERS report. The program director and site supervisor also met with the district's Special Education Coordinator, First 5 staff, and district nurses to continue improving screenings, identification and assessments for preschool-aged children.

13. In accordance with Title 5 California Code of Regulations (5 CCR), Section 1879 (b)(3), provide an assessment, in narrative format, summarizing the:

A) Staff and

B) Board member participation, in the PSE process.

Continued...

The program director also participated in the First 5 Sustainability Plan process by providing input at two sustainability meetings. She also met with the RDUSD First 5 director about our findings, which resulted in financial support from First 5 in the form of supplies and training to improve ratings. The directors will meet again in July to make a new plan.

In September 2018 the staff analyzed the results of the Parent Survey after its administration. Staff then created action plans based on the findings. Staff continued to monitor and improve on staff-parent interactions and parent engagement through an orientation, quarterly Parent Advisory Committee meetings, progress reports, and held two parent conferences. Parents had access to their child's portfolio and had access to the Summary of Findings for different aspects of the program in the classroom. Parents continued to volunteer in the classroom. Staff worked with First 5 to bring learning opportunities that matched family interests. The results of the Program Self Evaluation were presented to parents at the PAC meeting on May 23, 2019. The program director and site supervisor took feedback, which will be used in the 2019-2020 program year.

Our Preschool Leadership Team met throughout the school year to check, monitor and refine our goals. School board members Jennifer Stone and Dan Mahoney toured the preschool classroom in spring 2019 and the director and site supervisor provided information about the program. The program director will be presenting the Program Self Evaluation to the board at its June 11th meeting. While the staff has analyzed different pieces of the program since spring 2019, the site supervisor and program director will present the PSE for staff in our first staff meeting in June, 2019.

14. In accordance with 5 CCR, Section 18279(b)(5), provide a summary of the program areas that:

A) Did not meet standards and

B) A list of tasks needed to improve those areas.

Summary is to include all contract types for your agency. Answers are not limited to space provided. Attach additional (Word document) sheets as necessary.

please see attached

Using a narrative format, summarize the staff and board member participation in the PSE process:

Provide a summary of the program areas that did not meet standards and a list of tasks needed to improve those areas.

Key Findings DRDP Parent Survey:

Parents are overwhelmingly satisfied with the overall quality (80%) of our program, and the remainder being satisfied. All parents feel that their children are safe and happy at school. We work hard at the elementary school level to create a culture where parents feel welcome and appreciated on campus, this trickles down into our preschool program and it shows in our parent survey scores. With that being said, we picked a few areas we would like to improve on and have created some action steps.

20% of parents would like receive more information about how their child is doing the program, 20% would like more information regarding experience and training of staff, 40% of parents would like more cultural activities and 30% would like to have more parent involvement/engagement

Action Steps:

How child is doing in the program:

Staff will create a simple weekly progress sheet to send home with students on what the children are working on in school that particular week. Staff will make sure to have daily check in's with parents at pick up and share something positive his or her child did that day. Wipe n write board updated daily with daily highlights for parents. Formal Parent teacher conferences will be held twice a year, and parents are encouraged to schedule conferences as needed.

Experience and training of program staff:

During Parent Orientation we will have formal staff introductions, explain permits and Child Development degrees, and show where our "meet the teacher" parent area is. We will also be adding a *Teacher Spotlight* quarterly to our newsletter. This will include bios, education, work experience and fun facts about our preschool teachers.

Cultural Activities:

Parents will be educated and informed about the Isleton Elementary ELAC and site council organization. This organization gives feedback, approves budgets for the school and plans events. We will collaborate with First Five and the Sacramento County Library to bring culturally diverse activities, musicians, presenters for our families.

Parent Involvement/engagement:

We will encourage all parents to join PAC (parent advisory committee), which will meet 3-4 times per year. A *parent helping box* will be created for parents to assist the classroom teacher with project preparation, making copies, etc.. A volunteer skills survey will be sent home in the fall to inquire what specific skills our families would like to share with the class. The site supervisor will schedule parent classroom volunteers according to their responses on the volunteer surveys.

Key findings Environmental Rating Scale:

We were evaluated in January of 2019 through the Raising Quality Together program. We received an overall score of 5.26, which was an increase from our previous evaluation. Anything above a 5 is good and we received a score of 5 or above in language and reasoning, program structure, and parents and staff. With our increased ERS score we were able to move up to Tier 5 in RQT, Raising quality together.

We did not receive a 5 in space and furnishings (4.88), personal care routines (2.33), and interaction (4.40)

Space and furnishings: (average 4.88) Key findings were staff restroom not handicapped accessible, shared hooks for children's belongings, sleeping mats came in contact with one another, art displayed was not more than 50% produced by children, and outdoor playground gates had an entrapment issue.

Personal Care routines: (average 2.33) key findings were children brought unhealthy snacks from home, table washing before meals, no sanitizing agent used, same sink is being used for handwashing before meals and toileting and not being sanitized in between, handwashing did not occur more than 75% of the time, not close visual supervision of children using restroom, personal belongings touching each other in cubbies and nap mats.

Interactions: (average 4.4) key findings were lack of supervision while children were using bathroom and coming in from playground with a teacher, transition times were too long

Action Steps:

Space and furnishings: Staff will be advised to use restrooms in building EF which are handicap accessible, new cubbies were ordered and are now in place in the classroom so that children have their own personal cubbies; therefore, their belongings won't be touching. A new cot cart has been set up so that the nap mats are off the floor and no longer cross contaminating. Classroom teacher scaled down the teacher created bulletin board and created a clothesline to display more children's art work. Teachers are doing less crafts and more art. At least 50% of wall art will be children produced. Potential gate entrapments on the gates on the outdoor playground will be addressed by our MOT team.

Personal care routines: staff training on table washing, hand washing and sink sanitizing was done in March 2019. Sanitizing agent was added making it a two-step table washing system. Also, bathrooms are wiped down before and after toileting at mealtime. Staff and children are reminded daily the

importance of handwashing and when to do it. Supervision during toileting has been addressed during our April Staff meeting. We went over the importance of always having 100% visual of all the children in the classroom and at recess. We also went over not allowing the children to come into the classroom to use the bathroom from recess with a teacher. Touchless faucets, soap dispensers, and paper towel holders were all installed to help with cross contamination during handwashing.

Interactions: Supervision of the children was addressed during an April training. The teaching staff also analyzed the daily schedule to try to eliminate “waiting periods” during transition times. The morning time was rearranged by putting carpet squares out before the children arrive at circle. Also, when the children are done eating breakfast, they’re excused to their carpet square to do quiet reading.

15. In accordance with 5 CCR, Section 18279(b)(6), provide a summary of program areas that:

A) Met standards and

B) Explains the procedures for ongoing monitoring to ensure that those areas continue to meet standards.

Summary is to include all contract types for your agency. Answers are not limited to space provided. Attach additional (Word document) sheets as necessary.

please see attached

Provide a summary of areas that met standards and a summary of procedures for ongoing monitoring to ensure that those areas continue to meet standards.

DRDP, Desired Results Developmental Profile

As a program we reflect on our DRDP process and set the program goals. We have had success in meeting and exceeding our goals for many years. It takes coordination of staff development specific to our program needs, ordering materials to support these goals, monitoring children to ensure goals are being met, staff accountability to ensure goals are being worked toward and partnering with parents and providing parent education to ensure a link between home and school. Our staff works hard to complete portfolios for each child, provide one contact each month throughout the school year (such as parent educational workshops), twice yearly formal parent teacher conferences, as well as encouraging parents to volunteer in their classrooms.

Our spring 2019 DRDP reports showed that for the students in our program, the majority were building middle or above range in all domains. 56% of our English learners are integrating early, and over 52% of our students were in building later or integrating earlier in Math.

For our 3-year old students returning for another year of preschool next year, the majority of students were in the building earlier; specifically 50% of them were in building later in social and emotional development.

We recognize that these scores are indicative of the typical development continuum of literacy development; however we would like to focus on literacy development for the 2019-2020 school year. Action steps include library visits, Raising a Reader program, smaller group story times during center time, all new staff trained on Handwriting without Tears. We are planning on adopting Tree Frog bilingual curriculum; this research based preschool curriculum is aligned with the Preschool Learning Foundations, and provides specific support in all the developmental domains, including literacy.

Another key finding was that 43% of our class was the building middle stage in the Health domain. Our action steps for the upcoming year include: eliminating "sporks" and adding a spoon and fork to meal time, and changing our cup to make it easier for the children to hold and pour. We will also be placing dressing frames out during center time to help with snapping, zippers, buttons, and lacing which are part of the dressing measure.

Our preschool teachers currently collaborate once a month around classroom instruction. We will be adding a monthly half day substitute to fill in specifically to allow time for lesson planning. Teaching staff will be trained in July 2019 on newly adopted Frog Street curriculum.

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: None

From: Don Beno, Superintendent

Item Number: 10.28

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

SUBJECT:

Donations

BACKGROUND:

Donations to Receive and Acknowledge:

Riverview Middle School – Team Building Events

Beth Brockhouse - \$333.32

Rio Vista Lions Club – United States and California Flags

STATUS:

PRESENTER:

Don Beno, 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: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 12

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

SUBJECT:

Request to approve the Federal Addendum to the 2019-2020 Local Control & Accountability Plan (LCAP)

BACKGROUND:

The US Department of Education distributes and monitors the use of federal funds.

STATUS:

For the 2019-2020 school year, all LEAs receiving federal funding are required to complete the approved template for the Federal Addendum to the Local Control & Accountability Plan (LCAP).

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: \$0.00

RECOMMENDATION:

Approve the Federal Addendum to the LCAP for use of federal funds allocated to River Delta Unified School District.

Time allocated: 3 minutes

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

River Delta Unified School District

CDS code:

34-367413

Link to the LCAP:

(optional)

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.)*

Title I, Part A

Title II, Part A

Title III, Part A

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.

The River Delta USD administration, teaching staff and support staff believe that all students are capable of high levels of academic achievement if they are assessed properly and frequently, provided with interactive and engaging instruction, and targeted with individualized intervention and enrichment. We expect all employees interacting with our students to seek to understand the learning gap (knowledge, will, capacity, skill, and/or social-emotional) first, assume positive intent and work collaboratively with the student and families to develop the best approaches to filling that gap and monitor his/her growth every step of the way.

We are committed to increasing the student-to-student interaction in the classroom through content-based, thoughtful and well-planned opportunities for engaging our students in academic conversation within every lesson taught. Organization and support for professional development, mentoring, collaboration, and effective use of planning and preparation time is critically important for the success of this strategy.

River Delta Unified School District has developed a comprehensive plan informed by stakeholder input for serving all of our students – struggling, high-achieving, within specific subgroups and our general population. This plan is reflective of and across all accountability documents including the LCAP, Title II Plan, EL Master Plan, Performance Indicator Review (PIR) Plan and Migrant Education District Service Agreement (DSA) to ensure alignment. Our five district goals are as follows:

LCAP GOAL 1: STUDENT ACHIEVEMENT

Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready

LCAP GOAL 2: INSTRUCTIONAL PROGRAM

Provide an instructional program that supports full implementation of the CCSS, NGSS, and ELD Standards in Grades K-12

LCAP GOAL 3: FACILITIES

Provide facilities that are safe and well-maintained with classrooms that are wired and equipped to use technology to support instruction.

LCAP GOAL 4: PARENT ENGAGEMENT

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement

LCAP GOAL 5: SCHOOL AND DISTRICT CULTURE

Foster a school and district culture that ensures academic, social and emotional well-being for all students.

Alignment

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 program

River Delta Unified School District has developed a comprehensive plan informed by stakeholder input for serving all of our students – struggling, high-achieving, within specific subgroups and our general population. This plan is reflective of and across all accountability documents including the LCAP, Title II Plan, EL Master Plan, Performance Indicator Review (PIR) Plan and Migrant Education District Service Agreement (DSA) to ensure alignment.

The efforts that River Delta USD is making to align the use of federal funds with activities funded by the state and local funds in our LCAP are specifically addressed in the following LCAP goals and actions:

LCAP GOAL 1:

Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready

ACTION 10: Provide administrator to oversee state-funded EL program who will spend approximately 9% of the work year focused on careful monitoring all components of the program.

ACTION 11: Provide ELD specialists at each elementary school site to proceed the EL and LTEL instruction being provided by state funding.

ACTION 12: Provide bilingual assistant to work closely with the onsite ELD Specialist as well as the site and EL program administrator to support communication with families during parent/student team meetings, in district meetings, and school and district informational flyers.

ACTION 15: Provide intervention services to improve literacy and mathematics skills for students in Grades K-6 and monitor the progress of students in Grade TK-12 who are struggling to make adequate academic progress on their curriculum-based assessments, district benchmark assessments, and annual state assessment.

LCAP GOAL 4:

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement

ACTION 2: Provide staff training and opportunities to enhance and improve communication and outreach efforts to families of our English Learners (ELs) and our foster youth families and implement the strategies.

The LCAP process is an on-going process to monitor actions and expenditures in support of our 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:

River Delta Unified School District is committed to identifying, supporting and monitoring our educators who are ineffective, inexperienced or teaching out-of-field.

For the past three years, we have invested in a Teacher on Special Assignment (ToSA) who is responsible for providing direct and on-going instructional coaching and professional learning opportunities to all tenured and newly hired teachers. The district administration leadership team works in partner teams to complete site walk-throughs to assess the teacher effectiveness focused on our district's instructional improvement initiative. The ToSA uses this walk-through data to respond to the teachers' needs for professional development and coaching.

River Delta USD is proud of the well-designed and implemented Teacher Induction Program (TIP) that first and second year teachers holding a preliminary credential can participate in. The program is based on inquiry and reflecting on current practices to improve future practices.

In addition, River Delta USD designed and implemented an Intern Support Program to ensure that our teachers who are simultaneously enrolled in an internship program and assigned to a teaching position receive adequate support from our experience and effective staff members. This support is in addition to the support they receive from the mentor from their internship program.

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:

River Delta Unified School District (RDUSD) recognizes that parent engagement is a vital component that significantly impacts the success of our students. We are committed to actively engaging families into our daily instructional program and operations of our schools for the purposes of improving instructional program and collaborative decision-making for their child(ren).

The LEA and the school sites receiving Title I funds conduct family trainings and parent outreach by offering programs, activities and procedures that have been suggested in collaborative meetings, such as School Site Council(SSC), MEP Parent Advisory Council (PAC), District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), with our parents. Our sites present the RDSUD Parent Involvement Policy to each parent at their Back-to-School Night to encourage all parents to participate in their child's education. Our parent involvement committees are in place to provide current information, educate the parents on our system and protocols and build leadership skills and self-efficacy within our parents.

It is an expectation of all parent to attend the parent teacher conferences scheduled for them and are strongly encouraged to be present for all awards assemblies, sporting events and all other extra-curricular activities. Parent academies and family nights are offered at our Title I sites. Our student information system, Aeries, offers the parents an opportunity to access their child's grades and attendance records through their Parent Portal.

Early childhood education parenting classes are offered through our First 5 Family Resource Center. They help provide family stability and knowledge for improving their parenting skills. These classes focused on healthy lifestyle choices such as proper eating, exercise, obesity prevention, and nutritious recipes. The learning our parents engage in has a direct impact on our students' achievement.

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:

All of the schools in RDUSD are schoolwide programs. For these programs, we actively monitor the data from our curriculum-based assessments, teacher-created assessments, supplemental curriculum reports, district benchmarks (NWEA-MAP), and all results associated with the CAASPP. Our educational staff, including our paraprofessionals, specialized instructional support staff and administrators, use this data to identify and prioritize students who are in need of academic assistance. Rosters and schedules for newly identified students are adjusted to accommodate their participation in their academic assistance program at their school site. Likewise, students who show marked progress and are identified to be able to exit these programs but are carefully monitored thereafter. Each school site has a Student Study Team (SST) which holds meetings with the parents of students participating in the program to effectively communicate about each student's progress and receive feedback and information from the parent.

RDUSD uses the results of our districtwide parent, staff, and student surveys to identify and target the social and emotional needs of our students, staff and parents. We also rely on the report generated from the California Healthy Kids Survey to educate ourselves on the unhealthy lifestyle practices that our students are engaging in. Our Family and Student Support Coordinator (MSW) provides leadership for our school counselors and works with them to design programs that target our challenge areas. She also works with our teachers, paraprofessionals and administrators to implement effective social and emotional structures to promote student stability and minimize discipline issues. We offer an alternative educational placement at River Delta Community Day School for students struggling to stabilize their behavior and attendance challenges and/or have been suspended or expelled from their comprehensive school setting. The use of TUPE funds from one of our three counties supports drug and alcohol awareness program in one of our middle and high schools by offering classes focused on common trends such as vaping, excessive alcohol consumption and cannabis edibles.

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:

The RDUSD Homeless Children and Youth Services Liaison continuously monitors the academic, emotional and physical well-being of our homeless children and youth. Our educational staff receives training each year on the difficult situations these students are in and how to appropriately assign, adjust and respond to their needs. We purchased a small vehicle to use in the event that we must urgently respond to their transportation needs. Our Homeless families are individually contacted at the start of every school year to invite them to visit the Educational Services department where they are offered new backpacks, lunch boxes, a new set of school supplies, school spirit wear and everyday clothing. At that time, they have the opportunity to privately express any additional needs they may have that time that could be a barrier to their child(ren)'s success in the upcoming school year, especially if the child is interested in participating in athletics or other school-related extracurricular activities. Follow up meetings are scheduled during these visits to ensure consistent communication throughout the school year. In some cases where Homeless students have moved

into or out of our district and express the desire to remain in RDSUD schools or in the schools they were previously attending, we work with the family and the surrounding districts to provide appropriate transportation for them.

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:

River Delta USD offers multiple opportunities to help our students and parents during a transition from one school to the next. School connectedness is a major focus in the metrics of our LCAP. We acknowledge that a comfortable and smooth transition into a different school setting play a part in making a positive impact on school connectedness. We offer the following transition events but are always open to new and innovative ideas which is why we continually seek student and parent feedback.

In the Winter our elementary site administrators, Kindergarten teachers, and support staff plan and facilitate a Kindergarten Round-Up event at each site. All parents of incoming Transitional Kindergarten and Kindergarten students are invited to attend this event. The purpose of the event is to increase awareness of the registration process, state laws and regulations, instructional program, and social and academic expectations. In addition, our First 5 Resource Team coordinates Kinder Camps at each elementary school. This is a 15-day program for incoming Kindergarten students that benefits the students, parents and Kindergarten teachers. It has a positive impact on teachers being able to identify unaddressed needs of the student and family, decrease any separation anxiety between the student and parent and increase knowledge regarding routines, schedules and expectations.

In January of each school year our elementary and high school counselors partner to meet with each 6th Grade student to ask them about the hopes and dreams for the future and begin the first draft of a six-year plan. At that time, the students are informed about a trip they will take to the middle school they will attend in the following school year. They have an opportunity to ask any questions and express any fears they may have. The Middle School Welcome events are held in the Spring. The 5th Grade and 6th Grade students transitioning receive a tour of the school, meet the principals, teachers, staff members and current students.

Using their six-year plan as a guide, our 8th Grade students transitioning into high school first meet with a staff member from the high school to discuss and select classes for the upcoming school year. At that time, the students are informed about a trip they will take to the high school. They have an opportunity to ask any questions and express any fears they may have about being in high school. The field trip they take to the high school occur in the Spring includes a school tour, a Meet & Greet with the principal, vice principal, teachers, staff members and current students, and welcoming pep rally. There is also a Freshmen Orientation event that these students attend during the summer.

As a way to assist students in navigating their post-high school college and career interests, our Career Technical Education Incentive Grant (CTEIG) funds software licenses for Career Cruising for all Grade 9-12 students. This program offers students an opportunity to identify their strong personality traits and interests and, furthermore, the best career options based on this information. Our high school students have many opportunities to get exposed to college campuses and college life. Each high school has 2-5 field trips to college campuses each year. Our school counselors plan and facilitate parent workshops on the FAFSA, completing college applications, and understanding local scholarships. Our Career Technical Education (CTE) Pathways plan hands-on field trips to workplace setting that are associated with the knowledge and skills being developed in our CTE Pathways. The purpose for these offering is to help students transition as smooth as possible from high school to college or to a career.

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:

RDUSD recognizes the importance of the consistent integration and use of technology by student and teachers. It goes without saying that it is critical to have updated hardware for teachers and students for the sole purpose of being able to administer, navigate, and complete the state assessment. That being said, it is not the only reason we are committed to purchasing additional Chromebooks and charging carts each year. A strong knowledge and skill base for using technology is critical for being college and career ready. We have dedicated time into analyzing our educational technology software platforms to determine their effectiveness and frequency of teacher usage. We use this information to determine which programs we will continue to invest in and which ones we will eliminate.

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

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:

River Delta Unified School District (RDUSD) will continue to provide professional development and in-depth support on ELD standards and CCSS implementation for all students, which is facilitated by our ELD Specialists. RDUSD will continue to train our teachers in GLAD-related strategies.

As described in LCAP Goal 1, RDUSD is dedicated to improving and supporting student learning to close the achievement gaps and ensure all students graduate college and career ready.

Action 2: Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the implementation of CCSS, NGSS, ELD Standards which will include: integration of technology skills into the classroom, assignments, projects and instruction, ELD and NGSS Standards training, GLAD lesson and strategies, instructional strategies that support the CCSS implementation with a focus on academic conversations in all subject areas, and AVID strategies.

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:

River Delta USD prioritizes the funds to schools with the highest percentage of children for the purposes of implementing targeted support and improvement activities by honoring the adopted budget associated with TSI-related goals in the schools' Site Plans.

RDUSD does not have any school that must implement comprehensive support and improvement activities.

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:

Our Principals and ELD Specialists will monitor and ensure students are making adequate progress towards meeting all academic targets districtwide and an administrator has the assignment of monitoring these programs and its impactful implementation. All School Site Councils will monitor programming on campuses and ensure the SPSA plan includes program components and fiscal supports are identified and managed appropriately. The local ELACs will have active involvement in providing feedback to the Title III programs on campuses. The Director of Educational Services and the District EL Coordinator will monitor program implementation at the district level in coordination with site administration.

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:

River Delta Unified School District (RDUSD) will continue to provide professional development and in-depth support on ELD standards and CCSS implementation for all students but with specific focus on English Learners, which is planned and facilitated by our ELD Specialists. RDUSD will continue to train our teachers in GLAD-related strategies. Our professional development sessions occur at our 1-day pre-service training for teachers, at monthly staff meetings, during the school day, after school, during school breaks and during the summer break. Our sessions offered during the school year require substitute teachers to be hired. Our after school, during school breaks, and during the summer breaks trainings require extra compensation pay for the participants.

As described in LCAP Goal 1, RDUSD is dedicated to improving and supporting student learning to close the achievement gaps and ensure all students graduate college and career ready.

Action 2: Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the implementation of CCSS, NGSS, ELD Standards which will include: integration of technology skills into the classroom, assignments, projects and instruction, ELD and

NGSS Standards training, GLAD lesson and strategies, instructional strategies that support the CCSS implementation with a focus on academic conversations in all subject areas, and AVID strategies.

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:

Effective instructional strategies will be used in all content areas, including appropriate, enhanced instruction at each site focused on improving language acquisition and student achievement. ELD Specialist provides professional development sessions for all staff during staff meetings and after school and will offer in-class coaching for all content area teachers focused on these effective instructional strategies.

Our immigrant children and youth are provided a wide range of enhanced learning opportunities in our regular year and summer school programs. We provide two instructional assistants that serve four of our schools, which have been identified to have immigrant students that are of the highest priority for enhanced services. Our immigrant students at our high schools have the opportunity to visit several college campuses during the school year. They also have the opportunity to participate in a Speech & Debate class and competition during after school hours.

Our 20-day summer school program is offered available to our immigrant students. For the elementary and middle school students, the instructional focus is on language development, mathematics, and STEM-related activities. For our high school students, the summer program is focused on credit recovery with two different summer enrichment field trips offered for students in good academic standing.

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:

RDUSD will provide intervention and remediation for all English Learners in our district who are not yet proficient in their grade level standards for all content areas. Appropriate supplemental curriculum will be provided as well as professional development associated with said curriculum to ensure effective and consistent implementation. Parent involvement and input will be regularly solicited through advisory meetings at each school site and at the district level.

Some of the effective language instruction educational programs that are currently being implemented are Read Naturally Live, SIPPS, Accelerated Reading, English in a Flash, Seeing Stars,

Lexia, Reading Plus, and Visualizing and Verbalizing. We are committed to evaluating the effectiveness of these programs on a regular basis and are flexible about enhancing or eliminating our programs based on the information we received from the evaluation.

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:

RDUSD will monitor student progress and implement supplemental services designed for English Learners (ELs) and Long-Term English Learners (LTELs) to provide relevant, current data so that decisions can be made about professional development opportunities and instructional design and delivery for our ELD and LTEL courses. Courses specifically designed for LTELs will be provided at both high schools and our Continuation High School.

Our ELD Specialists review the results of each student's English Proficiency Assessment with them, set goals for improving their proficiency in English, and monitor those goals throughout the school year.

The RDUSD counselors at both high schools will meet with all ELs and their parents to support the development and monitoring of the students' six-year plans and provide information regarding college and career options.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: _____x

From: Katherine Wright, Director of Educational Services

Item Number: 14.

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

SUBJECT:

Request to approve Resolution #764 CDE Child Development Services Contract – CSPP-9404 California State Preschool naming Katherine Wright and Elizabeth Keema-Aston as authorized signees to sign transactions for the Governing Board

BACKGROUND:

To give authorization to: Katherine Wright, Superintendent and Elizabeth Keema-Aston, Chief Business Officer. This action is required to authorize signees.

STATUS:

See attached Resolution #764

PRESENTER:

Katherine Wright

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

None

RECOMMENDATION:

That the Board approves Resolution #764 CDE Child Development Services Contract- CSPP-9404 California State Preschool naming Katherine Wright and Elizabeth Keema-Aston as authorized signees to sign transactions for the Governing Board

Time allocated: 2 minutes

**RIVER DELTA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 764**

**Resolution Authorizing Designees to Sign Transactions
For the CDE Child Development Services Contract – CSPP-9404-00
California State Preschool Program**

BE IT RESOLVED by the Board of Trustees of the River Delta Unified School District authorizes the CDE Child Development Services Contract CSPP-9404 California State Preschool Program Contract and that the persons who are listed below are authorized to sign the transactions for the Governing Board. Katherine Wright, Superintendent; Elizabeth Keema-Aston, Chief Business Officer

PASSED AND ADOPTED the 25th day of June 2019, by the Board of Trustees of the River Delta Unified School District of Sacramento County, California, by the following vote:

AYES:
NOES:
ABSENT:

IN WITNESS WHEREOF, I, Marilyn Riley, Clerk of the Board of Trustees of the River Delta Unified School District of Sacramento County, California, certify that the foregoing is a full, true, and correct copy of Resolution No. 764, adopted by the said Board at a meeting thereof held at a public place of meeting and the resolution is on file in the office of said Board.

_____, June 25, 2019
Marilyn Riley, Clerk (Date)
Board of Trustees
River Delta Unified School District

SIGNATURES OF AUTHORIZED EMPLOYEES:

_____, Katherine Wright, Superintendent

_____, Elizabeth Keema-Aston, Chief Business Officer

End

**California Department of Education (CDE)
DIRECTIONS AND FORMS
FOR
CHILD CARE AND DEVELOPMENT CONTRACTS**

Please read the entire document carefully. This document contains:

- Directions for Contract Execution (page 2)
- Issues that will Delay Contract Execution (page 3)
- Resolution/Signature Authority (page 4)
- Sample Resolution (page 5)
- Frequently Asked Questions (pages 6-7)
- Checklist (page 8)
- Contractor Certification Clauses (CCC-04-2017) (pages 9-12)
- California Civil Rights Laws Certification (CO-005) (page 13)
- Federal Certifications CO.8 (page 14-15)
- Contract (page 16-17)

DIRECTIONS FOR CONTRACT EXECUTION

1. Review the Funding Terms and Conditions (FT&C), applicable Program Requirements, and the General Terms and Conditions (GTC 04/2017). If you are a State Agency or University, review the General Terms and Conditions for Interagency Agreements (GIA 610).

All of the above can be found at the following link:

<http://www.cde.ca.gov/fg/aa/cd/ftc2019.asp>

2. Print **two (2) copies of this document** beginning with the CCC 04/2017 (pages 9-17), **single-sided only**. Do not alter documents in any way.
 - a. Confirm that the printed pages are legible. If the contract language is cut off at the margin, follow the link below to correct the problem:
<http://helpx.adobe.com/acrobat/kb/scale-or-resize-printed-pages.html>
3. Have **both** copies of the contract and all required documents filled out completely and signed by the authorized official.
 - Sign documents in **blue ink** only;
 - **Contracts signed in black ink, stamped signatures, or copies will NOT be accepted.**
 - Print name, title, and address where requested.
4. **Public agencies only** - Attach a copy of a resolution by the local governing body authorizing the execution of **each** contract.
 - **Contracts will not be executed prior to board approval.**
5. Mail (e-mail not accepted) signed contracts and all completed documents as *soon as possible* to:

**Contracts, Purchasing, and Conference Services
California Department of Education
1430 N Street, Suite 2213
Sacramento, CA 95814-5901**

ISSUES THAT DELAY CONTRACT EXECUTION

The following issues will delay contract execution and payment:

- Documents are unsigned, incomplete, or not returned.
- Contracts are mailed to the incorrect address.
- Contracts are e-mailed.
- The contract is not signed with original signatures in *blue ink*.
- The contract was printed illegibly, double-sided, or formatting has been changed.
- The contract was printed with the left side cut-off and language missing.
- The individual signing the contracts does not have signature authority to enter into contractual agreements with the CDE.

RESOLUTION/SIGNATURE AUTHORITY

PUBLIC AGENCIES

According to the *State Contracting Manual, Volume 1*, when one of the contracting parties is a county, city, district, or other local public body, the contract shall be accompanied by one of the following documents from the local governing body authorizing execution of the agreement:

- Board resolution; or
- Board minutes; or
- Board policy

Please submit one resolution per contract type.

County Offices of Education

A resolution is not required ***IF*** the County Superintendent signs the contract. If anyone else signs, signature authority is required.

If someone other than the County Superintendent signs the contract, signature authority is required. This can be provided by a resolution or letter on letterhead signed by the County Superintendent.

PRIVATE AGENCIES

Generally, the Executive Director, Owner, President, etc. are the authorized signers. *If an individual with a different title than above signs the contract*, provide one of the following indicating the signee has the authority to enter into and sign contractual agreements with the CDE:

- Letter on company letterhead;
- Board Resolution; or
- Board Minutes

RESOLUTION

This resolution is adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2019-2020.

RESOLUTION

BE IT RESOLVED that the Governing Board of River Delta Unified School District

authorizes entering into local agreement number CSP-9404-00 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Katherine Wright</u>	<u>Superintendent</u>	_____
<u>Elizabeth Keema-Aston</u>	<u>Chief Business Officer</u>	_____
_____	_____	_____

PASSED AND ADOPTED THIS 25 day of June 2019, by the

Governing Board of River Delta Unified School District

of Sacramento County, in the State of California.

I, Marilyn Riley, Clerk of the Governing Board of

River Delta USD, of Sacramento County, in the State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a Regularly Scheduled meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

FREQUENTLY ASKED QUESTIONS

BOARD RESOLUTIONS/SIGNATURE AUTHORITY

Do I need to provide a resolution and signature authority for an original contract?

Public Agency

Yes, you need a resolution authorizing the contract. You also need to provide signature authority for the person signing the contract, if someone other than the Superintendent signs. See the sample provided on the previous page.

Private Agency

The CDE does not require a resolution from a private agency. However, if an employee who is not the Executive Director, Owner, or President, etc. has signed the contract, signature authority is required. This can be provided by a resolution or letter on letterhead from the Executive Officer.

Do I need a resolution for an amendment?

If the resolution for the original contract specified the contract amount, a resolution containing the amended contract amount is required.

In addition, signature authority will be required if the person signing the amendment was not included as an authorized signer on the original resolution.

I work for a County Superintendent of Schools. Does my contract need a resolution?

Because County Superintendents have the authority to enter into contracts without board approval, a resolution is not required *IF* the County Superintendent signs the contract.

If someone other than the County Superintendent signs the contract, signature authority is required. This can be provided by a resolution or letter on letterhead signed by the County Superintendent.

CONTRACT COPIES

Can we e-mail copies of the signed contract?

No. CDE can only accept contracts with original signatures at this time.

Why do I have to make two copies of the contract?

So that once the contract is executed, CDE can send you a signed original.

FEDERAL ID NUMBER

What is my Federal ID number?

An Employer Identification Number (EIN) is also known as a Federal Tax Identification

Number, and is used to identify a business entity. Use this number to fill in the CCC-4/2017 form.

PRINTING ERRORS

What is a misprint?

A misprint occurs when the contract is printed illegibly, double-sided, or a change has been made to the formatting. Common examples are:

- The text on the left margin of the contract has been cut off. Fix problem here: <http://helpx.adobe.com/acrobat/kb/scale-or-resize-printed-pages.html>
- Toner issues cause the print to be illegible.
- The contract has been printed double-sided.
- Space has been added or deleted.

If this occurs, and the contract is sent to CDE, you will receive an e-mail asking you to re-print, re-sign and return a correctly printed contract. Contracts that have been altered in any way are unacceptable.

CONTACT INFORMATION

When should I contact the Contracts Office?

If you have a question regarding the status of the contract or questions about any of the attached documents, please contact Favio Flores at: FFlores@cde.ca.gov

For questions regarding contract terms such as MDO, MRA, etc., contact the assigned Fiscal Analyst or EESD Consultant.

Direct all contract correspondence to:

**Contracts, Purchasing, and Conference Services
California Department of Education
1430 N Street, Suite 2213
Sacramento, CA 95814-5901**

CONTRACT CHECKLIST

Please note that every form is required.

Contractor name River Delta USD Contract # CSPP-9404-00

Place a check mark next to each item being returned.

- Checklist
- Two (2)** signed (in **blue ink**) child care contracts with original signatures
 - **Did you include your printed name, title, and address?**
 - **Is all of the contract language visible?**
- Two (2)** signed Contractor Certification Clauses (CCC-4/2017)
 - **Did you fill in ALL spaces including Federal ID Number?**
- Two (2)** signed California Civil Rights Laws Certifications (CO-005)
- Board resolution or minutes authorizing execution of contract and/or authorizing delegation of authority (if applicable)

Mail all signed contracts and completed documents *as soon as possible* to:

**Contracts, Purchasing, and Conference Services
California Department of Education
1430 N Street, Suite 2213
Sacramento, CA 95814-5901**

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i> River Delta Unified School District		<i>Federal ID Number</i> 94-1637075
<i>By (Authorized Signature)</i> 		
<i>Printed Name and Title of Person Signing</i> Elizabeth Keema-Aston, Chief Business Officer		
<i>Date Executed</i> June 25, 2019	<i>Executed in the County of</i> Sacramento	

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,
- 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the

certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's

Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. **CALIFORNIA CIVIL RIGHTS LAWS:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. **EMPLOYER DISCRIMINATORY POLICIES:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct. <i>Proposer/Bidder Firm Name (Printed)</i> River Delta Unified School District	<i>Federal ID Number</i> 94-1637075
<i>By (Authorized Signature)</i> 	
<i>Printed Name and Title of Person Signing</i> Elizabeth Keema-Aston, Chief Business Officer	
<i>Date Executed</i> June 25, 2019	<i>Executed in the County and State of</i> Sacramento

to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

445 Montezuma Street

Rio Vista, CA 94571

Marilyn Riley

Check [] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT (CONTRACTOR) River Delta Unified School District	CONTRACT # CSFF-9404
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Elizabeth Keema-Aston	
SIGNATURE	DATE June 25, 2019

CO-8 (REV. 5/07)

FEDERAL CERTIFICATIONS

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 CFR Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title,



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

CONTRACTOR'S NAME: RIVER DELTA UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the CONTINUED FUNDING APPLICATION FY 19-20, the GENERAL TERMS AND CONDITIONS* (GTC 04/2017), the STATE PRESCHOOL PROGRAM REQUIREMENTS*, and the FUNDING TERMS AND CONDITIONS* (FT&C), which are by this reference made a part of the Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2019 through June 30, 2020. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount section of the FT&C, at a rate not to exceed \$48.28 per child day of full time enrollment and a Maximum Reimbursable Amount (MRA) of \$292,714.00.

Service Requirements

Minimum Child Days of Enrollment (CDE) Requirement 6,063.0
 Minimum Days of Operation (MDO) Requirement 244

Any provision of this Agreement found to be in violation of Federal or State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an asterisk (*) can be viewed at <https://www.cde.ca.gov/fg/aa/cd/ftc2019.asp>

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 \$ 292,714		PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General		Department of General Services use only	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0		(OPTIONAL USE) 0656 23038-6741					
TOTAL AMOUNT ENCUMBERED TO DATE \$ 292,714		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			

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Elizabeth Keema-Aston

Item Number: 15.

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

SUBJECT:

Request to approve Resolution #765 Authorizing Delegation of Power to Contract to Katherine Wright, Superintendent and Elizabeth Keema-Aston, Chief Business Officer

BACKGROUND:

This action is required whenever there is a change in positions.

STATUS:

See attached Resolution #765

PRESENTER:

Elizabeth Keema-Aston

OTHER PEOPLE WHO MIGHT BE PRESENT:

Katherine Wright

COST AND FUNDING SOURCES:

None

RECOMMENDATION:

That the Board approve Res. #765 (by roll call vote) authorizing Delegation of Power to Contract to Katherine Wright and Elizabeth Keema-Aston

Time allocated: 2 minutes

**RIVER DELTA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 765
RESOLUTION AUTHORIZING DELEGATION OF POWER TO CONTRACT**

WHEREAS, Section 39656 of the Education Code has been amended to authorize governing boards of school districts, by a majority vote, to delegate the authority of power in the name of the school district to persons designated by the district superintendent;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the River Delta Unified School District that Katherine Wright, Superintendent, and Elizabeth Keema-Aston, Chief Business Officer, be and are hereby authorized and empowered to contract in the name of the River Delta Unified School District for contracts for work to be done and for the purchase of materials or supplies in accordance with the provisions of Education Code section 39656, subject to the limitations provided in Board Policy 3300, "Expenditures/Expending Authority."

BE IT FURTHER RESOLVED AND ORDERED that said approval or ratification shall be evidenced by a motion of this Board duly passed and adopted; and

BE IT FURTHER RESOLVED AND ORDERED that the above-named persons shall be personally liable to the River Delta Unified School District for any and all monies that the District paid out on any contract made in violation of this resolution (without permission of the Board) or of other provisions of the Education Code; and,

BE IT ALSO RESOLVED that the above positions shall be and are hereby authorized to insure against any such liability, and the cost of such insurance to be borne from the funds of the District; and,

BE IT FURTHER RESOLVED that the term "contract" as used herein shall be deemed to include the orders to contract.

PASSED AND ADOPTED the 25th day of June, 2019 by the Board of Trustees of the River Delta Unified School District of Sacramento County, California, by the following vote:

AYES:

NOES:

ABSENT:

IN WITNESS WHEREOF, I, Marilyn Riley, Clerk of the Board of Trustees of the River Delta Unified School District of Sacramento County, California, certify that the foregoing is a full, true, and correct copy of Resolution No. 765 adopted by the said Board at a meeting thereof held at a public place of meeting and the resolution is on file in the office of said Board.

Marilyn Riley, Clerk
Board of Trustees
River Delta Unified School District

June 25, 2019
(Date)

SIGNATURES OF AUTHORIZED EMPLOYEES:

_____ Katherine Wright, Superintendent

_____ Elizabeth Keema-Aston, Chief Business Officer

End

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Elizabeth Keema-Aston

Item Number: 16.

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

SUBJECT:

Request to approve Resolution #766 Authorizing Designees to Sign Contracts and Authorization to Sign Change Orders to Katherine Wright, Superintendent; Elizabeth Keema-Aston, Chief Business Officer; Alicia Fernandez, Board of Trustees President; Don Olson, Board of Trustees Vice President; and Marilyn Riley Board of Trustees Clerk.

BACKGROUND:

This action is required whenever there is a change in positions.

STATUS:

See attached Resolution #766

PRESENTER:

Elizabeth Keema-Aston

OTHER PEOPLE WHO MIGHT BE PRESENT:

Katherine Wright

COST AND FUNDING SOURCES:

None

RECOMMENDATION:

That the Board approve Res. #766 (by roll call vote) authorizing named designees to sign contracts and authorization to sign change orders Katherine Wright, Superintendent; Elizabeth Keema-Aston, Chief Business Officer; Alicia Fernandez, Board of Trustees President; Don Olson, Board of Trustees Vice President; and Marilyn Riley Board of Trustees Clerk.

Time allocated: 2 minutes

**RIVER DELTA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 766**

**Resolution Authorizing Designees to Sign Contracts
and Authorization to Sign Change Orders**

BE IT RESOLVED by the Board of Trustees of the River Delta Unified School District orders that Katherine Wright, Superintendent, Elizabeth Keema-Aston, Chief Business Officer, Alicia Fernandez, President of the Board, Don Olson, Vice President and Marilyn Riley, Clerk of the Board, whose signatures are appended to this resolution, are hereby authorized and empowered to sign orders for the legally authorized legal and financial and construction transactions of the school district, and change orders not to exceed ten percent of the total project costs.

BE IT FURTHER RESOLVED AND ORDERED that all such orders shall be on forms prescribed by the River Delta Unified School District Board of Trustees of said District, the Sacramento County Superintendent of Schools, or other County or State offices.

BE IT ALSO RESOLVED AND ORDERED that this resolution supersedes all previous resolutions made by the River Delta Unified School District and the Board of Trustees of said District to sign orders for the legally authorized expenses of the District.

PASSED AND ADOPTED the 25th day of June, 2019, by the Board of Trustees of the River Delta Unified School District of Sacramento County, California, by the following vote:

AYES:
NOES:
ABSENT:

IN WITNESS WHEREOF, I, Alicia Fernandez, President of the Board of Trustees of the River Delta Unified School District of Sacramento County, California, certify that the foregoing is a full, true, and correct copy of Resolution No. 766, adopted by the said Board at a meeting thereof held at a public place of meeting and the resolution is on file in the office of said Board.

_____ June 25, 2019
Alicia Fernandez, President (Date)
Board of Trustees
River Delta Unified School District

SIGNATURES OF AUTHORIZED EMPLOYEES:

_____, Katherine Wright, Superintendent

_____, Elizabeth Keema-Aston, Chief Business Officer

_____, Alicia Fernandez, President, Board of Trustees

_____, Don Olson, Vice President, Board of Trustees

_____, Marilyn Riley, Clerk, Board of Trustees

End

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X_____

From: Elizabeth Keema-Aston

Item Number: 17._____

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

SUBJECT:

Request to approve Resolution #767 Authorizing Designees to Sign District Payroll Orders and Requests for Payments to Vendors to Katherine Wright, Superintendent; Elizabeth Keema-Aston, Chief Business Officer; and Sharon Silva, Director of Accounting

BACKGROUND:

This action is required whenever there is a change in positions.

STATUS:

See attached Resolution #767

PRESENTER:

Elizabeth Keema-Aston

OTHER PEOPLE WHO MIGHT BE PRESENT:

Katherine Wright

COST AND FUNDING SOURCES:

None

RECOMMENDATION:

That the Board approve Res. #767 (by roll call vote) Authorizing Designees to Sign District Payroll Orders and Requests for Payments to Vendors to Katherine Wright, Superintendent; Elizabeth Keema-Aston, Chief Business Officer; and Sharon Silva, Director of Accounting.

Time allocated: 2 minutes

**RIVER DELTA UNIFIED SCHOOL DISTRICT
RESOLUTION No. 767**

**Resolution Authorizing Designees to Sign
District Payroll Orders and Requests for
Payments to Vendors**

BE IT RESOLVED AND ORDERED BY the Board of Trustees of the River Delta Unified School District that effective July 1, 2019, Katherine Wright, Superintendent, Elizabeth Keema-Aston, Chief Business Officer, and Sharon Silva, Director of Accounting, whose signatures appear below, are hereby authorized and empowered to sign District payroll orders and manual payroll warrant reports; and,

ADDITIONALLY, BE IT RESOLVED AND ORDERED BY the Board of Trustees of the River Delta Unified School District that effective July 1, 2019, Katherine Wright, Superintendent, Elizabeth Keema-Aston, Chief Business Officer, and Sharon Silva, Director of Accounting, whose signatures appear below, are hereby authorized and empowered to sign District accounts payable check listings and manual accounts payable warrant reports.

BE IT FURTHER RESOLVED AND ORDERED that all such orders shall be on forms prescribed by the River Delta Unified School District, the Sacramento County Superintendent of Schools, or other County or State offices; and,

BE IT ALSO RESOLVED AND ORDERED that this resolution supersedes all previous resolutions made by the Board of Trustees of the River Delta Unified School District to sign District payroll orders and requests for payments to vendors.

PASSED AND ADOPTED the 25th day of June, 2019 by the Board of Trustees of the River Delta Unified School District of Sacramento County, California, by the following vote:

AYES:
NOES:
ABSENT:

IN WITNESS WHEREOF, I, Marilyn Riley, Clerk of the Board of Trustees of the River Delta Unified School District of Sacramento County, California, certify that the foregoing is a full, true, and correct copy of Resolution No. 767 adopted by the said Board at a meeting thereof held at a public place of meeting and the Resolution is on file in the office of said Board.

Marilyn Riley, Clerk
Board of Trustees
River Delta Unified School District

June 25, 2019
(Date)

SIGNATURES OF AUTHORIZED EMPLOYEES:

_____, Katherine Wright, Superintendent

_____, Elizabeth Keema-Aston, Chief Business Officer

_____, Sharon Silva, Director of Accounting

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Elizabeth Keema-Aston

Item Number: 18.

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

SUBJECT:

Request to approve Resolution #768 Identifying District Representatives Authorized to Execute Documents Related to Construction. The Board elects the district representatives as Katherine Wright, Superintendent and Elizabeth Keema-Aston, Chief Business Officer

BACKGROUND:

This action is required whenever there is a change in positions.

STATUS:

See attached Resolution #768

PRESENTER:

Elizabeth Keema-Aston

OTHER PEOPLE WHO MIGHT BE PRESENT:

Katherine Wright

COST AND FUNDING SOURCES:

None

RECOMMENDATION:

That the Board approve Res. #768 (by roll call vote) Identifying District Representatives Authorized to Execute Documents Related to Construction to Katherine Wright and Elizabeth Keema-Aston

Time allocated: 2 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 768

**IDENTIFYING DISTRICT REPRESENTATIVES AUTHORIZED
TO EXECUTE DOCUMENTS RELATED TO CONSTRUCTION**

WHEREAS, the Board of Trustees will be requesting funding of one or more School Facility Program projects pursuant to Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et Seq. of the Education Code; and

WHEREAS, the Board of Trustees is required to identify the District Representatives that will certify documents and act as liaison with the State Allocation Board; and

WHEREAS, the Board of Trustees has identified the following individuals as the District Representatives:

- ◆ Katherine Wright
- ◆ Elizabeth Keema-Aston

WHEREAS, the District Representative has been directed to review all school sites for modernization eligibility and update the eligibility on an annual basis when applicable;

WHEREAS, the District Representative has been directed to review the District's new construction eligibility and update the eligibility on an annual basis when applicable;

NOW, THEREFORE, the Board of Trustees authorizes the District Representative to execute documents as necessary to carry out the provision of this resolution.

PASSED AND ADOPTED the 25th day of June, 2019 by the Board of Trustees of the River Delta Unified School District of Sacramento County, California, by the following vote:

AYES:
NOES:
ABSENT:

IN WITNESS WHEREOF, I, Marilyn Riley, Clerk of the Board of Trustees of the River Delta Unified School District of Sacramento County, California, certify that the foregoing is a full, true, and correct copy of Resolution No. 768 adopted by the said Board at a Regular Business meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

Marilyn Riley, Clerk
Board of Trustees
River Delta Unified School District

June 25, 2019

(Date)

End

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X_____

From: Don Beno, Superintendent

Item Number: 19._____

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

SUBJECT:

Request to approve the Special Education Local Plan Agency – Local Education Agency Assurances SED-LP-5

BACKGROUND:

These legally-mandated assurances contain within its heading a cite to the section of the United States Code, California Education Code or State Board of Education requirement that forms the basis of the assurance. Pursuant to the requirement of the State Board of Education the assurances cannot be modified in any way.

STATUS:

The Superintendent of the LEA, River Delta Unified School District shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

PRESENTER:

Don Beno

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the River Delta USD Assurances SED-LP-5 as submitted.

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>

Special Education Local Plan Area Local Educational Agency Assurances

These legally-mandated assurances contain within its heading a cite to the section of the United States Code, California Education Code or State Board of Education requirement that forms the basis of the assurance. Pursuant to the requirement of the State Board of Education the assurances cannot be modified in any way.

1. Free appropriate public education (20 United States Code [U.S.C.] § 1412 [a][1])

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.

2. Full educational opportunity (20 U.S.C. § 1412 [a][2])

It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.

3. Child find (20 U.S.C. § 1412 [a][3])

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

4. Individualized education program (IEP) and individualized family service plan (IFSP) (20 U.S.C. § 1412 [a][4])

It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 U.S.C. § 1414 (d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. Least restrictive environment (20 U.S.C. § 1412 [a][5])

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Procedural safeguards (20 U.S.C. § 1412 [a][6])

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.

7. Evaluation (20 U.S.C. § 1412 [a][7])

It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. Confidentiality (20 U.S.C. § 1412 [a][8])

It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act.

9. Part C to part B transition (20 U.S.C. § 1412 [a][9])

It shall be the policy of this LEA that children participating in early intervention programs (Individuals with Disabilities Education Act [IDEA], Part C), and who will participate in preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. § 1437 (a)(9). The transition process shall begin prior to the child's third birthday.

10. Private schools (20 U.S.C. § 1412 [a][10])

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. Local compliance assurances (20 U.S.C. § 1412 [a][11])

It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *Education Code*, Part 30.

12. Interagency (20 U.S.C. § 1412 [a][12])

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

13. Governance (20 U.S.C. § 1412 [a][13])

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. Personnel qualifications (20 U.S.C. § 1412 [a][14])

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. Performance goals and indicators (20 U.S.C. § 1412 [a][15])

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. Participation in assessments (20 U.S.C. § 1412 [a][16])

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. Supplementation of state, local, and federal funds (20 U.S.C. § 1412 [a][17])

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds.

18. Maintenance of effort (20 U.S.C. § 1412 [a][18])

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations.

19. Public participation (20 U.S.C. § 1412 [a][19])

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. Rule of construction (20 U.S.C. § 1412 [a][20])

(Federal requirement for state educational agency only)

21. State advisory panel (20 U.S.C. § 1412 [a][21])

(Federal requirement for state educational agency only)

22. Suspension and expulsion (20 U.S.C. § 1412 [a][22])

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised.

23. Access to instructional materials (20 U.S.C. § 1412 [a][23])

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard.

24. Over identification and disproportionality (20 U.S.C. § 1412 [a][24])

It shall be the policy of this LEA to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities.

25. Prohibition on mandatory medicine (20 U.S.C. § 1412 [a][25])

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. Distribution of funds (20 U.S.C. § 1411 [e] and [f][1–3])

(Federal requirement for state educational agency only)

27. Data (20 U.S.C. § 1418 [a–d])

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. Charter schools (California *Education Code* 56207.5 [a–c])

It shall be the policy of this LEA that a request by a charter school to participate as an LEA in a special education local plan area (SELPA) may not be treated differently from a similar request made by a school district.



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
<http://riverdelta.org>

Special Education Local Plan Agency Assurances River Delta Unified School District

SED-LP-5

In accordance with federal and state laws and regulations, the River Delta Unified School District certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and implementing regulations under 34 *Code of Federal Regulations*, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the LEA Superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA offices, and are available to any interested party.

Adopted this 25 day of June, 2019.

Yeas: _____ Nays: _____ Absent: _____

Signed: _____
Don Beno, Superintendent

End

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Ken Gaston, Director of MOT

Item Number: 20.

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

SUBJECT:

Request to acknowledge and accept grant funding if awarded from the California Air Resources Board

BACKGROUND:

We made a presentation to the California Air Resources Board regarding the needs in our District in April 2019. The District has set aside matching funds if required. This Grant would provide for pickup trucks and a tractor.

STATUS:

The California Air Resources Board will announce grant recipients in June 2019.

PRESENTER:

Ken Gaston, Director of MOT

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board acknowledges and accepts the grant funds if awarded.

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: June 25, 2019

Attachments: _____

From: Ken Gaston, Director of MOT

Item Number: 21

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

SUBJECT:

Request to apply for the Volkswagen Settlement Funding for Clean Transportation Grant

BACKGROUND:

The U.S. government and Volkswagen (VW) have resolved allegations that VW violated the Clean Air Act by selling approximately 590,000 vehicles equipped with defeat devices. As a part of this settlement, VW will provide \$2.7 billion for the 2.0 liter violating vehicles and \$225 million for the 3.0 liter violating vehicles to an Environmental Mitigation Trust. Funds from the trust will be used to fully remediate the excess NOx emissions from the illegal vehicles.

Relevant Categories:

1. Class 4-8 School Bus, Shuttle Bus, or Transit Bus (Eligible Buses)
Class 1: < 6000 lb. ; Class 2: 6001-10,000 lb.; Class 3: 10,001-14,000 lb.
Class 4: 14,001-16,000 lb.; Class 5: 16,001-19,500 lb.; Class 6: 19,501-26,000 lb.
Class 7: 26,001-33,000 lb.; Class 8: > 33,001 lb.
2. Forklifts and Port Cargo Handling Equipment
3. Light Duty Zero Emission Vehicle Supply Equipment
4. Diesel Emission Reduction Act (DERA) Option

STATUS:

Class 4-8 School Bus, Shuttle Bus, or Transit Bus (Eligible Buses)

- a. Eligible Buses include 2009 engine model year or older class 4-8 school buses, shuttle buses, or transit buses. For Beneficiaries that have State regulations that already require upgrades to 1992-2009 engine model year buses at the time of the proposed Eligible Mitigation Action, Eligible Buses shall also include 2010-2012 engine model year class 4-8 school buses, shuttle buses, or transit buses.
- b. Eligible Buses must be scrapped.

PRESENTER:

Ken Gaston, Director of MOT

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board grants permission to apply for the Volkswagen Settlement Funding for Clean Transportation Grant

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: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 22

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

SUBJECT:

Request to approve the adoption and purchase of "Twig Science" by Twig Education for the K-5 Science program at an approximate cost of \$179,901.38 - Educational Funds – Kathy Wright

BACKGROUND:

This curriculum, Twig Science, is NGSS-aligned and is on the 2018 SBE Textbook Adoption List.

STATUS:

The Secondary Education Curriculum Committee has researched, piloted and is recommending Twig Science by Pearson for River Delta USD's Grade K-5 science program.

PRESENTER: Katherine Wright, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Due to the configuration of staff, we may need to buy a few extra teachers editions. Approximately \$179,901.38 paid by Educational Services funds.

RECOMMENDATION:

That the Board approve the adoption and purchase of "Twig Science" by Twig Education for the K-5 Science program at an approximate cost of \$179,901.38.

Time allocated: 2 minutes

ORDER FORM - 8 YEAR IMPLEMENTATION PACKAGE

2. ORDER SUMMARY

GRADE SUMMARY	CLASS PACKS		ADDITIONAL ITEMS	SCIENCE KIT BUNDLES		TOTAL
	QTY	TOTAL	TOTAL	QTY	TOTAL	
GRADE TK						\$2,798.00
GRADE K	7	\$22,748.25	\$0.00	8	\$2,072.40	\$24,820.65
GRADE 1	7	\$22,748.25	\$0.00	8	\$3,986.40	\$26,734.65
GRADE 2	8	\$25,998.00	\$0.00	8	\$5,623.20	\$31,621.20
GRADE 3	7	\$27,297.90	\$0.00	16	\$6,558.78	\$33,856.68
GRADE 4	5	\$19,498.50	\$0.00	10	\$6,164.40	\$25,662.90
GRADE 5	4	\$15,598.80	\$0.00	8	\$5,289.90	\$20,888.70
GRADE 6	0	\$0.00	\$0.00	0	\$0.00	\$0.00
CLASSROOM LIBRARIES						\$0.00
	38	\$133,889.70	\$0.00	58	\$29,695.08	\$166,382.78

SUBTOTAL (including Shipping)

\$166,382.78

ADD LOCAL SALES TAX (%)

8.13%

\$13,518.60

GRAND TOTAL (including Shipping)

\$179,901.38

The prices on this form were correct when form was created, but prices and expiration dates can change as per state guidelines and contracts.

USE THE TABS ALONG THE BOTTOM OF THIS WORKBOOK TO FILL OUT REQUIRED DETAILS FOR EACH PRODUCT.



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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 23

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

SUBJECT:

Request to approve the adoption and purchase of Interactive Science published by Pearson for our Grade 6-8 science program not to exceed \$103,499.92

BACKGROUND:

This curriculum, Interactive Science, is NGSS-aligned and is on the 2018 SBE Textbook Adoption List.

STATUS:

The Secondary Education Curriculum Committee has researched, piloted and is recommending Interactive Science by Pearson for River Delta USD's Grade 6-8 science program.

PRESENTER:

Kathy Wright

OTHER PEOPLE WHO MIGHT BE PRESENT:

Stacy Knisley and Jennifer Walker

COST AND FUNDING SOURCES:

Not to exceed \$103,499.92 from Educational Services funding

RECOMMENDATION:

That the Board approves the adoption and the adoption and purchase of Interactive Science published by Pearson for our Grade 6-8 science program for not to exceed \$103,499.92

Time allocated: 3 minutes

CALIFORNIA **elevate** science



Grade 6

ISBN-13	Title	Pricing	Quantity Charged	Quantity Free	Gratis	Total
Classroom Set: Must purchase a minimum of 50 students per classroom from the three options below to qualify for FREE materials						
Student Materials						
9781418315405	<i>Student Instructional Segments (consumable) + Realize Digital Courseware 8-years</i>	\$135.97	165		\$0.00	\$22,435.05
Upon request, receive one of each of the following items FREE per teacher, with qualifying Classroom Set purchase.						
9781418310585	<i>Teacher Edition Instructional Segments</i>	\$202.97		3	\$608.91	\$0.00
9781418322106	<i>Engineer Design Notebook</i>	\$17.97		3	\$53.91	\$0.00
Labware Kits						
9781418287467	<i>Classroom Materials Kit</i> <small>Kits include consumable and nonconsumable materials for the program's uConnect, uInvestigate, uEngineer It, and uDemonstrate Labs.</small>	\$2,415.20	3		\$0.00	\$7,245.60
					Grade 6 Gratis Total	\$662.82
					Grade 6 Charge Total	\$29,680.65

Grade 7

ISBN-13	Title	Pricing	Quantity Charged	Quantity Free	Gratis	Total
Classroom Set: Must purchase a minimum of 50 students per classroom from the three options below to qualify for FREE materials						
Student Materials						
9781418315412	<i>Student Instructional Segments (consumable) + Realize Digital Courseware 8-years</i>	\$135.97	245		\$0.00	\$33,312.65
Upon request, receive one of each of the following items FREE per teacher, with qualifying Classroom Set purchase.						
9781418310592	<i>Teacher Edition Instructional Segments</i>	\$202.97		2	\$405.94	\$0.00
9781418322113	<i>Engineer Design Notebook</i>	\$17.97		2	\$35.94	\$0.00
Labware Kits						
9781418287474	<i>Classroom Materials Kit</i> <small>Kits include consumable and nonconsumable materials for the program's uConnect, uInvestigate, uEngineer It, and uDemonstrate Labs.</small>	\$2,438.85	2		\$0.00	\$4,877.70
					Grade 7 Gratis Total	\$441.88
					Grade 7 Charge Total	\$38,190.35

Grade 8

ISBN-13	Title	Pricing	Quantity Charged	Quantity Free	Gratis	Total
Classroom Set: Must purchase a minimum of 50 students per classroom from the three options below to qualify for FREE materials						
Student Materials						
9781418315429	<i>Student Instructional Segments (consumable) + Realize Digital Courseware 8-years</i>	\$135.97	210		\$0.00	\$28,553.70
Upon request, receive one of each of the following items FREE per teacher, with qualifying Classroom Set purchase.						
9781418310608	<i>Teacher Edition Instructional Segments</i>	\$202.97		2	\$405.94	\$0.00
9781418322120	<i>Engineer Design Notebook</i>	\$17.97		2	\$35.94	\$0.00
9781418287481	<i>Classroom Materials Kit</i> <small>Kits include consumable and nonconsumable materials for the program's uConnect, uInvestigate, uEngineer It, and uDemonstrate Labs.</small>	\$2,137.61	2		\$0.00	\$4,275.22

Grade 8 Gratis Total
Grade 8 Charge Total

\$441.88
\$32,828.92

Professional Development

ISBN-13	Title	Pricing	Quantity Charged	Quantity Free	Gratis	Total
Professional Development						
<i>Customized Professional Development Plans Available</i>						
TBD	Activation Training	\$1,900		1	\$1,900.00	\$0.00
TBD	Product Implementation Essentials	\$2,800	1		\$0.00	\$2,800.00
123171	Job Embedded Services	\$3,150			\$0.00	\$0.00
123161	Problem-Based Learning with Quests	\$3,150			\$0.00	\$0.00
123180	Elevate Science: Middle Grades, Ease with Elevate Science Materials, Kits, and Labs	\$3,150			\$0.00	\$0.00
123187	Your Next Generation Middle School Classroom: Integrating the NGSS, CCSS, and STEAM into your Science classroom	\$3,150			\$0.00	\$0.00
112927	Inquiry-Based Science	\$3,150			\$0.00	\$0.00
116260	STEM: Engaging Middle School Students through Problem Solving and Design	\$3,150			\$0.00	\$0.00
121638	STEM Institute 15-days	\$44,850			\$0.00	\$0.00
121771	Additional STEM Institute Service Day	\$3,150			\$0.00	\$0.00
121762	STEM Leadership Orientation (2-days)	\$6,300			\$0.00	\$0.00
121962	STEM: Applying Knowledge and Practice Grades 6-8 (3-days)**	\$9,450			\$0.00	\$0.00
121973	STEM: Enhancing and Assessing Practice Grades 6-8 (3-days)*	\$9,450			\$0.00	\$0.00
121954	STEM: Additional Lab Study Day	\$3,150			\$0.00	\$0.00
116512	Science PD Express 5 Days*	\$15,750			\$0.00	\$0.00
116493	Science PD Express 10 Days*	\$29,900			\$0.00	\$0.00
116483	Science PD Express 25 Days*	\$74,750			\$0.00	\$0.00
116503	Science PD Express 50 Days*	\$141,750			\$0.00	\$0.00

*Some restrictions apply. Service days expire 18 months from date of purchase. Days must be scheduled at least 30 days prior to each event.

**Days 1 and 2 up to 30 participants, Day 3 is a Lab Study Day that accommodates up to 6 participants.

Services Gratis Total
Services Subtotal

\$1,900.00
\$2,800.00

TOTAL VALUE OF NO CHARGE ITEMS **\$1,546.58**

Total Instructional Materials	\$100,699.92
Total Services	\$2,800.00
Estimated Tax (Insert local sales tax in decimal format in blue box to the right. Ex.: .08)	\$0.00
Proposal Total	\$103,499.92

All discounts and gratis materials listed are given first year of adoption only unless otherwise noted.

Prices quoted are under contract and include Shipping and Handling.

Pearson reserves the right to correct errors.

The prices above are valid to September 30, 2019 and are subject to change

FOR ADDITIONAL INFORMATION, PLEASE CONTACT:

Elaina Zarka-DuFort
Account General Manager
(480) 457-6215

Pearson
Curriculum Customer Service
P.O. Box 6820
Chandler, AZ 85246

For questions regarding your order please call Customer Service: 1-800-848-9500 or Fax 1-877-260-2530

Monday-Friday, 8am - 5pm EST; 8am - 6pm DST

<https://pearsonnacomunity.force.com/support/s/pearson-order-form>

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Number: 24.

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

SUBJECT:

Request to approve the adoption and purchase of Biology and Earth Science published by Pearson for our Grade 9-12 science program for not to exceed \$47,826.45

BACKGROUND:

These textbooks, Biology and Earth Science, are NGSS-aligned and are on the 2018 SBE textbook adoption list.

STATUS:

The Secondary Education Curriculum Committee has researched, piloted and is recommending Biology and Earth Science by Pearson for River Delta USD's Grade 9-12 science program.

PRESENTER:

Katherine Wright

OTHER PEOPLE WHO MIGHT BE PRESENT:

Stacy Knisley and Jennifer Walker

COST AND FUNDING SOURCES:

Not to exceed \$47,826.45 from Educational Services Funding

RECOMMENDATION:

That the Board approves the adoption and the adoption and purchase of Biology and Earth Science published by Pearson for our Grade 9-12 science program for not to exceed \$47,826.45

Time allocated: 3 minutes



Ms. Jennifer Walker
 Assistant Principal
 River Delta Unified Sch Dist
 445 Montezuma St
 Rio Vista, CA 94571-1699
 United States

Quote Number: 84887-1
Quote Creation Date: 06-19-2019
Quote Expiration Date: 09-30-2019
Quote Release: 1

River Delta Unified Sch Dist - HS Biology Adoption

Price Quote Summary

Solution	Base Amount	Free Amount	Total
Miller Biology	\$ 25,818.71	\$ 4,611.86	\$ 25,818.71
Solution Subtotal	\$ 25,818.71	\$ 4,611.86	\$ 25,818.71
	Shipping & Handling		\$ 2,321.65
		Total	\$ 28,140.36

Price Quote Detail

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
Miller Biology						
Miller & Levine Biology for California ©2020						
9781418283087	MILLER LEVINE BIOLOGY 2020 CALIFORNIA STUDENT EDITION GRADE 9/10	\$125.97	35	0	\$4,408.95	\$0.00
9781418316235	MILLER LEVINE BIOLOGY 2020 CALIFORNIA STUDENT EDITION + FOUNDATIONS WORKBOOK + EXPLORERS JOURNAL + DIGITAL COURSEWARE 8-YEAR LICENSE	\$182.97	0	140	\$0.00	\$25,615.80
9781418283117	MILLER LEVINE BIOLOGY 2020 CALIFORNIA EXPLORERS JOURNAL STUDENT EDITION GRADE 9/10	\$15.97	1	1	\$15.97	\$15.97
9781418283100	MILLER LEVINE BIOLOGY 2020 CALIFORNIA FOUNDATIONS READING STUDY WORKBOOK STUDENT EDITION GRADE 9/10	\$15.97	1	1	\$15.97	\$15.97
9781418283094	MILLER LEVINE BIOLOGY 2020 CALIFORNIA TEACHER EDITION GRADE 9/10	\$170.97	1	1	\$170.97	\$170.97
Miller & Levine Biology for California ©2020 Subtotal					\$ 4,611.86	\$ 25,818.71

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
	Miller Biology Subtotal				\$ 4,611.86	\$ 25,818.71
	Solution Subtotal				\$ 4,611.86	\$ 25,818.71
				Shipping and Handling		\$ 2,321.65
					Total	\$ 28,140.36

Addendum

To place your order please submit a copy of this price quote with your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form, fax or by mail. Please submit your PO and price via one of the following methods:

e-Form: <https://pearsoncommunity.force.com/support/s/pearson-order-form>

Fax: 1-877-260-2530

Mail: Pearson Education, P.O. Box 6820, Chandler, AZ 85246

Pearson does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.

For questions regarding your order please call Customer Service: 1-800-848-9500 .

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Pearson at its offices. Pearson reserves the right to correct typographical, computational or other errors. Pearson's standard terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format. The breakdown of the fees set forth in this quotation is considered Pearson proprietary information and not subject to disclosure by the customer.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Pearson warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will show up on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Pearson reserves the right to change and/or update technology platforms, including possible edition updates to customers during the term of access . Customers will be notified of any change prior to the beginning of the new school year.

Return Policy: If you are not entirely satisfied with any of our products, then you may, within one year from the date of purchase, return all materials still in new, unused, salable condition for a full refund, credit, or replacement. All returned materials must be shipped back to Pearson within 30 days of receiving the Return Materials Authorization. All materials sold in a set or a package must be returned complete as originally sold. Materials that were provided gratis must be returned proportionate to the purchased items being returned for refund or credit.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the order date of the original order for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to the original order date. Changes should be made using the e-form: <https://www.k12pearson.com/worktext-subscription>.

Annual subscriptions for iLit and Successmaker: Products automatically renew on the anniversary date of the original purchase and will be invoiced accordingly, unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by emailing k12customerservice@pearson.com .

Technical support services are included with purchase of Pearson digital products eform:
<https://pearsoncommunity.force.com/support/s/k12-curriculum-support-form> phone: 1-800-234-5832

MyPearson Training which provides online access to on-demand tutorials and interactive webinar sessions is included with purchase of products. <https://mypearsontraining.com/>



Ms. Jennifer Walker
 Assistant Principal
 River Delta Unified Sch Dist
 445 Montezuma St
 Rio Vista, CA 94571-1699
 United States

Quote Number: 84764-1
Quote Creation Date: 06-18-2019
Quote Expiration Date: 09-30-2019
Quote Release: 1

River Delta Unified Sch Dist - Earth Science

Price Quote Summary

Solution	Base Amount	Free Amount	Total
Earth Science	\$ 18,227.86	\$ 635.76	\$ 18,227.86
Solution Subtotal	\$ 18,227.86	\$ 635.76	\$ 18,227.86
	Shipping & Handling		\$ 1,458.23
		Total	\$ 19,686.09

Price Quote Detail

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
Earth Science						
Pearson Earth Science ©2017						
9781323212448	HIGH SCHOOL EARTH SCIENCE 2017 STUDENT EDITION (HARDCOVER) + 7 YEAR DIGITAL COURSEWARE LICENSE GRADE 9/10	\$106.47	0	143	\$0.00	\$15,225.21
9780131662544	PRENTICE HALL EARTH SCIENCE TEST PREP WORKBOOK 2006C	\$11.97	2	0	\$23.94	\$0.00
9780133627886	PRENTICE HALL EARTH SCIENCE LAB MANUAL SE	\$15.97	0	143	\$0.00	\$2,283.71
9780133627640	PRENTICE HALL EARTH SCIENCE PROGRESS MONITORING ASSESSMENTS	\$30.97	2	0	\$61.94	\$0.00
9781323205884	HIGH SCHOOL EARTH SCIENCE 2017 TEACHER EDITION GRADE 9/12	\$117.97	2	0	\$235.94	\$0.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780133627695	PRENTICE HALL EARTH SCIENCE EXAMVIEW CTB	\$156.97	2	0	\$313.94	\$0.00
9780133648645	HIGH SCHOOL EARTH SCIENCE C2009 CORE TEACHING RESOURCES	\$359.47	0	2	\$0.00	\$718.94
Pearson Earth Science ©2017 Subtotal					\$ 635.76	\$ 18,227.86
Earth Science Subtotal					\$ 635.76	\$ 18,227.86
Solution Subtotal					\$ 635.76	\$ 18,227.86
					Shipping and Handling	\$ 1,458.23
					Total	\$ 19,686.09

Addendum

To place your order please submit a copy of this price quote with your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form, fax or by mail. Please submit your PO and price via one of the following methods:

e-Form: <https://pearsoncommunity.force.com/support/s/pearson-order-form>

Fax: 1-877-260-2530

Mail: Pearson Education, P.O. Box 6820, Chandler, AZ 85246

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