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:

August 13, 2019

Isleton Elementary School • 412 Union Street, Isleton, CA

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

REGULAR MEETING AGENDA

1.	Call the Open Session to Order (@ 5:30 p.m.)					
2.	Roll Call					
3.	Review Closed Session Agenda (see attached agenda) 3.1 Announce Closed Session Agenda 3.2 Public Comment on Closed Session Agenda Items Only					
4.	Approve Closed Session Agenda and Adjourn to the Closed Session (@ 5:35 p.m.)					
	Motioned: Second: Ayes: Noes: Absent: Time:					
5.	Reconvene to Open Session (@ approx. 6:30 p.m.) Time:					
	5.1 Retake Roll Call					
	Member Fernandez; Member Olson; Member Riley; Member Stone;					
	Member Elliott; Member Casillas; Member Mahoney					
	5.2 Pledge of Allegiance					
6.	Report of Action taken, if any, during the Closed Session (Government Code Section					
	54957.1) – Board President Fernandez					
7.	Review and Approve the Open Session Agenda					
	Motioned: Second: Ayes: Noes: Absent:					

- 8. Public Comment: Anyone may address the Board at this time regarding any subject that is within the Board's subject-matter jurisdiction which is not on this night's agenda [Government Code Section 54954.3 and Education Code Sections 35145.5 and 72121.5]. However, please hold your comments on a specific 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 act 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 speak only if they have something new to add. (BB 9323) Anyone may appear at the Board meeting to testify in support of, or in opposition to, any item on this agenda being presented to the Board for consideration. {If you wish to have an item placed on the agenda for discussion and/or action by the Board, you must notify the Board Secretary/Superintendent in writing no later than ten working days prior to a regularly scheduled Board meeting requesting permission. After the Superintendent's Cabinet has met, you will be notified of their decision.}
- 9. Reports, Presentations, Information
 - 9.1 Board Member(s) and Superintendent Report(s) and/or Presentation(s)
 - 9.1.1 Board Members' Report(s)
 - 9.1.2 Committee Report(s)
 - 9.1.3 Superintendent Wright's Report(s)
 - 9.2 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 Monthly Financial Report Elizabeth Keema-Aston
- 9.2.2 Governor's Budget 45 Day Revise Elizabeth Keema-Aston
- 9.2.3 Maintenance, Operations & Transportation Update Ken Gaston
- 9.3 Other Educational Services' Reports and/or Presentation(s) Nicole Latimer, Director of Educational Services
 - 9.3.1 Educational Services and Special Education Updates Nicole Latimer
 - 9.3.2 Williams' Settlement Public Notification regarding sufficiency of teachers, facilities, textbooks and instructional materials Fourth Quarter (April June) Nicole Latimer
- 9.4 Annual report by School Nurses about health services provided throughout the District Holly Pauls, RN and Angela Patin, RN
- 9.5 River Delta Unified Teacher's Association (RDUTA) Update
- 9.6 California State Employee's Association (CSEA) Chapter #319 Update

10. **Consent Calendar**

10.1 Approve Board Minutes

Regular Meeting of the Board, June 25, 2019

Special Meeting of the Board, July 17, 2019

10.2 Receive and Approve Monthly Personnel Report

As of August 13, 2019

10.3 District's Monthly Expenditure Report June and July 2019

- 10.4 Request to approve the Independent Contract with Dora Dome Law to provide trainings for the River Delta USD administrative staff and their designees for educational, legal compliance and loss-prevention purposes, at a cost not to exceed \$10,000 Special Education and General Funds Katherine Wright
- 10.5 Request to approve the Professional Expert Agreement with (Denise Stine) to provide Psychology services for the 2019-2020 school year at a cost not to exceed \$15,000 Special Educational Funds Nicole Latimer
- 10.6 Request to approve the Professional Expert Agreement with (Collette Da Cruz) to provide nursing services for the 2019-2020 school year at a cost not to exceed \$5,000 General Funds Nicole Latimer
- 10.7 Request to declare as surplus District vehicles that are non-operational or the cost of repairs are higher than their value Ken Gaston
- 10.8 Request to approve the Master Plan for English Learner Success for the 2019-2020 school year
 Nicole Latimer
- 10.9 Request to approve the 2019-2020 General Agreement for Nonpublic, Nonsectarian School/Agency (Jabbergym Inc.) to provide physical therapy services for district students at a cost not to exceed \$10,000, Special Education Funds Nicole Latimer
- 10.10 Request to approve the Independent Contract for Services Agreement with Lisa Cesario, Retired Superintendent from Las Lomitas School District to provide district Leadership coaching during the 2019-2020 school year at a cost not to exceed \$10,000 from General Funds Katherine Wright
- 10.11 Request approval to apply for the BIIG-K12HSN Grant Wave 5 for internet connectivity improvement districtwide Elizabeth Keema-Aston
- 10.12 Donations to Receive and Acknowledge:

Walnut Grove Elementary School – Summer Program Swimming Lessons

Mary and Daniel Wilson \$800

Elizabeth Keema-Aston \$80

Liz Pauls-Diede \$80

The Tyler Uslan Foundation \$1200

Lynne Imel \$80

James and Sally Christie \$160

Richard and Rebecca Elliot \$80

Wilcox Agri Products \$100

Chuck Joy Trust \$100

Caroline G. Werder \$160

John Allerson (in memory of Gary Enger) \$80

Tim Ogleby \$160

Carina Palafox \$160

Susan and Calvin Jones \$80 Industrial Optics \$500 CA Delta Real Estate: Doris Specht \$25

	C. 1 2 C.115 10 C.1 2 C.15.	= 0 op 00	•		
/lotioned:	Second:	Ayes:	Noes:	Absent:	

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

11.	Request to apprevents	prove the Notice of Com – Ken Gaston	npletion for the R	io Vista Hi	gh School Ad	ccess Road A	Asphalt
	Motioned:	Second:	Ayes:	Noes:	Absent:		
12.	Request to appr Paving Repairs	ove the Notice of Compl – Ken Gaston	etion for the Delta	High School	ol Parking Lot	Asphalt	
	Motioned:	Second:	Ayes:	Noes:	Absent:		
13.		ove the Notice of Compl Repairs – Ken Gaston	etion for the Walnu	ut Grove El	ementary Sch	ool Playgroun	nd
	Motioned:	Second:	Ayes:	Noes:	Absent:		
14.		ove Resolution #769 aut 019-2020 – Elizabeth Ke	•	y inter-fund	transfers of S	pecial or Res	tricted
	Roll Call Vo	te: _; Member Olson; Member Rile		_; Member Ellid	ott; Member Sto	ne; Member Ma	honey
15.	services in conr bond issuance	rove the contract with Gonection to planning the 2 services and the issuar 500 for Planning and \$9 a-Aston	020 General Obli ice of bonds follo	gation Bond wing a sud	d Measure, po ccessful Gene	ost-election ar eral Obligation	nd pre- n Bond
	Motioned:	Second:	Ayes:	Noes:	Absent:		
16.	Re-Adjourn to c	ontinue Closed Session,	if needed				
17.	•	taken, if any, during cor) – Board President Ferr		ssion (Gove	ernment Code		
18.	Adjournment						
	Motioned:	Second:	Aves: N	nes: Ah	sent [.]	Time [.]	

A copy of the full agenda is available for public review at each school site. A copy of the full agenda is available for public review at the District Office (with backup documents but without confidential closed session items), 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.

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 or before Friday, August 9, 2019, by or before 5:30 p.m.

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

ATTACHMENT

RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Regular Meeting of the Board of Trustees

August 13, 2019 Isleton Elementary School • 412 Union Street, Isleton, CA CLOSED SESSION

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

A Closed Session will be held beginning at 5:35 p.m. on August 13, 2019, at the Isleton Elementary School, Isleton, California (which is prior to the full Open Session). Any formal action taken by the Board will be reported in the Open Session of this regular meeting of the Board of Trustees [Government Code Section 54957.1]. As needed, this Closed Session may be reconvened following the full Open Session. Any formal action taken by the Board will be reported in Open Session prior to adjournment.

4. CLOSED SESSION

- 4.1 **Student Discipline** [Education Code Sections 49070 (c) and 76232 (c)]. None
- 4.2 **Possible or Pending Litigation** [Government Code 54956.9(a)(b)(c)] Following Conference with Legal Counsel Following Conference with Legal Counsel (Parker & Covert, LLC; Girard, Edwards, Stevens & Tucker LLP) Pending or Anticipated Litigation/Potential Case(s) Update(s)
 - 1.2.1 Name(s) unspecified as disclosure would jeopardize the service of process and/or existing/possible settlement negotiations
- 4.3 Personnel Evaluation, Searches, Appointment, Employment, Complaint, Discipline, Dismissal, Non-reelects and Releases [Government Code Section 54957]

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

Public Employee(s) Evaluation:

- 4.3.1 Superintendent
- 4.3.2 Certificated
- 4.3.3 Classified
- 4.3.4 Public Employee(s) Searches, Appointment, Employment conditions
- 4.3.5 Complaint, Discipline, Dismissal, Non-Reelects, & Releases
- 4.3.6 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 (@6:30 p.m.) Any formal action taken by the Board in the above items will be reported in Open Session of this regular meeting of the Board of Trustees [Government Code Section 54957.1]. The meeting may be reconvened as needed (i.e. following the end of Open Session).

Motioned:	Second:	Ayes:	Noes:	Absent:	Time:
ig					

445 Montezuma Street Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019	Attachments: X
From: Elizabeth Keema-Aston	Item Number: 9.2.1
Type of item: (Action, Consent Action or Information Only): Information O	nly
SUBJECT: Monthly Financial Report	
BACKGROUND: Each month the Chief Business Officer prepares a monthly report, showing both budgeted and actual revenues and exdistrict fund for the prior month. The report includes: the p districts ending fund from the prior month, the percentage fund balance (reserves) at the end of the reported month.	xpenditures for each ercentage of the
This report does not include any encumbered expenditures	
STATUS:	
PRESENTER: Elizabeth Keema-Aston, Chief Business Officer	
OTHER PEOPLE WHO MIGHT BE PRESENT:	
COST AND FUNDING SOURCES: NOT APPLICABLE	
RECOMMENDATION:	

Time allocated: 5 minutes

That the Board receives the Monthly Financial report as submitted

River Delta Unified School District

2019-20 Working Budget vs. Actuals Report July 31, 2019

Working Budget					Actual	s thru:	7/31/2019				
		ESTIMATED Beginning Balance (A)	Net Income/ Contributions in (B)	Expense/ Contributions out (C)	Ending Balance (D)	YTD Income (E)	YTD Paid to Delta Charter (F)	YTD Net Revenue (G)	Percentage Received (H)	YTD Expense (I)	Percentage Spent (J)
									(G/B=H)		(I/C=J)
General Fund:	(01)										
	Unrestricted	4,585,181	16,440,290	17,209,183	3,816,288	209,316	163,500	45,816	0.28%	500,151	2.91%
	Restricted	440,306	7,462,863	7,456,337	446,832	376,544		376,544	5.05%	128,841	1.73%
Combined		5,025,487	23,903,153	24,665,520	4,263,120	585,860	163,500	422,360	1.77%	628,992	2.55%
	Dry Period Financing					-		-			
Other Funds											
	Adult Ed. (11)	110	98,292	98,292	110	6,967		6,967	7.09%	807	0.82%
	Child Development (12)	-	299,381	299,381	-	-		-	0.00%	14,868	4.97%
	Cafeteria (13)	100,009	1,023,168	1,090,366	32,811	-		-	0.00%	3,841	0.35%
Sp. Res-Othe	er than Cap. Outlay (17)	70,007	700	-	70,707	-		-	0.00%	-	0.00%
	Bond Fund (21)	267,441	38,600	262,311	43,730	-		-	0.00%	147,794	56.34%
Bond Fu	nd- SFID #1 South (22)	-	-	-	-	-		-	0.00%	-	0.00%
Bond Fu	nd - SFID #2 North (23)	-	-	-	-	-		-	0.00%	-	0.00%
	Developer Fees (25)	1,141,041	655,190	253,190	1,543,041	-		-	0.00%	595	0.24%
Coun	ty School Facilities (35)	3,264	18	-	3,282	-		-	0.00%	-	0.00%
	Capital Projects (49)	200	6,190	6,100	290	-		-	0.00%	-	0.00%

445 Montezuma Street Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date	e:	August 13, 2019	Attachments: X				
From: Elizab	eth Ke	ema-Aston, Chief Business Officer	Item Number: 9.2.2				
Type of item: (Action, Consent Action or Information Only):Information only							
SUBJECT: Adopted Budg		overnor's Budget 45 Day Revise and the impa	act on the District's				
BACKGROUN	2019.	The Governor's 2019-20 Budget was adopte The changes to the adopted budget from the sed in the Summary Analysis from School Se	May revise have been				
	revise materia	s must have their budgets adopted by July 1 st their budget given the changes to the Governo al changes are relevant. If there are no signifi it is not necessary to bring the "45 Day Revis	or's adopted budget. Only cant changes to a district's				
STATUS:	COLA 19.721 and \$1	anges to the Governor's 2019-20 Budget inclifrom 3.46% to 3.26%, the reduction in the PE% and Lottery funding increase of \$2.00 per a .00 increase for Restricted funding. The STR at that was used for the districts Adopted Budge	RS rate from 20.733% to adjusted ADA for Unrestricted S rate did not change from				
	either a	hese changes were all positive to the District' an increase in funding or reduction in expense was not material and less than \$20,000. The oudget at First Interim.	es the overall cumulative				
PRESENTER:	:	Elizabeth Keema-Aston, Chief Business Offic	er				
OTHER PEOF	PLE WH	IO MIGHT BE PRESENT: NOT APPLICABL	.E				
COST AND F	UNDIN	G SOURCES: NOT APPLICABLE					

That the Board receives the information from the "45 Day Revise".

RECOMMENDATION:

Time allocated: 2 minutes

The 2019-20 State Budget

On June 27, 2019, Governor Gavin Newsom signed the \$214.8 billion 2019-20 State Budget Bill (Assembly Bill [AB] 74) that the Legislature passed and sent to him on June 13.

The enacted State Budget includes a total investment in Proposition 98 of \$81.1 billion, an increase of approximately \$3 billion over last year's State Budget. Some of the most significant features of the education budget include: an increase of nearly \$2 billion in ongoing Proposition 98 funding for the Local Control Funding Formula (LCFF) reflecting a 3.26% cost-of-living adjustment (COLA); an increase of nearly \$646 million in ongoing Proposition 98 dollars for students with disabilities; and a one-time \$3.15 billion non-Proposition 98 appropriation to provide pension relief for school employers.

The Budget also includes, for the first time, a deposit into the Public School System Stabilization Account. While the \$389 million deposit is well short of the required level to trigger the cap on district reserves, it is something to keep a close eye on in future budgets.

Cost-of-Living Adjustments

The statutory COLA for K-12 education is calculated to be 3.26% for the 2019-20 fiscal year, a slight decrease from the 3.46% estimated in January.

The 3.26% statutory COLA will also be applied to programs outside of the LCFF. These include Special Education, Child Nutrition, Foster Youth, Preschool, American Indian Education Centers, and American Indian Early Childhood Education.

Discretionary Funds

The Budget does not include any one-time Proposition 98 discretionary funding for school districts, charter schools, or county offices of education.

Local Control Funding Formula

The enacted State Budget includes an additional \$2 billion for LCFF compared to the 2018-19 LCFF funding level. This reflects a new COLA-only future for LCFF.

Grade Span	2018-19 Target Base Grant per ADA	3.26% COLA	2019-20 Target Base Grant per ADA
TK-3	\$7,459	\$243	\$7,702
4-6	\$7,571	\$247	\$7,818
7-8	\$7,796	\$254	\$8,050
9-12	\$9,034	\$295	\$9,329

	2018-19	2019-20	2020-21	2021-22
Statutory COLA	2.71%	3.26%	3.00%	2.80%

Special Education

The Budget includes a nearly \$646 million increase for students with disabilities—\$152.6 million to level up the lowest-funded Special Education Local Plan Areas to the AB 602 statewide target, which is estimated to be \$557.27 per average daily attendance (ADA) in 2019-20, and \$493.2 million for Special Education Early Intervention Preschool Grants.

This new grant program is intended to provide funding to school districts for early intervention services and supports for preschoolers with disabilities. The California Department of Education (CDE) will determine the number of three-, four-, and five-year-olds in preschool (not transitional kindergarten or kindergarten) with Individualized Education Programs for each school district. Based on the total number of eligible preschoolers statewide, the amount of funding is divided into a per-pupil amount.

School Services of California, Inc., estimates that it will be approximately \$8,975 per pupil, allocated to the school district of residence. Legislative intent language (which does not have the force of law) states the funding should supplement existing Special Education resources.

This is a brand new funding stream for preschoolers with disabilities and will significantly relieve the amount of funding that districts are already spending from their unrestricted General Fund to pay for these required—and beneficial—services.

Pension Relief

The Budget includes pension relief for public education employers, with \$3.15 billion of non-Proposition 98 funds are invested on behalf of employers to the California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) Schools Pool.

Of this amount, an estimated \$850 million will buy down the employer contribution rates in 2019-20 and 2020-21. With these payments, the CalSTRS employer contribution rate will decrease from 18.13% to 17.1% in 2019-20 and from 19.1% to 18.4% in 2020-21. The payments will decrease the CalPERS Schools Pool employer contribution rate from 20.7% to 19.7% in 2019-20 and from 23.6% to 22.7% in

2020-21. The remaining \$2.3 billion will be paid toward the employers' long-term unfunded liability for both systems. Overall, this payment is expected to save employers \$6.1 billion over the next three decades, with an estimated reduction in the out-year contribution rate to CalSTRS of 0.3 percentage points, and to the CalPERS Schools Pool of 0.1 to 0.3 percentage points.

Employer Rate	2018-19	2019-20	2020-21	2021-22
CalPERS ¹	18.062%	19.721%	22.70%	24.60%
CalSTRS ²	16.28%	17.10%	18.40%	18.10%

¹ CalPERS rate is final for 2018-19 and 2019-20 fiscal years.

Early Childhood

The Budget includes significant investments in child care and preschool, but for non-local educational agency providers. However, the Budget expands eligibility for the California State Preschool Program. Beginning January 1, 2020, preschool providers can enroll any four-year-old living in the school attendance boundary of any public school in which at least 80% of its enrolled students are eligible for free and reduced-price meals, with certain conditions.

Career Technical Education

Despite Assembly efforts to consolidate K-12 funding for Career Technical Education (CTE) programs into the CTE Incentive Grant program (CTEIG), the enacted Budget maintains the status quo established in the 2018 State Budget. As such, the K-12 Strong Workforce Program administered by the California Community College Chancellor's Office

maintains its ongoing funding of \$150 million, and the CTEIG administered by the CDE retains its ongoing funding of \$150 million.

Other Significant Investments

Additional significant education appropriations in the 2019-20 State Budget include:

- \$300 million in one-time non-Proposition 98 funds for the Full-Day Kindergarten Facilities Grant program
- \$50 million in ongoing Proposition 98 funds for the After School Education and Safety program
- \$38.1 million in one-time non-Proposition
 98 funds for the Educator Workforce Investment Grant to provide competitive grants
 for professional learning opportunities for teachers and paraprofessionals
- \$13.8 million in ongoing federal funds to establish the 21st Century School Leadership Academy for professional learning opportunities for school administrators
- \$10 million in one-time non-Proposition 98 funds for the development of the California Cradle to Career Data System
- \$36 million in one-time Proposition 98 funds for the Classified School Employees Summer Assistance Program
- \$7.5 million in one-time non-Proposition 98 funding for the Broadband Infrastructure Grant Program to improve broadband infrastructure in schools

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POCKET BUDGET 2019-20

A Summary Analysis of the 2019-20 Enacted State Budget for California's Schools

Prepared by:



July 2019

Public Education's Point of Reference for Making Educated Decisions

² CalSTRS rates for 2019-20 and beyond are subsidized based on the adopted State Budget.

445 Montezuma Street Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 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 Mainten Transportation Departments. The only projects included in tover \$100.	•
STATUS: See attached monthly report for the period of June and July	
PRESENTER: Ken Gaston	
OTHER PEOPLE WHO MIGHT BE PRESENT:	
COST AND FUNDING SOURCES:	
RECOMMENDATION: That the Board receives this information.	

Time allocated: 2 minutes

Maintenance, Operations & Transportation Monthly Report for Board Meeting August 13, 2019

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

Maintenance & Operations:

Bates Elementary

o Monthly HVAC. − \$292.54

Clarksburg Middle School

- o Replaced and inspected bulbs and ballasts. \$100.00
- o Monthly HVAC. \$108.48

Delta High School

- o Removed old tile in entryway to remove rotting sub floor wood. Raised surface with concrete and replaced it with new wood slats. \$300.92
- o Removed chalkboards, patched and painted the walls. \$125.00
- o Installed new vents above freezer. \$175.00
- o Monthly HVAC. \$311.47

o D. H. White Elementary

- o Cleaned out classroom 20. \$200.00
- o Replaced 2 ballasts and 1 light bulb. -\$150.21
- o Changed AC thermostat and contractor in staff room. \$149.32
- o Replaced aerator on a sink. \$140.00
- o Fixed north side swamp cooler. \$715.93

District Office

o Painted Superintendents and Executives Assistant office. - \$1,150.00

o Rio Vista High School

- Painted girls locker room, boys foyer wall, girls' softball backstop and moral on football field. - \$300.00
- o Moved equipment out of room. Painted walls and floor. Arranged room to be student ready. -\$600.00
- o Fixed floor in old Ag Building. \$104.54
- o Installed door in aide's office in the library. \$662.50
- o Removed graffiti from lockers in the hallway. \$300.00

o Riverview Middle School

- o Replaced blinds on portable 3. \$137.50
- o Fixed faucets that were leaking. 113.61
- o Removed smartboards and hung TVs in portables.
- o Removed whiteboard and painted wall in room 1. \$212.50
- o Replaced faucet in boy's bathroom. \$ 127.50

Walnut Grove Elementary School

- o Monthly HVAC. \$212.50
- o Adjusted all light fixtures in room 10. -\$125.00

445 Montezuma Street Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019	Attachments: X
From: Nicole Latimer, Director of Educational Services	Item Number: 9.3.2
Type of item: (Action, Consent Action or Information Only): Inform	
SUBJECT:	

Williams Settlement Public Notification regarding sufficiency of teachers, facilities, and textbook and instructional materials.

BACKGROUND:

The Williams Settlement requires that all students have qualified teachers, appropriate instructional materials and that their schools be clean and safe. The settlement holds schools accountable for delivering these fundamental elements. Education Code 35186 BP 13124 also requires the district to provide quarterly reports regarding Williams Settlement compliance.

STATUS:

The district has received no complaints this quarter.

PRESENTER: Nicole Latimer, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: No cost to the district.

RECOMMENDATION:

That the board receives this item as fulfillment of Williams Settlement requirements.

Time allocated: 2 minutes

Quarterly District Report: Williams Uniform Complaint Process (UCP)

Properly submitting this form to SCOE serves as your district's *Williams* UCP Quarterly Complaint Report per *Education Code* § 35186(d). **All fields are required.**

SUBMITTER INFORMATION

Trisha Salomon	Secretary	707-374-1729		
Name Person submitting form	Job Title	Phone Number Include area code		
tsalomon@rdusd.org				
E-mail Address				
DISTRICT INFORMATION				
River Delta U.S.D.	2019	Quarter 4 (Apr.–Jun.)		
School District	Year Covered by This Report	Quarter Covered by This Report		

COMPLAINTS

Sufficiency of Textbooks

Total Number of Textbook Complaints Enter 0 if none.	0
Number of Textbook Complaints Resolved Enter 0 if none.	0
Number of Textbook Complaints <u>Unresolved</u> Enter 0 if none.	0

Emergency School Facilities Issues

Total Number of Emergency Facilities Complaints Enter 0 if none.	0
Number of Emergency Facilities Complaints Resolved Enter 0 if none.	0
Number of Emergency Facilities Complaints <u>Unresolved</u> Enter 0 if none.	0

Vacancy or Misassignment of Teachers

Total Number of Vacancy/Misassignment Complaints Enter 0 if none.	0
Number of Vacancy/Misassignment Complaints Resolved Enter 0 if none.	0
Number of Vacancy/Misassignment Complaints <u>Unresolved</u> Enter 0 if none.	0

RESOLUTION OF COMPLAINTS

Briefly summarize the nature of complaints and how they were resolved.

Enter "N/A" if no complaints were received. If you need more space, enter "sent by e-mail" and send your summary to Shannon Hansen with your report
REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER
The number of UCP complaints (textbooks, facilities, and teachers categories) filed for the quarter being reported MUST be entered in this report. Please check the box below confirming this:
Includes All UCP Complaints All UCP complaints for the indicated quarter are being reported—from my district office and all school sites in my district.
By submitting this form, you certify that the information is complete and accurate, and that you have verified the accuracy of the report information by contacting each school in your district. The report includes <i>ALL</i> UCP complaints in the above

RETURN INSTRUCTIONS

categories received at school sites in the district, plus the district office.

After completing the form in its entirety, save the file and e-mail it to Shannon Hansen at the Sacramento County Office of Education (SCOE): shannonh@scoe.net.

445 Montezuma Street Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019	Attachments: X
From: Holly Pauls, RN and Angela Patin, RN	Item Number: 9.4
Type of item: (Action, Consent Action or Information Only): Information O	Only
SUBJECT: Annual report by School Nurses about health services provided throughout	out the district.
BACKGROUND: Two Full-Time School Nurses deliver a variety of health services to the s River Delta Unified School District. This includes early childhood educated education and special education students.	
STATUS:	
PRESENTER: Credentialed School Nurses: Holly Pauls, RN and Angela Patin, RN	
OTHER PEOPLE WHO MIGHT BE PRESENT:	
COST AND FUNDING SOURCES: N/A	

RECOMMENDATION:

That the Board recognizes the vital role of a Credentialed School Nurse in the health and academic success of the RDUSD students.

Time allocated: 10 minutes

School nurse presentation to RDUSD Board August 2019

Mandated screenings	Grade	Vision	Referred	Got glasses	Hearing	Referred & seeing Dr
	TK/K	134	15	6	119	3
	1st	3	3	2	14	0
	Boys color scr	23	1			
	2nd	125 Staff reqst- 15	9	4	130	1
Total		277	27	12	263	
	5th	114	21	11	108 Teach request-13	1
	8th	203	22	13	203	2
Hgts/Wghts	5th	37	12			
Dental	Total-	#1-routine	#2-decay	#3-		
screening	148+110 +219	98+134 +190	13+14=27 +20	urgent 0+9		
Total	477-	594-vision	70-vision	36 got	<u>587-</u>	7 hearing
	dental	screens	referrals	glasses	hearing	referred
	<u>screens</u>				<u>screens</u>	

Health Conditions	CMS/DHS	Bates Moke/CDS	Walnut Grove	Isleton	DHWhite	Riverview	Rio Vista High	Total
Asthma	35	9	9	22	45	37	38	195
Diabetes-1 & 2	6	2	0	3	0	1	1	13
Epilepsy/Seizures	2	1	1	3	0	0	2	9
Severe allergy w/ Epi-Pen	8	0	1	3	4	3	3	22
ADHD	10	2	5	3	7	14	18	59
Health Plans	24	8 + 2	6	11	25	17	22	115
Individual school healthcare plan	6	1	1	3	3	3	2	19
Daily medications	2 (oral)	1	1	3	3	3	2	15
Daily Procedures- tube feeding, diabetic care etc	5	1	0	3	0	1	0	10

Special Education Health	Initial	Annual or amended	Triennial	
assessments				
North	29	3	26	
South	17	3	49	
Total	46	6	75 (12	27)

Staff trainings- Medication administration, Anaphylaxis and use of Epi-Pen, seizures, diabetes, asthma, vaccine compliance, use of AED, Diastat administration for seizures, gastric tube feedings, immunization compliance. Exclusion from school due to contagious illness, active lice, immunization noncompliance.

Student presentations, classes:

Tobacco prevention & vaping, puberty talk for 5-6 graders, nutrition workshops. Vaccine information. Diabetes teaching, hygiene, asthma inhaler use, illness care & prevention

<u>Annual reports to State:</u> Hearing, immunization status of kindergarteners, 7th grade immunizations, physicals and dental care.

445 Montezuma Street Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019	Attachments: X
From: Katherine Wright, Superintendent	Item Number: 10.1
Type of item: (Action, Consent Action or Information Only): Consent Action	on
SUBJECT:	
Request to approve the minutes from the regular and special meetings of on June 25, 2019 and July 17, 2019.	f the Board of Trustees
BACKGROUND:	
Attached are the minutes from the Board of Trustee's meetings held on June 25 and July 17, 2019	
STATUS:	
The Board is to review for approval	
PRESENTER: Katherine Wright, Superintendent	
OTHER PEOPLE WHO MIGHT BE PRESENT: Jennifer Gaston, Recorder	
COST AND FUNDING SOURCES: None	
RECOMMENDATION:	

That the Board approves the minutes as submitted

Time allocated: 3 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT MINUTES

REGULAR MEETING June 25, 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 5:20 p.m. on June 25, 2019 at Rio Vista High School, Rio Vista, California.

2. Roll Call of Members:

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

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 @ 5:23 pm

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

- 5. Open Session was reconvened at 5:40 pm
 - 5.1 Roll was retaken. Members Olson and Stone were absent. All other members were present. Also present: Don Beno, Superintendent; Elizabeth Keema-Aston and Jennifer Gaston, Recorder.
 - 5.2 Pledge of Allegiance was led by Katy Maghoney, retired Board Member
 - 5.2.1 Recognized the retirees of 2018-2019 Don Beno introduced and recognized Carmen Fowler an instructional aide in the district who retired earlier in the year. He presented her with a commemorative cross pen. Mr. Beno also recognized the following employees who were not in attendance; Lise-Lott Nygard, Linda Garcia and Craig Hamblin.

Board President Fernandez and Member Riley acknowledged the accomplishments of Mr. Beno during his reign of Superintendent and congratulated him on his upcoming retirement. They wished him well and presented him with a commemorative cross pen.

Mr. Beno announced that his journey in the District started with a bicycle ride in the delta, and the very next day the superintendent's job was posted. He mentioned that it is fitting that he will be ending his journey in the District with a three-day bicycle ride. Mr. Beno explained that he had been given his father's personal pen and pencil set when he passed, and he treasured these items of his fathers. After his college graduation, his father gave him a pen and pencil set, stating that he would need a nice pen starting his new career in education. So, it is very fitting to be ending his educational career with a cross pen. Mr. Beno thanked the Board and all those who were in attendance for a wonderful journey.

- Report of Action taken, if any, during the Closed Session (Government Code Section 54957.1)
 Board President Fernandez reported that the Board received information, no action taken during Closed Session.
- 7. Review and Approve the Open Session Agenda

Board President Fernandez announced that there was a request from Superintendent Beno, to revise the minutes posted with the June 25th Board agenda. Copies were available for the public as well as the members of the Board. Member Fernandez asked for a motion to approve the Open Session Agenda with the revised June 11, 2019 minutes.

Member Riley moved to approve the Open Session Agenda including the revised June 11, 2019 Board Minutes, Member Elliott seconded. Motion carried 5 (Ayes: Fernandez, Riley, Elliott, Casillas, Mahoney): 0 (Nays): 2 (Absent: Olson, Stone)

- 8. **Public Comment:** Carianna Brandon, a Walnut Grove PTA member, spoke of the fundraising event at the Annual Pear Fair. She feels the fair is not large enough to support both the Walnut Grove and Bates PTA organizations selling pair pies at the same event. The Pair Pie Fundraiser is a long-time event for Walnut Grove PTA and is their largest fundraising event during the year. She feels that the different PTA organizations should not be in direct competition. She asked the Board to step in where it's appropriate and resolve the problem with the PTAs.
- 9. Reports, Presentations, Information
 - 9.1 Board Member(s) and Superintendent Report(s) and/or Presentation(s):
 - 9.1.1 Board Members' report(s): None to report
 - 9.1.2 Committee Report(s): None to report
 - 9.1.3 Superintendent Beno's report(s): Mr. Beno thanked the Board members for their support and guidance over the last six years. He knows that support will continue with the new superintendent. He feels confident that the new superintendent will do a fine job.
 - 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 reported that the district's changes in ADA from prior month were as follows: at the elementary level there was a decreased of 8, the high school level there was an increase of 1, and in the alternative education program there was a decrease of 3. Overall a decrease of ten ADA districtwide. Ending enrollment held at 1915 and ending ADA was 1843 with a yield of 96.2%.
 - 9.2.2 GASB 75 OPEB Actuarial Report Elizabeth Keema-Aston reported that the District has established an 'Other Post-Employment Benefit' (OPEB) irrevocable Trust, which is administered by PARS. The District's OPEB plan through the collective bargaining agreement allows for an employee that has been employed by the District for a minimum of 10 years, is retired and between the ages of 55 and 65, to receive \$300 a month for the purchase of health, dental and life insurance. The District's investment strategy is 'Balanced' between growth and Conservative. PARS recommended that we stay with this strategy.

Every year the valuation of our OPEB plan will be brought to the Board. A full actuarial valuation report will be completed every other year. In the off years a 'roll forward' actuarial report is allowed. Total OPEB Liability as of June 30, 2018 is \$6.6 M. Currently the District's funding method is 'pay-as-you-go'. Monthly the District contributes 1% of the payroll total to the OPEB Trust, with an option to contribute as ad hoc payment. In FY 2017-2018 the District added an ad hoc payment of \$250K.

The current status is FY 2018-2019 the trusts beginning balance on 7/1/18 was \$682,679 with contributions and earnings of \$107,013 and expenses and disbursements of \$54,642 leaving and ending balance as of May 31, 2019 of \$735,080.

9.2.3 MOT Update – Ken Gaston reported that this time of year irrigation is the high demand. While repairing irrigation pipe at Rio Vista High School they found rolled steel had been used and over the years it has completely rotted. In the sections that have been replaced the water pressure has increased substantially. They are looking into purchasing a trencher as most of the sites have the same issue and the replacement of these lines are necessary to save water and adequately irrigate the fields and landscaping.

The Maintenance Department has been working with a company to sponsor a PG & E preventive maintenance program. They have ascertained the makes and models of all 152 heating and air-conditioning units within the district to see if a PG & E maintenance program is possible. PG & E would refund preventative maintenance if it fits the makes

and models. The district has approximately 100 units that fit the criteria. The third-party company repair and maintain each unit and invoice PG & E and a check would be sent to the district and reimburse would be sent to the third-party company for services rendered. This program should be zero cost to the district. However, in case of a bankruptcy filing from PG & E, more information is needed before moving forward.

The three asphalt projects have begun and he hopes to have all projects completed before the first day of school.

The well abandonment project behind Walnut Grove has not begun at this point. The state has identified the company to complete the project. However, they have not been in contact with the district. An audit by a natural resource company has been on site looking for an endangered species in the area. Mr. Gaston believes this audit is complete and has passed.

PG & E has been on site trimming trees around power lines at the far end of the football stadium at Rio Vista High School.

Member Fernandez thanked Mr. Gaston for looking for additional funding revenues for the district.

- 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

Presentations of the Single Plan for Student Achievement were given by each principal describing the areas of strength and positive outcomes during the 2018-19 school year. They also spoke of areas in need of improvement and how they plan on implementing these changes during the next school year. Each plan was reviewed and approved by the school site councils.

- 9.3.2 Receive information on the Title III LEA Plan for the 2019-2020 school year Katherine Wright informed the Board that the Title III LEA plan is now imbedded within the Federal Addendum section of the District's LCAP.
- 9.4 River Delta Unified Teacher's Association (RDUTA) Update: Paul Delgado reminisced of the first union related meeting with Mr. Beno six year ago at Delta High School. He thanked him and wished him well. Mr. Delgado announced he was stepping down as the union president and introduced the new RDUTA President, William "Bill" Hodges. Mr. Delgado also announced that Elise Wootten would hold the office of Vice President.
- 9.5 California State Employees' Association (CSEA) Chapter #319 Update: None to report

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 Elizabeth 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

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

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

With the approval of the Consent Agenda, Katherine Wright introduced Nicole Latimer, the new Director of Educational Services. Ms. Latimer thanked the Board and conveyed that she was very excited to be working in the district.

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

11. Request to approve and adopt the 2019-2020 Local Control and Accountability Plan (LCAP) for River Delta Unified School District – Don Beno

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

12. Request to approve the Federal Addendum to the 2019-2020 LCAP – Katherine Wright

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

13. Request to approve and adopt the Proposed 2019-2020 District Budget for River Delta Unified School District – Elizabeth Keema-Aston

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

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

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

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

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

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

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

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

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

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

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

19. Request to approve the Special Education Local Plan Area - Local Educational Agency: River Delta Unified School District Assurances SED-LP-5 – Don Beno

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

20. Request to acknowledge and accept grant funding if awarded from the California Air Resources Board - Ken Gaston

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

21. Request permission to apply for the Volkswagen Settlement Funding for Clean Transportation Grant – Ken Gaston

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

22. Request to approve the adoption and purchase of "Twig Science" by Twig Education for the K-5 Science program for approximately \$179,901.38 - Educational Funds - Katherine Wright

> Member Fernandez moved to approve with the corrected funds of \$179,901.38, Member Riley seconded. Motion carried 5 (Ayes: Fernandez, Riley, Elliott, Casillas, Mahoney): 0 (Nays): 2 (Absent: Olson, Stone)

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

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

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

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

- 25. Re-Adjourn to continue Closed Session, if needed Board President reported that re-adjourning to Closed Session was not necessary.
- 26. 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.
- 27. Adjournment: There being no further business before the Board, Board President Fernandez asked for a motion to adjourn in honor of Superintendent Beno's retirement.

		re, Member Fernandez seconded. Motion carried 5 (A Mahoney): 0 (Nays): 2 (Absent: Olson, Stone)	4y
The meeting	was adjourned at 7:26 p.m.		
Submitted:		Approved:	
	uperintendent and the Board of Trustees	Marilyn Riley, Clerk, Board of Trustees	
By: Jennifer (Gaston, Recorder		

End

RIVER DELTA UNIFIED SCHOOL DISTRICT

MINUTES

SPECIAL MEETING July 17, 2019

- 1. **Call Open Session to Order** Board President Alicia Fernandez called the Open Session of the meeting of the Board of Trustees to order at 6:05 p.m. on July 17, 2019 at the River Delta Unified School District Office, Rio Vista, California.
- 2. Roll Call of Members:

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

Also present: Jennifer Gaston, Executive Assistant and Recorder

- 3. Review, Approve the Closed Session Agenda and Adjourn to Closed Session
 - 3.1 Board President announced that closed session was not necessary
 - 3.2 Public Comment on Closed Session Agenda Items. None to report
- 4. Approve Closed Session Agenda and Adjourn to the **Closed Session** was not necessary meeting continued.
- 5. Open Session continued
 - 5.1 There was not a need to retake roll
 - 5.2 Pledge of Allegiance was led by Jennifer Gaston
- 6. **Report of Action taken, if any, during the Closed Session** (Government Code Section 54957.1) Closed Session was not held. No action was taken.
- 7. Review and Approve the Open Session Agenda

Member Riley moved to approve, Member Stone seconded. Motion carried 4 (Ayes: Fernandez, Riley, Stone, Casillas): 0 (Nays): 3 (Absent: Olson, Elliott, Mahoney)

- 8. **Public Comment:** None to report.
- 9. Request to approve the Personnel Transaction Report as of July 17, 2019 Nicole Latimer

On behalf of Superintendent Wright Mrs. Latimer provided the Board with the steps taken to obtain the recommendation to hire Stacy Wallace as the principal of Isleton Elementary School.

Member Riley moved to approve, Member Stone seconded. Motion carried 4 (Ayes: Fernandez, Riley, Stone, Casillas): 0 (Nays): 3 (Absent: Olson, Elliott, Mahoney)

Board President Fernandez thank Mrs. Wallace for her dedication to the district and its' students. Mrs. Wallace thanked the Board for the opportunity and announced that she was extremely excited to get started. Mrs. Wallace gave a brief description of her journey leading her to the delta.

10. Request to approve the purchase of a Sennheiser 10-person conference microphone and speaker system for \$26,510 with Microsoft and One-time Funding – Elizabeth Keema-Aston

Member Fernandez moved to approve, Member Riley seconded. Motion carried 4 (Ayes: Fernandez, Riley, Stone, Casillas): 0 (Nays): 3 (Absent: Olson, Elliott, Mahoney)

11. Adjournment: There being no further business be Mr. Beno thanked the Board for taking the time to	efore the Board President asked for a motion to adjourn. o attend the Special Board meeting.
	Member Stone seconded. Motion carried 4 (Ayes: (Nays): 3 (Absent: Olson, Elliott, Mahoney)
The meeting was adjourned at 6:16 pm.	
Submitted Katherine Wright, Superintendent and Secretary to the Board of Trustees	Approved Marilyn Riley, Clerk, Board of Trustees

By: Jennifer Gaston, Recorder End

445 Montezuma Street Rio Vista, California 9457-1561

SPECIAL BOARD AGENDA BRIEFING

Meeting Date: August 13, 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: Request to approve the Monthly Personnel Transaction Report	
BACKGROUND:	
STATUS:	
PRESENTER: Katherine Wright, Superintendent	
OTHER PEOPLE WHO MIGHT BE PRESENT: Staff	
COST AND FUNDING SOURCES:	
RECOMMENDATION:	
That the Board approves the Monthly Personnel Transaction I	Report as submitted

Time allocated: 2 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT PERSONNEL TRANSACTION AND REPORT

DATE: August 13, 2019

NAME	SCHOOL OR NEW OR CURRENT			TRANSACTION, EFFECTIVE AT			
	DEPARTMENT	POSITIO	N	*CLOSE OF THE DAY			
				**BEGINNING OF THE DAY			
ADMINISTRATIVE							
Jane Cronin	Rio Vista High School	Vice Principal	1.0 FTE	Hired effective TBD (Vice Stacy Wallace)			
CERTIFICATED							
Nichol Rogers	Clarksburg Middle School	Special Ed Teacher	1.0 FTE	Resigned effective *6/28/19			
Sally Mandujan	Clarksburg Middle School	Special Ed Teacher	1.0 FTE	Hired effective **8/2/19 (Vice Nichol Rogers)			
Shivon Mozaffar	Clarksburg Middle School	English Teacher	.67 FTE	Hired effective **8/2/19(Vice Kristina Roys-Mineishi)			
Gina Chaffin	Bates Elementary	1st Grade Teacher	1.0 FTE	Hired effective **8/2/19 (NEW)			
Dawn Roberts	Riverview Middle School	Science Teacher	1.0 FTE	Hired effective **8/2/19 (Vice Kao Saephanh)			
Sade Comparini	Clarksburg Middle/Delta High	Spanish Teacher	1.0 FTE	Resigned effective *7/31/19			
Lorena Lupercio-Diaz	Clarksburg Middle/Delta High	Spanish Teacher	1.0 FTE	Hired effective **8/2/19 (Vice Sade Comparini)			
Mark Hamilton	Rio Vista High School	Math Teacher	1.0 FTE	Resigned & Released effective **8/2/19			
Cody Kuchulis	Rio Vista High School	Math Teacher	1.0 FTE	Hired effective **8/5/19 (Vice Mark Hamilton)			
Rebecca McGee	Bates/Walnut Grove Elem.	Elem. Counselor	1.0 FTE	Resigned & Released effective **8/1/19			
Carina Palafox	Bates/Walnut Grove Elem.	Elem. Counselor	1.0 FTE	Hired effective **8/7/19 (Vice Rebecca McGee)			
Amanda Buchanan	D.H. White School	Kindergarten Teacher	1.0 FTE	Hired effective **8/9/19 (NEW)			
CLASSIFIED MANAGEMENT							
CLASSIFIED							
Hilary Wyer	D.H. White School	Instructional Asst. III	6.5 hrs/day	Hired effective **8/7/19 (Vice Heather Sousa)			
Gabriela Chavez	RDUSD State Preschool	Secretary		Hired effective **7/9/19 (Vice Carmen Arias)			
Gabriela Chavez	Isleton Elementary			Hired effective **8/7/19 (Vice Carmen Arias)			
Cheyenne Dana	Transportation	Bus Driver		Hired effective **8/7/19 (Vice Corinn Silva)			
Lindsey Holden	Riverview Middle School	Instructional Asst. III		Hired effective **8/7/19 (Vice Melanie Thompson)			
Bernadette Mustain	D.H. White Cafeteria	Sr. Food Srvc Wrkr		Hired effective **8/7/19 (Vice Lise Lott Nygard)			
Lorenzo Mejia Vazquez	Delta High	Custodian I	8 hr/day	Hired effective **8/1/19 (Vice Brenden Ellis)			
Wayne Jardine	Rio Vista High ILS Class	Inst. Asst. III	7 hrs/day	Hired effective **8/19/19 (Vice Jenny Torres)			
Alma Alexander	Isleton Elementary	Inst. Asst. III	6.5 hrs/day	Resigned effective **8/6/19			

445 Montezuma Street Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: Au	Allachments: X							
From: Elizabeth k	Item Number: 10.3							
Type of item: (Action, Consent Action or Information Only): Consent								
SUBJECT:	Approve Monthly Expenditure Summary for Ju	ne and July 2019						
BACKGROUND:	The Staff prepares a report of expenditures for t	he preceding month.						
STATUS:								
317.133.								
PRESENTER:	Elizabeth Keema-Aston, Chief Business Officer							
OTHER PEOPLE WHO MIGHT BE PRESENT:								
COST AND FUNDI	NG SOURCES: Not Applicable							
RECOMMENDATION	• •							
That the Board approves								

Time allocated: 2 minutes

00,01,1013

Cutoff amount: \$1.00

Select vendors with 1099 flags: of any setting.

Select payments with 1099 flags: of any setting.

Input file: Unknown Updated:

Report prepared: Mon, Jul 01, 2019, 8:26 AM

JUNE 2019 EXPENDITURES

	Name/Address			Description	Date	Warrant	Reference	Amount 1099
	A-Z BUS SALES 3418 52ND STREET SACRAMENTO, CA 95823		241.81	02P460880 TRANS SUPPLIES	06/18/2019	19479345	PO-190085 PO-190085 PO-190085	
	(916) 391-1092	N						
000009	ABEL CHEVROLET-PONTIAC-BU 280 NO FRONT STREET P.O. BOX 696 RIO VISTA, CA 94571-0696	JICK	110.67	1434 TRANS SUPPLIES	06/13/2019	19478540	PO-190127	110.67 N
	(707) 374-6317	N						
013287	ACSA FOUNDATION FOR ED AL 1575 BAYSHORE HIGHWAY BURLINGAME, CA 94010	OMIN		MAY 2019 ACSA DUES JUNE 19 ACSA DUES	06/04/2019 06/27/2019	19476165 19482190	PV-190675 PV-190765	324.90 N 324.90 N
	(800) 608-2272	N						
014880	AIR ONE MECHANICAL 23468 RANCHO RAMON CT TRACY, CA 95304		1,775.00	26182 HVAC SERVICES	06/18/2019 06/18/2019	19479352 19479352		380.00 N 650.00 N
	(209) 914-3354	N		15 1135 HVIIC BERVICES	00/10/2019	19479332	1 1 1 1 1 0 1 2 0	303.00 N
002739	ALL WEST COACHLINES INC 7701 WILBUR WAY SACRAMENTO, CA 95828		793.60	70855 DHS SPORT TRANS	06/04/2019	19476164	PV-190676	793.60 N
	(916) 423-4000	N						
014923	AMERICA'S TIRE 9696 BRUCEVILLE RD ELK GROVE, CA 95757			1515225/1514858 TRANS SUPPLIES 1517471 TRANS SUPPLIES				
	(0) - 0	N						
001596	ATHLETICS UNLIMITED		979.10	10000044878 CMS SPORTS SUPPLS	06/20/2019	19480205	PO-191262	979.10 N

4823 AUBURN BLVD SACRAMENTO, CA 95841 10000044878 CMS SPORTS SUPPLS 06/20/2019 19480205 PO-191262 79.55 N 10000044878 CMS SPORTS SUPPLS 06/20/2019 19480205 PO-191262 79.55- N

(916) 483-2352 N

Vendor Nar	me/Address		Total	Description	Date	Warrant	Reference	Amount 1099
014209 BAI 102 SAG	LFOUR/ACADEMIC AFFAIRS 26 FLORIN ROAD #143 CRAMENTO, CA 95831		1.985.09	1857150 WIND RIVER GRAD SUPPLI 1857150 WIND RIVER GRAD SUPPLI 1857150 WIND RIVER GRAD SUPPLI 3749 RDHS SUPPLIES	06/11/2019 06/11/2019 06/11/2019	19477725 19477725 19477725	PO-190431 PO-190431 PO-190431	23.08 N 23.08- N 284.00 N
(70	07) 399-9091	N		3596/3739 WIND RIVER SUPPLIES	06/13/2019	19478560	PO-191047	1,319.41 N
014367 BAN	NK OF AMERICA		8,299.07	SUPT SUPPLIES ISLE SUPPLIES RMS SUPPLIES RMS SUPPLIES RMS SUPPLIES RMS SUPPLIES RMS SUPPLIES RMS SUPPLIES RDHS SUPPLIES RDHS SUPPLIES RDHS SUPPLIES RDHS SUPPLIES RDHS SUPPLIES ASP SUPPLIES ASP SUPPLIES	06/20/2019	19480206	PO-190407	342.31 N
WII	LMINGTON, DE 19886-5710			RMS SUPPLIES	06/20/2019	19480206	PO-191073 PO-191159	1,852.08 N
(0) - 0	N		RMS SUPPLIES RMS SUPPLIES	06/20/2019	19480206	PO-191164 PO-191164	29.23- N 359.70 N
				RMS SUPPLIES RMS SUPPLIES	06/20/2019	19480206	PO-191164 PO-191165	29.23 N 201.60 N
				RDHS SUPPLIES RDHS SUPPLIES	06/20/2019	19480206	PO-191170 PO-191170	2/9.68 N 22.72- N
				ISLE PRE SCL SUPPLIES	06/20/2019	19480206	PO-191170 PO-191209	22.72 N 110.90 N
				ASP SUPPLIES ASP SUPPLIES ASP SUPPLIES ASP SUPPLIES SP ED AIRFARE CONF RVHS AG SUPPLIES RVHS AG SUPPLIES RVHS COUNSELOR CONFERENCE MAINT SUPPLIES MAINT SUPPLIES MAINT SUPPLIES MAINT SUPPLIES	06/20/2019	19480206	PO-191237 PO-191237	15.29 N 15.29 N
				ASP SUPPLIES ASP SUPPLIES	06/20/2019	19480206	PO-191237 PO-191246	188.16 N 468.00 N
				RVHS AG SUPPLIES	06/20/2019	19480206 19480206	PO-191251 PO-191294	559.92 N 64.88 N
				RVHS AG SUPPLIES RVHS COUNSELOR CONFERENCE	06/20/2019 06/20/2019	19480206 19480206	PO-191294 PO-191304	64.87 N 340.00 N
				MAINT SUPPLIES MAINT SUPPLIES	06/20/2019 06/20/2019	19480206 19480206	PO-191311 PO-191315	140.40 N 113.98 N
				MAINT SUPPLIES MAINT SUPPLIES	06/20/2019 06/20/2019	19480206 19480206	PO-191315 PO-191315	9.26 N 9.26- N
				MAINT SUPPLIES MAINT SUPPLIES MAINT SUPPLIES MAINT SUPPLIES MAINT SUPPLIES RMS GRAD SUPPLIES	06/20/2019 06/20/2019	19480206 19480206	PO-191318 PO-191318	11.84 N 145.70 N
				MAINT SUPPLIES RMS GRAD SUPPLIES	06/20/2019 06/20/2019	19480206 19480206	PO-191318 PO-191319	11.84- N 356.50 N
				DMC CDAD CUIDDITEC	06/20/2019	19480206	PO-191319	28.97 N
				DHW CALENDARS MAINT SUPPLIES ED SV SUPPLIES CTEIG SUPPLIES CTEIG SUPPLIES	06/20/2019 06/20/2019	19480206 19480206	PO-191320 PO-191327	41.90 N 45.61 N
				ED SV SUPPLIES CTEIG SUPPLIES	06/20/2019 06/20/2019	19480206 19480206	PO-191338 PO-191348	136.04 N 1,242.81 N
				CTEIG SUPPLIES CTEIG SUPPLIES	06/20/2019 06/20/2019	19480206 19480206	PO-191348 PO-191348	100.98 N 100.98- N
				CTEIG SUPPLIES F5 SUPPLIES CREDIT RVHS/AG HOTEL	06/20/2019 06/20/2019	19480224 19480224	PV-190737 PV-190737	34.46 N 1,368.01- N

CTEIG SUPPLIES 06/20/2019 19480224 PV-190737 1,526.53 N CTEIG SUPPLIES 06/20/2019 19480224 PV-190737 540.62 N

Vendor Activity J77239 VE0320 L.00.03 07/01/19 PAGE 3 06/01/2019 - 06/30/2019

Vendor	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1	1099
010853	BARRY MCCLAIN P.O. BOX 458 COURTLAND, CA 95615		303.66	38403/39066 MAINT SUPPLIES	06/04/2019	19476166	PV-190677	303.66	Υ
	(916) 775-1426	Y							
010976	BATES SCHOOL PTA 180 PRIMASING COURTLAND, CA 95615		99.63	TRANS FOR STUDENTS TO SLYPARK	06/20/2019	19480225	PV-190738	99.63	 N
	() –	N							
012586	BAY ALARM 60 BERRY DRIVE PACHECO, CA 94553		3 , 985.22	ISLE DO DW RVHS	06/04/2019 06/04/2019	19476167 19476167		468.57 192.15 1,281.77 407.55	N N
	(209) 465-1986	N	BALCO HOLDINGS		06/06/2019	19477116	PV-190695		N
	BECERRA, LUCIA P.O. BOX 64 RYDE, CA 95680			ASP SUPPLIES ASP SUPPLIES ASP SUPPLIES	06/04/2019	19476146	PO-190688 PO-190688 PO-190688		N
	(0) - 0								
011231	BECERRA, MARIA ELENA PO BOX 98 COURTLAND, CA 95615		953.14	CDS SUPPLIES BATES SUPPLIES MIG ED SMR SCL SUPPLIES	06/18/2019	19479326	PO-190414 PO-191279 PO-191364		N
	(0) - 0	N							
013642	BLACK POINT ENVIRONMENTAL 930 SHILOH RD BLDG 40F WINDSOR, CA 95492	INC	305.25	1960 PROJ #247 146 MAGNOLIA			PV-190729		N
	(707) 837-7407	N							
012886	BROWN, MALLORY		49.44	ASP SUPPLIES	06/20/2019	19480239	TC-190341	49.44	 N

39460 S RIVER ROAD CLARKSBURG, CA 95612

(0) - 0 N

J77239 VE0320 L.00.03 07/01/19 PAGE

06/01/2019 - 06/30/2019

	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1	099
	BUCKMASTER 623 W. STADIUM LANE SACRAMENTO, CA 95834		359.69	DHS-RIVER-DELT MAINT 374208 DHS PRINT CHRGS			PV-190717 PV-190739		
	(916) 923-0500	N							
014663	BURKE WILLIAMS & SORENSEN I 444 SOUTH FLOWER ST #2400 LOS ANGELES, CA 90071-2953	 .LP	371.00	240949 ATTY FEES	06/11/2019	19477730	PV-190706	371.00	Υ
	(213) 236-0600	Υ							
012497	BUSWEST 21107 CHICO STREET CARSON, CA 90745		3,020.58	102011 TRANS PARTS TRANS SUPPLIES	06/04/2019 06/27/2019	19476124 19482191	PO-190943 PV-190766	2,790.25 230.33	N N
	(209) 531-3928	N							
014930	CAASFEP C/O 1919 B STREET MARYSVILLE, CA 95901		25.00	3402 WRIGHT REGIST	06/04/2019	19476168	PV-190679	25.00	N
	(0) - 0	N							
001288	CAGE, AMY 15020 REYNOSA DR. RANCHO MURIETA, CA 95683			BATES SUPPLIES BATES SUPPLIES			PO-190468 PO-190815		
	() –	N							
003681	CALIFORNIA AMERICAN WATER P.O. BOX 7150 PASADENA, CA 91109-7150		742.04		06/11/2019	19477731	PV-190707 PV-190707 PV-190707		
	(888) 237-1333	N							
012079	CALIFORNIA CLEAR BOTTLED P.O. BOX 981		333.50	ZRI007 RMS WATER ZWA009 WG ASP WATER	06/13/2019 06/13/2019		PO-190126 PO-190690	78.75 63.75	7 7

14410 W.G. THORNTON RD		ZM0002 MOKE WATER	06/20/2019 19480208 PO-190367	63.25 7
WALNUT GROVE, CA 95690		ZM0002 CDS WATER	06/20/2019 19480208 PO-190367	32.50 7
		ZBA006 BATES WATER	06/20/2019 19480208 PO-190510	95.25 7
(916) 776-1544	Y			

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06/01/2019 - 06/30/2019

Vendor	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1099
002344	CALIFORNIA LABORATORY SERVI 3249 FITZGERALD ROAD RANCHO CORDOVA, CA 95742	CES	140.00	MAINT WATER TESTING	06/27/2019	19482173	PO-190687	140.00 N
	(800) 638-7301	N	GLOBAL LABS IN					
013491	CALIFORNIA LEAGUE OF HS 6621 E. PACIFIC COAST HWY STE 210 LONG BEACH, CA 90803		60.00	E51920-RANDALL MMBRSHP	06/13/2019	19478543	PO-191359	60.00 N
	(562) 430-3136	N						
014938	CALIFORNIA RAPTOR CENTER UNIVERSITY OF CA, DAVIS ONE SHIELDS AVENUE DAVIS, CA 95616		318.00	MIG ED SMR SCL PRESENTATION	06/20/2019	19480227	PV-190741	318.00 N
	(0) - 0	N						
012268	CALIFORNIA WASTE RECOVERY SYSTEMS 175 ENTERPRISE CT STE #A GALT, CA 95632-9047		1,134.68	ISLE WASTE SERV	06/11/2019	19477732	PV-190708	1,134.68 N
	(209) 369-6887	N						
013123	CALL, MICHELLE P.O. BOX 425 CLARKSBURG, CA 95612		127.60	CAFE MILEAGE	06/20/2019	19480242	TC-190343	127.60 N
	() –	N						
011595	CAPITAL AUTISM SERVICES 6400 FREEPORT BLVD SACRAMENTO, CA 95822			1897608 SP ED NPS DUES 1897610 SP ED NPS DUES 1897609 SP ED NPS DUES	06/06/2019	19477109		
	(916) 427-2273	N	ADVANCE EDUCAT					

091 RIVER DELTA UNIFIED JUNE 2019 EXPENDITURES

Vendor Activity 06/01/2019 - 06/30/2019

Date Warrant Reference Amount 1099 Vendor Name/Address Total Description 013882 CAPITAL CLUTCH & BRAKE 2,568.16 1565362 TRANS SUPPLIES 06/18/2019 19479346 PO-190087 573.62 N WI2234453 TRANS SUPPLIES 06/27/2019 19482174 PO-191372 1,994.54 N 3100 DULUTH STREET WEST SACRAMENTO, CA 95691 (916) 371-5970 N 014547 CASEY, NICHOLAS 496.76 DHW SUPPLIES 06/04/2019 19476149 PO-190209 20.70 N 06/13/2019 19478561 PO-190209 69.85 N 2318 Windy Springs LN DHW SUPPLIES DHW SUPPLIES 89.27 N 316.94 N BRENTWOOD, CA 94513 06/18/2019 19479347 PO-191185 WIND RIVER CONF REIMB 06/18/2019 19479366 TC-190332 (0) - N 014929 CCC EVENTS 100.00 MIG ED CAMACHO REG 06/13/2019 19478544 PO-191316 100.00 N 1001 MARINA VILLAGE PKWY #110 ALAMEDA, CA 94501 (510) 533-0213 N 002616 CDT INC 365.00 46781 DOT DRUG TESTING 06/20/2019 19480228 PV-190742 365.00 N 250 N GOLDEN CIRCLE DRIVE SUITE 210 SANTA ANA, CA 92705 (562) 986-4200 003380 CENTRAL VALLEY WASTE SERVICE 2,621.72 BATES WASTE 06/06/2019 19477117 PV-190696 1,352.97 N INC WG WASTE 06/06/2019 19477117 PV-190696 1,056.65 N P.O. BOX 78251 MOKE WASTE 06/06/2019 19477117 PV-190696 79.52 N 132.58 N PHOENIX, AZ 85062-8251 TRANS WASTE 06/06/2019 19477117 PV-190696 (0) - 0014130 CHARTER BROS 1,250.00 190507RJ ED SV COLLEGE TRIP 06/13/2019 19478545 PO-191115 1,250.00 N PO BOX 505 PLEASANTON, CA 94566 (925) 497-2376 N

Vendor N	Jame/Address		Total	Description	Date	Warrant Reference	Amount 1099
5	CHESNUT, HOLLY 62781 S. RIVER RD. CLARKSBURG, CA 95612		221.33	RVHS AG CONF REIMB RVHS AG CONF REIMB		19476183 TC-190318 19476183 TC-190318	110.66 N 110.67 N
((0) –	N					
1	HESS AIR INC 78 OXBOW MARINA DRIVE SLETON, CA 95641		105.00	190605 HVAC REPAIRS	06/18/2019	19479354 PV-190730	105.00 N
(916) 777-7847	N					
S P	CIT TECHNOLOGY FINANCING SERVICES INC PO BOX 1638		262.76	33566570 CMS LEASE AGRMNT	06/04/2019	19476126 PO-191260	262.76 N
((0) –	N					
P 1	CITY OF ISLETON C.O. BOX 716 O1 SECOND STREET SLETON, CA 95641		411.05	74164 ISLE SEWER	06/06/2019	19477103 PO-190246	411.05 N
(916) 777-7770	N					
1	CITY OF RIO VISTA MAIN STREET RIO VISTA, CA 94571			DO WATER RMS WATER RVHS WATER DHW WATER	06/20/2019 06/20/2019 06/20/2019 06/20/2019	19480229 PV-190740 19480229 PV-190740 19480229 PV-190740 19480229 PV-190740	173.26 N 1,283.14 N 3,932.31 N
((0) –	N RI	O VISTA FIRE			19480229 PV-190740	37.98 N
P	CONTERRA ULTRA BROADBAND CO BOX 281357 TLANTA, GA 30384-1357		1,800.22	34697 DW NETWORK 34697 DW NETWORK		19477118 PV-190697 19477118 PV-190697	
(704) 936-1722	N					

JUNE 2019 EXPENDITURES

Vendor	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1	099
011800	CONTINENTAL ATHLETIC SUPPL 1050 HAZEL ST. P.O. BOX 128 GRIDLEY, CA 95948	Y		508 DHS HELMET CONDITIONING	06/04/2019	19476169	PV-190680	1,404.40	N
	(530) 846-4711	N							
000162	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGMENT DE: 10590 ARMSTRONG AVENUE MATHER, CA 95655-4153	 PT	1,372.00	AR0006514 ISLE CAFE PERMIT BATES PERMIT CAFE	06/18/2019 06/20/2019			686.00 686.00	
	(916) 875-8484	N							
001621	COURTLAND MARKET INC 11711 HWY 160 PO BOX 156 COURTLAND, CA 95615		504.21	BATES SUPPLIES MOKE SUPPLIES	06/27/2019 06/27/2019		PV-190767 PV-190767		
	(0) -	N							
013798	CROWE LLP 320 E JEFFERSON BOULEVARD PO BOX 7 SOUTH BEND, IN 46624-0007		29,200.00	7452255102 AUDIT SERVICES 7452255102 AUDIT SERVICES 7452255102 AUDIT SERVICES	06/25/2019	19481048	PV-190761	6,000.00	7
	(0) –	Y							
013302	D & S PRESS 1105 "A" AIRPORT ROAD RIO VISTA, CA 94571		972.57	3810 BUS OFF PURCHASE ORDERS	06/04/2019	19476127	PO-191325	972.57	N
	(707) 374-2442	N							
013876	DATAPATH PO BOX 396009 SAN FRANCISCO, CA 94139		12,064.07	142170 DW MONTHLY SERVICES 142170 DW MONTHLY SERVICES 142170 DW MONTHLY SERVICES	06/04/2019 06/04/2019	19476128 19476128		2,229.67 111.50	N N
	(888) 693-2827	N		142170 DW MONTHLY SERVICES 142170 DW MONTHLY SERVICES	06/04/2019 06/04/2019			111.50 111.50	N N

		142170 DW MONTHLY SERVICES 142326 DHW COMPUTER	06/04/2019 19476144 PO-190202 06/13/2019 19478546 PO-191313	223.00 N 915.82 N
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Vendor Activity J77239 VE0320 L.00.03 07/01/19 PAGE 9 06/01/2019 - 06/30/2019

Vendor	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1	.099
013722	1111 OLD EAGLE SCHOOL ROAD WAYNE, PA 19087			63744798 ED SV COPIER LEASE 63744798 ED SV COPIER LEASE 63694225 WG PRINTER LEASE 63694251 F5 LEASE 63831139 BUS OFF SAVIN LEASE 63803447 DO SAVIN LEASE 63803447 DO SAVIN LEASE 63803382 BATES LEASE 64068342 ED SV COPIER LEASE 64068342 ED SV COPIER LEASE	06/04/2019 06/04/2019 06/04/2019 06/20/2019 06/20/2019 06/20/2019 06/20/2019 06/25/2019	19476150 19476150 19476129 19480209 19480209 19480209 19480230 19481015	PO-190045 PO-190190 PO-190272 PO-190039 PO-190040 PO-190040 PV-190743 PO-190045	50.00	N N N N N N
012807	DELTA ELEMENTARY CHARTER SCHOOL 36230 N SCHOOL ST CLARKSBURG, CA 95612		147,311.00	JUNE TAX IN LIEU JUNE TAX IN LIEU				6,464.00 140,847.00	
	(916) 995-1335	N							
014466	DIESEL EMISSIONS SERVICE 4522 PARKER AVE #200 MCCLELLAN, CA 95652			3-41133 TRANS SUPPLIES 3-41133 TRANS SUPPLIES	06/18/2019 06/25/2019				
	(916) 473-7393	N							
014067	DISCOVERY OFFICE SYSTEMS 1269 CORPORATE CENTER PARK SANTA ROSA, CA 95407 (707) 570-1000			55E1507394 ISLE SERV CONTRACT 55E1507644 WG SERV CONTRACT 55E1505142 BATES MAINT AGRMNT 55E1512316 ISLE SERV CONT 55E1511072 BATES MAINT AGRMNT	06/04/2019 06/04/2019 06/25/2019	19476151 19476151 19481017	PO-190260 PO-191282 PO-190253	33.28	N N N
000188	DOLK TRACTOR COMPANY 242 N. FRONT STREET RIO VISTA, CA 94571		3,135.63	3735 TRANS SUPPLIES	06/27/2019	19482175	PO-191375	3,135.63	N
	(0) –	N							
000116	DS WATERS OF AMERICA INCS 5660 NEW NORTHSIDE DRIVE SUITE 500		164.87	5005834 DO WATER	06/25/2019	19481037	PV-190751	164.87	N

ATLANTA, GA 30328

(0) - 0 N DS WATERS OF A

06/01/2019 - 06/30/2019

Vendor	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1099
	E.F. KLUDT & SONS INC P.O. BOX 166 LODI, CA 95241-0166		16,082.05	250930/251121 TRANS FUEL 251467/251208 TRANS FUEL 251742 TRANS FUEL 251553 TRANS OIL	06/11/2019 06/18/2019 06/20/2019	19477727 19479327 19480210	PO-190035 PO-190093	2,647.69 N 90.32 N
	(0) - 0	N		251762 TRANS FUEL 252304/252303 TRANS FUEL	06/20/2019	19480231	PV-190744	1,143.54 N
	EAGLE SOFTWARE 1065 N PACIFICENTER DRIVE SUITE 400 ANAHEIM, CA 92806		250.00	RW12275 AEIRIES TRAINING	06/20/2019	19480211	PO-191259	250.00 N
	(0) - 0	N	AERIES SOFTWAR					
	EARLYCHILDHOOD LLC 2 LOWER RAGSDALE SUITE 200 MONTEREY, CA 93940		639.80	D57411680102 F5 SUPPLIES	06/13/2019	19478547	PO-191202	639.80 N
	(800) 836-9515	N						
	EDUCATIONAL DATA SYSTEMS IN 15850 CONCORD CIRCLE SUITE A MORGAN HILL, CA 95076	IC	136.80	20065665 WG/ED SV ELPAC LABELS 20065665 WG/ED SV ELPAC LABELS 20065665 WG/ED SV ELPAC LABELS	06/25/2019 06/25/2019	19481018 19481018	PO-191027 PO-191027	136.80 N 11.12 N
	(408) 776-7646	N						
	EDUCATIONAL SERVICE PRODUCT A SUBSIDIARY OF K/P CORP 3700 SEAPORT BLVD WEST SACRAMENTO, CA 95691-3		284.24	1027758 BUS OFF CUMULATIVE FIL	06/13/2019	19478551	PO-191343	284.24 N
	(800) 498-4377	N						
	EMIGH, JENNIFER 315 RANIER COURT RIO VISTA, CA 94571		233.34	MIG ED SMR SCL SUPPLIES	06/18/2019	19479328	PO-191332	233.34 N

(0) - 0 N

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Vendor Name/Address		Total	Description	Date	Warrant B	Reference	Amount 1	L099
010243 FOLLETT LIBRARY RESOURCES 1340 RIDGEVIEW DRIVE MCHENRY, IL 60050		30.63	470931F RMS BOOKS 470931F RMS BOOKS 470931F RMS BOOKS	06/13/2019 06/13/2019 06/13/2019	10470540 1	DO 101120		n.T
(800) 511-5114								
002897 FRIEDEL, MANDI 500 S. 2ND STREET RIO VISTA, CA 94571		49.30	DHW/ED SV CONF REIMB	06/06/2019	19477126	TC-190323	49.30	N
(0) - 0	N							
011354 FROG STREET PRESS 530 S. NOLEN DRIVE SOUTHLAKE, TX 76092		2,725.90	203996 ISLE PRESCL SUPPLIES	06/11/2019	19477726 1	PO-191224	2,725.90	N
(111)	N							
011339 FRONTIER COMMUNICATIONS CORPORATION THREE HIGH RIDGE PARK STAMFORD, CT 06905 (0) - 0	(3,263.99		06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019 06/11/2019	19477733 I 19477733 I	PV-190709	64.45 64.45 45.00 81.27 229.44 94.17 115.98 94.17 83.03 109.41 139.68 149.80 219.04 64.45 37.83 95.67 40.24 44.88 59.86	

DO	06/11/2019 19477733 PV-190709	477.54	N
RVHS ALARM	06/11/2019 19477733 PV-190709	121.25	N
DHW ALARM	06/11/2019 19477733 PV-190709	121.25	N
TRANS ALARM	06/11/2019 19477733 PV-190709	49.67	N
DW PHONE CHARGES	06/27/2019 19482194 PV-190769	267.96	N

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Vendor	Name/Address	Total	Description	Date	Warrant Reference	Amount 1099
014933	GALT ROCK & ASPHALT 10395 LIVE OAK AVE GALT, CA 95632	1,336.10	22775 MAINT SUPPLIES	06/13/2019	19478549 PO-191350	1,336.10 N
	(209) 745-1925 N					
003669	GARDINER, STACI P.O. BOX 762 ISLETON, CA 95641	6.00	TRANS TOLL REIMB	06/13/2019	19478580 TC-190329	6.00 N
	(0) - 0 N					
003905	GASTON, JENNIFER 329 SACRAMENTO ST RIO VISTA, CA 94571		MILEAGE SUPT SUPPLIES		19481019 PO-190131 19481019 PO-190131	
	(0) - 0 N					
014828	GASTON, KEN 329 SACRAMENTO STREET RIO VISTA, CA 94571	·	MAINT SUPPLIES MAINT BRIDGE TOLL MAINT SUPPLIES		19476130 PO-191184 19476184 TC-190319 19479361 TC-190333	
	(0) - 0 N					
014234	GIRARD EDWARDS STEVENS & TUCKER LLP., ATTORNEYS AT LAW 8801 FOLSOM BLVD STE 285 SACRAMENTO, CA 95826 (916) 706-1255 Y	Ý	1885 ATTY FEES 1885 ATTY FEES 1885 ATTY FEES 1885 ATTY FEES 1885 ATTY FEES	06/13/2019 06/13/2019 06/13/2019	19478570 PV-190718 19478570 PV-190718 19478570 PV-190718 19478570 PV-190718 19478570 PV-190718	690.00 Y 1,580.00 Y 2,145.00 Y
003354	GOPHER SPORT 2525 LEMOND ST SW OWATONNA, MN 55060-0998	1,030.44	9604955 DHS SUPPLIES	06/25/2019	19481020 PO-191212	1,030.44 N
	(800) 533-0446 N	THE PROPHET CO				
003598	GRAINGER	1,557.64	MAINT SUPPLIES	06/04/2019	19476153 PO-190143	622.26 N

3691 INDUST	RIAL BLVD		809275662 MAINT SUPPLIES	06/13/2019 19478562	PO-190143	56.11	N
WEST SACRAM	ENTO, CA 95691-347	9	MAINT SUPPLIES	06/25/2019 19481033	PO-190143	727.76	N
			MAINT SUPPLIES	06/27/2019 19482176	PO-190143	151.51	N
(916) 372-7	800 N	W.W. GRAINGER					

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Vendor	Name/Address		Total	Description	Date		Reference	
014573	GREAT AMERICA FINANCIAL SVC PO BOX 660831 DALLAS, TX 75266-0831	s	375.38					375.38 N
	(877) 311-4422	N						
012617	GUGGEMOS, WILLIAM 78 BRUNING AVENUE RIO VISTA, CA 94571		76.68	ISLE MILEAGE	06/04/2019	19476185	TC-190320	76.68 N
	() –	N						
014868	HALL, SARA PO BOX 9586 TRUCKEE, CA 96162			SP ED ASSESSMENTS				
	(916) 640-3533	Y						
014500	HAND IN HAND THERAPEUTICS 214 ELMWOOD AVE MODESTO, CA 95354		·	SP ED OCC THERAPY W/E 5/30 SP ED OCC THERAPY W/E 6/5 SP ED OCC THERAPY		19478563	PO-190342	
	(209) 604-8533	Y	WAYNE STEVENSO					
014935	HOME CAMPUS 2900 BRISTOL ST. SUITE B206 COSTA MESA, CA 92626		895.00	3787 RVHS ATHLETIC CL SFTWR	06/18/2019	19479330	PO-191365	895.00 N
	(562) 206-2486	N						
003538	HOME DEPOT CREDIT SERVICES DEPT 32-2500439736 P.O. BOX 78047 PHOENIX, AZ 85062-8047 (0) - 0			MAINT SUPPLIES DHS AG SUPPLIES DHS AG SUPPLIES DHS SUPPLIES RVHS AG SUPPLIES	06/13/2019 06/13/2019 06/13/2019	19478550 19478550 19478550 19478550 19478550 19478550	PO-190456 PO-190456 PO-191265 PO-191292 PO-191292 PO-191295	136.11 N 136.11 N 855.86 N 179.24 N 179.73 N

Vendor Name/Address	Total	Description	Date Warrant	Reference	Amount 1099
012272 HOUGHTON MIFFLIN HARCOURT PUBLISHING COMPANY 222 BERKELEY STREET BOSTON, MA 02116 (800) 225-5425	N	954332803 ED SV MATERIALS 954332804 ED SV MATERIALS 710149458 SP ED READ 180 CMS	06/04/2019 19476154 06/04/2019 19476154 06/04/2019 19476154	PO-191323 PO-191323 PO-191324 PO-191324 PO-191349	387.06 N 10.58 N 774.11 N 21.15 N 112.50 N
013807 HUBERT COMPANY LLC 9555 DRY FORK ROAD HARRISON, OH 45030	504.59	411573 CAFE SUPPLIES 524854/476880 CAFE SUPPLIES	06/04/2019 19476180 06/20/2019 19480237		
(800) 543-7374	N K + K AMERICA				
011917 INDOFF 11816 LACKLAND AVENUE ST. LOUIS, MO 63146-4206 (707) 374-4037		3255851 BUS OFF CHAIR PARTS 3221276 RVHS SUPPLIES 3229617 RVHS CREDIT	06/04/2019 19476132 06/04/2019 19476132 06/06/2019 19477110 06/11/2019 19477719 06/11/2019 19477719 06/18/2019 19479331	PO-191289 PO-191289 PO-190734 PO-191148 PO-191149 PO-191355 PO-190064 PO-190064	235.26 N 235.26 N 510.89 N 283.11 N 513.59 N 114.61 N 309.22 N 154.61- N
000107 INLAND BUSINESS SYSTEMS 1500 NO. MARKET SACRAMENTO, CA 95834-1912	278.88	IN369862 RVHS MAINT AGRMNT IN369862 RVHS MAINT AGRMNT	06/20/2019 19480222 06/20/2019 19480222	PO-190063 PO-190063	139.44 N 139.44 N
(916) 928-0770	N				
014682 JONES, ZAIDA 10267 CROYDON WAY RANCHO CORDOVA, CA 95670	88.22	SP ED MILEAGE	06/04/2019 19476186	TC-190321	88.22 N
(0) - 0	N				

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	Name/Address		Total	Description	Date	Warrant Re	ference	Amount 1	1099
014869	JOSEPHS LAWNMOWER 1551 OAK PARK BLVD PLEASANT HILL, CA 9452	3	2,533.29	222996 TRANS SUPPLIES	06/27/2019	19482178 PO	-191373	2,533.29	N
	(925) 935-7240	N							
 013649	JP PETROLEUM SERVICE 3065 ASANTE LANE WEST SACRAMENTO, CA 95	691	300.00	7295 PRESSURE TEST	06/13/2019	19478571 PV	 -190719	300.00	Υ
	(916) 372-5693	Y	JOHN P. PUUMAL						
013940	KELLY MOORE PAINTS CO 10299 EAST STOCKTON BO' SUITE 101 ELK GROVE, CA 95758		1,361.96	214-36456306 MAINT SUPPLIES 214-36456306 MAINT SUPPLIES 214-36456306 MAINT SUPPLIES	06/25/2019	19481022 PO	-190129	110.66	N
	(650) 610-4370	N							
	KING'S SKATE COUNTRY 10404 FRANKLIN BLVD ELK GROVE, CA 95757		360.00	MIG ED SMR SCHOOL SKATE TRIP	06/18/2019	19479355 PV	 -190732	360.00	N
	(916) 684-7132	N							
013788	KINGS COUNTY OFFICE OF EDUCATION 1144 W. LACY BLVD HANFORD, CA 93230		1,162.50	191353 CALPADS SUPPORT	06/18/2019	19479332 PO	-190613	1,162.50	N
	(559) 589-2519	N							
	KIRK KENNER DBA DELTA : 5 HILL CT. RIO VISTA, CA 94571	 REFRIDG	225.00	5184 MAINT REPAIRS	06/04/2019	19476155 PO	 -190147	225.00	7
	(707) 374-6213	Y	KENNER, KIRK						

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Vendor	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1099
011311	LA RUE COMMUNICATIONS 521 E. MINER AVE STOCKTON, CA 95202		330.00	6280 TRANS SERVICES	06/04/2019	19476133	PO-190097	330.00 7
	(209) 463-1900	Y LA	RUE, KNOX J					
000203	LAKESHORE LEARNING MATERIALS 2695 E DOMINGUEZ STREET CARSON, CA 90895	5		2994440519 ISLE PRESCL SUPPLIE 32831080619 MIG ED SUPPLIES 3538300619 F5 SUPPLIES	06/13/2019	19478552	PO-191351	2,146.28 N
	(800) 424-4772	N						
012149	LARIOS, MARIA PO BOX 362 COURTLAND, CA 95615		68.67	F5 MILEAGE	06/18/2019	19479362	TC-190334	68.67 N
	(0) - 0	N						
000548	LIRAS SUPERMARKET 609 HWY 12 RIO VISTA, CA 94571		·	#135 ED SV SUPPLIES #133 RMS SUPPLIES	06/06/2019 06/13/2019	19477119 19478553	PO-190236 PV-190698 PO-190125	297.08 N 40.00 N
	(707) 374-5399	N		#55 RVHS SUPPLIES	06/18/2019 06/27/2019	19479349 19482179	PO-190732 PO-190775 PO-190775 PO-190236 PV-190770	85.18 N 146.56 N 158.58 N 60.65 N 237.48 N
013206	LOWE'S 8369 POWER INN ROAD ELK GROVE, CA 95624-3464							1,386.50 N 68.99 N
	(866) 232-7443	N						
014665	LOY MATTISON ENTERPRISES 7038 ALMOND HILL COURT ORANGEVALE, CA 95662		1,236.25	040119053119 ERATE SERVICES	06/18/2019	19479334	PO-190298	1,236.25 Y
	(0) - 0	Y						

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Vendor	Name/Address		Total	Description	Date	Warrant Reference	Amount 1099
000711	LYMAN PARTS DEPOT 14301 RAILROAD AVE WALNUT GROVE, CA 95690-		8.22	13112 MAINT PARTS	06/11/2019	19477734 PV-190710	8.22 N
	(916) 776-1744	N T	HE LYMAN GROU				
011537	MAGHONEY, KATHRYN P.O. BOX 63 ISLETON, CA 95641		169.25	STALEDATE REPLCMNT 99573365	06/18/2019	19479363 TC-190335	169.25 N
	() –	N					
014144	MARTINEZ, SANDRA PO BOX 298 ISLETON, CA 95641		236.64	F5 MILEAGE	06/18/2019	19479364 TC-190336	236.64 N
	(0) - 0	N					
014811	MCCARTY, HANOCH 12970 SELF ESTEEM LANE GALT, CA 95632		1,813.44	SP ED PROF SERV	06/13/2019	19478572 PV-190720	1,813.44 Y
	(209) 601-2940	Y					
014107	MCCARTY, MELADEE 12970 SELF-ESTEEM LANE GALT, CA 95632		1,155.70	SP ED PROF SERV/MILEAGE SP ED ASST TECH	06/13/2019		795.70 Y
	(209) 601-2940	Y					
014934	MIMIAGA, MICHAEL PO BOX 1024 RIO VISTA, CA 94571			TRANS TOLL REIMB	06/13/2019	19478581 TC-190330	6.00 N
	(0) - 0	N					
012837	MOBILE MODULAR 5700 LAS POSITAS ROAD		•	1946471 RMS MODULAR	06/04/2019	19476181 PV-190694 19481052 PV-190763	595.00 N

LIVERMORE, CA 94551

(925) 606-9000 N MCGRATH RENTCO

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	Name/Address		Total	Description	Date	Warrant Reference	Amount 1	.099
	NAPA VALLEY TOURS 20 CASE CT AMERICAN CANYON, CA 94503		1,200.00	2810 CTEIG BUS	06/20/2019	19480213 PO-191117	1,200.00	N
	(707) 226-3333	N						
	NASCO MODESTO P.O. BOX 3837 4825 STODDARD ROAD MODESTO, CA 95352-3837		813.62	404975 DHS SUPPLIES	06/25/2019	19481025 PO-191211	813.62	N
	(209) 545-1600	N						
013877	NORRIS, CARRIE 4833 STEPPE COURT ELK GROVE, CA 95757			WG SUPPLIES WG FIELD TRIP REIMB WG SUPPLIES	06/18/2019	19479335 PO-190195 19479335 PO-191207 19481053 TC-190344	473.72	N
	(0) - 0	N						
014359	NORTH STATE TIRE CO 1610 KATHLEEN AVE SACRAMENTO, CA 95815		10,327.24	K98067 TRANS SUPPLIES	06/27/2019	19482180 PO-191374	10,327.24	N
	(916) 922-1075	N						
014016	O'REILLY AUTO PARTS 233 S PATTERSON SPRINGFIELD, MO 65802		760.35	TRANS SUPPLIES	06/13/2019	19478565 PO-190100	760.35	N
	(0) - 0	N O'	REILLY AUTOM					
014833	OAKLEY SCHOOL DISTRICT 91 MERCEDES LANE OAKLEY, CA 945614617		5,070.00	61346 SP ED STUDENT TRANS 61365 STUDENT TRANS				
	(925) 625-5079	N						

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Vendor Activity 06/01/2019 - 06/30/2019

Vendor Name/Address Total Description Date Warrant Reference Amount 1099 000193 OILWELL MATERIALS & 1,890.32 #822 RVHS SUPPLIES 06/13/2019 19478555 PO-190061 141.97 N #676 MAINT SUPPLIES 06/13/2019 19478555 PO-190151 623.68 N HARDWARE CO INC 06/13/2019 19478555 PO-190607 219.59 N 506 STATE HIGHWAY 12 #1608 RVHS AG SUPPLIES RIO VISTA, CA 94571 #1608 RVHS AG SUPPLIES 06/13/2019 19478555 PO-190607 219.60 N #822 RVHS SUPPLIES 06/13/2019 19478555 PO-191044 500.00 N (0) - 0 N #1645, 277754 DHW SUPPLIES 06/27/2019 19482181 PO-190233 185.48 N ______ 003218 ORIENTAL TRADING CO INC 431.63 696496388-03 ASP SUPPLIES 06/13/2019 19478556 PO-190523 13.35 N 696496388-02 ASP SUPPLIES 06/13/2019 19478556 PO-190523 30.06 N 4206 SOUTH 108TH STREET 696496388-01 ASP SUPPLIES 06/13/2019 19478556 PO-190523 OMAHA, NE 68137 388.22 N (800) 228-0475 N OTC DIRECT INC 20.00 6902993 SP ED SUPPLIES 06/18/2019 19479336 PO-191345 20.00 N 6902993 SP ED SUPPLIES 06/18/2019 19479336 PO-191345 1.62- N 6902993 SP ED SUPPLIES 06/18/2019 19479336 PO-191345 1.62 N 014733 OTICON 580 HOWARD AVE SOMERSET, NJ 08873 (800) 526-3921 011768 PACIFIC FLOORING SUPPLY CO 431.42 175568 MAINT BACK PACK VACUUM 06/25/2019 19481026 PO-191339 431.42 N 1527 NORTH C STREET SACRAMENTO, CA 95814 () -011105 PAPA 100.00 D. ALEXANDER PESTICIDE SEMINAR 06/04/2019 19476134 PO-191352 100.00 N 2101 STONE BLVD #200 W. SACRAMENTO, CA 95691 (831) 442-3536 N 014465 PARKER & COVERT LAW OFFICE 425.00 70851 ATTY FEES 06/04/2019 19476172 PV-190684 425.00 Y 17862 EAST SEVENTEENTH ST#204 EAST BUILDING TUSTIN, CA 92780 (714) 573-0900 Y PARKER & COVE

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount 1099
013692 PATIN, ANGELA 633 MADERE WAY RIO VISTA, CA 94571		ISLE MILEAGE NURSE MILEAGE	06/04/2019 06/27/2019	19476187 TC-190322 19482188 TC-190345	156.60 N 27.84 N
(0) - 0	N				
013086 PEARSON EDUCATION INC 501 BOLYSTON STREET SUITE 900 BOSTON, MA 02116	3,230.96	4025802716 ED SV MATERIALS	06/04/2019		3,230.96 N
(800) 848-9500	N				
014912 PETERPAN AUTO GLASS 1638 NORTH TEXAS STREET FAIRFIELD, CA 94533	295.27	1000712 GLASS REPAIR	06/27/2019	19482197 PV-190772	295.27 N
(707) 428-6920	N				
003270 PG&E 685 EMBARCADERO DRIVE SACRAMENTO, CA 95605	32,045.09	RVHS DHS DHS LIFT PUMP	06/04/2019 06/04/2019	19476173 PV-190685 19476173 PV-190685 19476173 PV-190685	133.38 N 2,773.37 N
(0) - 0	N PACIFIC GAS AN	RVHS CMS ISLE DHW DHS RMS LT'S DHW GARAGE SHOP DO N. NETH DO ISLE LT'S LT'S RADIO RIO ELECT	06/04/2019 06/04/2019 06/04/2019 06/04/2019 06/04/2019 06/04/2019 06/04/2019 06/04/2019 06/04/2019 06/04/2019 06/04/2019 06/04/2019 06/04/2019 06/04/2019	19476173 PV-190685 19476173 PV-190685	1,794.69 N 15.97 N 5,495.24 N 4,419.09 N 3,311.83 N 33.87 N 173.45 N 232.24 N 58.47 N 44.11 N 43.14 N 871.39 N

	Name/Address		Total	Description	Date		Reference	Amount 1	1099
	PITNEY BOWES INC 1 ELMCROFT ROAD STAMFORD, CT 06926-0700			3103172005 POSTAGE MACH LEASE	06/04/2019				N
	(800) 228-1071	N							
014420	PIZZA FACTORY WALNUT GROV 14127 RIVER ROAD WALNUT GROVE, CA 95690	 E	53.11	ED SV SUPPLIES	06/20/2019	19480214	PO-191004	53.11	N
	(0) - 0	N							
013554	POINT QUEST 6600 44TH STREET SACRAMENTO, CA 95823		27,197.39	32175 NPS FEES 32223 NPS FEES 32233 NPS FEES 32212 NPS FEES	06/04/2019	19476157 19476157	PO-190349 PO-190349	3,025.32 216.00 330.00 6,106.07 4,159.60	N N
	(916) 422-0571	N		592 SP ED INST ASSISTS 592 SP ED INST ASSISTS	06/06/2019 06/06/2019	19477104 19477111	PO-191034 PO-191344	4,159.60 13,360.40	N N
014716	POSNICK, LISA 9955 LIVE OAK AVE GALT, CA 95632		124.12	MIG ED SUMMER SCL SUPPLIES			PO-191333		N
	(0) - 0	N							
013244	PRECIADO, VICKI 737 LAUREL WAY RIO VISTA, CA 94571 (0) - 0	N		RDHS SUPPLIES WIND RIVER MILEAGE/SUPPLIES WIND RIVER MILEAGE/SUPPLIES ED SV/ALT ED SUPPLIES WIND RIVER CONF REIMB	06/06/2019	19477130 19477130	TC-190327 TC-190327	81.60 29.46 57.92 323.48 348.95	N N
014235	PROJECT LEAD THE WAY 3939 PRIORITY WAY S. DR. INDIANAPOLIS, IN 46240		3,000.00	181563 CTIEG ENG 2019/20	06/06/2019	19477121	PV-190699	3,000.00	N
	(317) 669-0200	N							
014058	RASMUSSEN, AMY		6.00	TRANS TOLL REIMB	06/13/2019	 19478582	TC-190331	6.00	 N

662 SIMMER WAY RIO VISTA, CA 94571

(0) – 0 N

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	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1	1099
	RIO VISTA BEACON PO BOX 726 BRENTWOOD, CA 94513		30.00	57861 EMPLOYMENT AD	06/27/2019	19482198	PV-190773	30.00	N
	(925) 550-7811	N							
002751	RIO VISTA FORD 1010 STATE HWY 12 RIO VISTA, CA 94571		86.09	4094 TRANS SUPPLIES	06/25/2019	19481027	PO-190103	86.09	N
	(0) - 0	N							
010239	RIO VISTA SANITATION P.O. BOX 607 RIO VISTA, CA 94571-0607		2 , 908.37	DO WASTE			PV-190700 PV-190711 PV-190711	118.88 1,045.48 1,744.01	
	(0) - 0	N							
	RIVER NEWS HERALD 21 S FRONT STREET RIO VISTA, CA 94571		45.00	CLASSIFIED ADS	06/13/2019	19478573	PV-190721	45.00	N
	(0) - 0	N	GIBSON PUBLICA						
010670	RIVERVIEW-INTERNATIONAL TRU 2445 EVERGREEN AVE P.O. BOX 716 WEST SACRAMENTO, CA 95691	JCKS	531.48	61671 TRANS SUPPLIES	06/25/2019	19481041	PV-190754	531.48	7
	() –	Y							
012796	ROSSI, MARCY 128 N SECOND STREET RIO VISTA, CA 94571			RMS SUPPLIES RMS SUPPLIES				81.36 15.23	
	(0) - 0	N							
014510	RSD TOTAL CONTROL		21.55	63156866 MAINT SUPPLIES	06/04/2019	19476158	PO-190155	21.55	N

10170 CROYDON WAY SACRAMENTO, CA 95827

(916) 369-0203 N

091 RIVER DELTA UNIFIED JUNE 2019 EXPENDITURES

Vendor Activity 06/01/2019 - 06/30/2019

Vendor Name/Address Total Description Date Warrant Reference Amount 1099 06/18/2019 19479368 TC-190338 67.45 N 014936 RUSINKO-DOMINGO, DAUNITA 67.45 CAFE MILEAGE 322 LOGAN STREET RIO VISTA, CA 94571 (0) - 0000119 S & W TIRE SERVICE INC 104.11 18543/18592 MAINT TIRES 06/20/2019 19480215 PO-190694 104.11 N P.O. BOX 377 14400 THORNTON ROAD WALNUT GROVE, CA 95690 (916) 776-1717 N ______ 861.80 100138316 ASP SUPPLIES 06/13/2019 19478559 PO-190525 222.65 N 10075879 ASP SUPPLIES 06/13/2019 19478559 PO-190525 33.88 N 100142429 ASP SUPPLIES 06/13/2019 19478559 PO-191226 318.19 N 012449 S AND S WORLDWIDE 75 MILL STREET COLCHESTER, CT 06415 10112978 ASP SUPPLIES 06/13/2019 19478559 PO-191226 100135115 ASP SUPPLIES 06/13/2019 19478574 PV-190723 100097282 ASP SUPPLIES 06/13/2019 19478574 PV-190723 180.41 N 53.86 N (800) 288-9941 N 6.46 N 100102961 ASP SUPPLIES 06/13/2019 19478574 PV-190723 46.35 N ______ 000095 S M U D 06/04/2019 19476174 PV-190687 12,615.01 WG ELECT 436.94 N 06/04/2019 19476174 PV-190687 2,226.05 N P.O. BOX 15555 WG ELECT SACRAMENTO, CA 95852 WG ELECT 06/04/2019 19476174 PV-190687 20.30 N 06/04/2019 19476174 PV-190687 109.56 N TRANS ELECT (0) - 0 N 352.26 N BATES ELECT 06/04/2019 19476174 PV-190687 BATES ELECT 06/04/2019 19476174 PV-190687 2,989.52 N BATES ELECT 06/04/2019 19476174 PV-190687 28.36 N TRANS ELECT 06/04/2019 19476174 PV-190687 13.55 N 27.11 N WG ELECT 06/04/2019 19476174 PV-190687 13.55 N TRANS ELECT 06/13/2019 19478575 PV-190725 06/13/2019 19478575 PV-190725 116.95 N BATES ELECT 06/13/2019 19478575 PV-190725 330.10 N 06/13/2019 19478575 PV-190725 2,831.38 N BATES ELECT 28.36 N BATES ELECT 06/13/2019 19478575 PV-190725 WG ELECT 06/13/2019 19478575 PV-190725 27.11 N 06/13/2019 19478575 PV-190725 WG ELECT 541.94 N WG ELECT 06/13/2019 19478575 PV-190725 2,501.67 N WG ELECT 06/13/2019 19478575 PV-190725 20.30 N

091 RIVER DELTA UNIFIED JUNE 2019 EXPENDITURES

Vendor Activity 06/01/2019 - 06/30/2019

	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1	.099
	SACRAMENTO COUNTY COUNTY OF SACRAMENTO 700 H STREET ROOM 1710 SACRAMENTO, CA 95814 (916) 874-8250	N		FISCAL AGENT FEES 18/19 3RD QT FISCAL AGENT FEES 18/19 3RD QT	06/25/2019 06/25/2019 06/25/2019	19481049 19481051 19481051	PV-190762 PV-190762 PV-190762 PV-190762	905.07 808.82 808.82 808.82	N N N
000090	SACRAMENTO COUNTY UTILITIE 9700 GOETHE ROAD SUITE C SACRAMENTO, CA 95827	S		MOKE SEWER BATES SEWER WG SEWER	06/27/2019	19482199	PV-190722 PV-190774 PV-190774	148.95	N
	(0) - 0	N							
013618	SACRAMENTO METROPOLITAN OF OFFICIALS ASS. (SMOA) PO BOX 19210 SACRAMENTO, CA 95819	FICA	4,625.00	CMS/DELTA SPORTS OFFICIALS	06/11/2019	19477736	PV-190712	4,625.00	N
	(916) 835-3825	N							
012885	SALOMON, TRISHA 50 YOSEMITE DRIVE RIO VISTA, CA 94571		228.52	SP ED MILEAGE	06/06/2019	19477127	TC-190324	228.52	N
	(0) - 0	N							
014894	SARA GARCIA-RODRIGUEZ 924 STERN CIRCLE SACRAMENTO, CA 95822		536.00	ASP DANCE LESSONS	06/04/2019	19476138	PO-190984	536.00	N
	(916) 807-6759	N							
003501	SCHOLASTIC INC 2931 EAST MCCARTY STREET JEFFERSON CITY, MO 65101 (800) 724-6527	N	4,571.86	19401901 ISLE SUPPLIES 19401901 ISLE SUPPLIES 19401901 ISLE SUPPLIES 19401902 ISLE SUPPLIES 19465682 ISLE SUPPLIES 19448639 ISLE SUPPLIES	06/04/2019 06/04/2019 06/11/2019	19476139 19476139 19477720 19477720	PO-191247 PO-191247 PO-191247 PO-191299 PO-191299 PO-191299	316.00 36.00 55.72	N N N N

53768875 F5 READING	BOOKS	06/18/2019	19479338	PO-191194	262.52-	N
53768875 F5 READING	BOOKS	06/18/2019	19479338	PO-191194	3,231.00	N
53768875 F5 READING	BOOKS	06/18/2019	19479338	PO-191194	262.52	N

Vendor Activity 06/01/2019 - 06/30/2019

Vendor	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1099
	SCHOOL DATEBOOKS, INC. 2880 US HIGHWAY 231 S. SUITE 200 LAFAYETTE, IN 47909			S19-0154997 ASP SUPPLIES S19-0154997 ASP SUPPLIES	06/18/2019	19479339	PO-191229	408.46 N 33.19 N 33.19- N
	(765) 471-8883	N						
002988	SCHOOL SERVICES OF CALIFORN: PO BOX 15546 SACRAMENTO, CA 95852-1546	IA	200.00	W105125 CBO WORKSHOP	06/18/2019	19479340	PO-190923	200.00 N
	(916) 446-7517	N						
003318	SCHOOL SPECIALTY INC W6316 DESIGN DRIVE GREENVILLE, WI 54942 (0) - 0		1,750.32	308103290049 ISLE SUPPLIES 208122894867 BATES SUPPLIES 208122880454 ISLE SUPPLIES 208122803035 ISLE SUPPLIES 53815544 MOKE SUPPLIES 53815544 CDS SUPPLIES 208123016442 DHS SUPPLIES 308103312580 CMS SUPPLIES	06/06/2019 06/11/2019 06/13/2019 06/25/2019 06/25/2019 06/27/2019	19477112 19477721 19478577 19481028 19481028 19482182	PV-190724 PO-190368 PO-190368 PO-190281	356.67 N 465.79 N 135.46 N 36.78 N 118.77 N 105.18 N 153.84 N
000316	SCHOOLS INSURANCE AUTHORITY P.O. BOX 276710 SACRAMENTO, CA 95827-6710		717.50	EAP-062019.14 EMPL ASST PROGRM EAP-062019.14 EMPL ASST PROGRM				
	(0) - 0	N						
013193	SCOE P.O. BOX 269003 10474 MATHER BLVD SACRAMENTO, CA 95826	1(,	192642 BATES SLY PARK	06/20/2019	19480232	PV-190745	9,325.00 N 600.00 N 170.00 N
	(0) - 0	N						
014450	SCOTT TECHNOLOGY GROUP 1143 N. MARKET BLVD STE #7 SACRAMENTO, CA 95834		•		06/11/2019	19477724 19479357		

(916	913-6191	N WIZIX	TECHNOLO	OO PRINTING	CHARGES	06/20/2019	19480235	PV-190748	219.34	N
				OO PRINTING	CHARGES	06/20/2019	19480235	PV-190748	41.84	N
				OO PRINTING	CHARGES	06/20/2019	19480235	PV-190748	35.47	N
				OO PRINTING	CHARGES	06/20/2019	19480235	PV-190748	56.41	N
				OO PRINTING	CHARGES	06/20/2019	19480235	PV-190748	30.78	N
				OO PRINTING	CHARGES	06/20/2019	19480235	PV-190748	41.45	N
				OO PRINTING	CHARGES	06/20/2019	19480235	PV-190748	72.76	N

091 RIVER DELTA UNIFIED JUNE 2019 EXPENDITURES

Vendor Activity J77239 VE0320 L.00.03 07/01/19 PAGE 26 06/01/2019 - 06/30/2019

Vendor	Name/Address		Total	Description	Date	Warrant	Reference	Amount	1099
014450	SCOTT TECHNOLOG (Continued.)		DO PRINTING CHARGES DO PRINTING CHARGES 113260/113041 BATES MAINT AGRM	06/20/2019	19480235			N
014926	SERVICE CASTER CORP 9 SOUTH FIRST AVE W. READING, PA 19611		126.87	399947 MAINT PARTS	06/11/2019	19477722	PO-191308	126.87	N
	(800) 215-8220	N							
	SIA DELTA DENTAL P.O. BOX 276710 SACRAMENTO, CA 95827-6710		3,527.52	JUNE 2019 PREMIUMS JUNE 2019 PREMIUMS	06/06/2019 06/06/2019	19477122 19477122	PV-190701 PV-190701	2,395.90 1,131.62	N N
	(0) - 0	N							
	SIA VISION SERVICE P.O. BOX 276710 SACRAMENTO, CA 95827-6710			JUNE 2019 PREMIUMS JUNE 2019 PREMIUMS JUNE 2019 PREMIUMS	06/11/2019	19477738	PV-190714 PV-190714 PV-190714		N
	(0) - 0	N							
	SINGH, PRITIKA 212 WEST HWY 220 RYDE, CA 95680		788.80				TC-190325		
	(916) 491-0657	N							
014400	SLAGLE, ANTONIA 2310 CORK CIRCLE SACRAMENTO, CA 95822			ISLE SUPPLIES ISLE SUPPLIES ISLE SUPPLIES	06/04/2019	19476159	PO-190536 PO-191128 PO-191053	41.28	N
	(0) - 0	N							
014643	SOLANO COUNTY DEPT. OF RESOURCE MANAGEMENT 675 TEXAS ST., SUITE 5500 FAIRFIELD, CA 94533-6341		263.00	16192102 RVHS CAFE PERMIT	06/18/2019	19479359	PV-190733	263.00	N

(707)	784-6765	N	
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091 RIVER DELTA UNIFIED JUNE 2019 EXPENDITURES

Vendor Activity 06/01/2019 - 06/30/2019

	Name/Address			Description				Amount 1	1099
			1,266.13	19-02093 TUPE GRANT			PV-190746		N
	(707) 399-4415	N							
011563	SPEARS, SHANAN		560.17	DHS AG SUPPLIES			PO-190458		
	2436 MORAINE CIRCLE RANCHO CORDOVA, CA 95670							9.55 270.54	
	(916) 744-1011			DHS AG SUPPLIES	06/27/2019	19482183	PO-191357	270.54	N
 013858			5,495.07				PV-190747		
	1850 GATEWAY BOULEVARD CONCORD, CA 94520			ISLE TRANS	06/20/2019	19480234	PV-190747 PV-190747	171.45 34.42	N
	CONCORD, CA 94320							237.11	
	(888) 400-2155	N		DO	06/20/2019	19480234	DV-190747	14 56	M
				STORAGE PRE-PAID GAS	06/20/2019	19480234	PV-190747	257.45	N
				RVHS	06/20/2019	19480234	PV-190747	3,901.30 16.31	N
				DHS CMS CAFE				651.96 124.89	
014069	STAPLES ADVANTAGE		12 , 328.67	3394987156 CBO SUPPLIES	06/04/2019	19476160	 PO-190117	52.67	 N
	500 STAPLES DRIVE			3404952668 CBO SUPPLIES 3408538608 DHW SUPPLIES 3414879365 DHW SUPPLIES 3397811123 DHS SUPPLIES	06/04/2019	19476160	PO-190117	44.36	N
	FRAMINGHAM, MA 01702			3408538608 DHW SUPPLIES	06/04/2019	19476142	PO-190217	16.21	N
	(0)	».T	CMADIEC COMMDA	3414879365 DHW SUPPLIES 3397811123 DHS SUPPLIES	06/04/2019	19476142	PO-190244	61.60	N
	(0) = 0	IN	STAPLES CONTRA	3397811123 DHS SUPPLIES 3397811123 DHS SUPPLIES 3397811123 DHS SUPPLIES 3403201626 DHS SUPPLIES 3403201626 DHS SUPPLIES 3403201626 DHS SUPPLIES	06/04/2019	194/6160	PO-190280 PO-190280	134.91	
				3397811123 DHS SUPPLIES	06/04/2019	19476160	PO-190280	.47-	
				3403201626 DHS SUPPLIES	06/04/2019	19476160	PO-190280	.16-	- N
				3403201626 DHS SUPPLIES	06/04/2019	19476160	PO-190280	46.32	N
				3403201626 DHS SUPPLIES	06/04/2019	19476160	PO-190280	.16	N
				3414558131 WIND RIVER SUPPLIES	06/04/2019	194/6163	PO-190408	84.14	N
				3398489657 WIND RIVER SUPPLIES					
				3406607209 WIND RIVER SUPPLIES	06/04/2019	19476163	PO-190408	36.36	N
				3397339174 WIND RIVER SUPPLIES 3393305554 ASP SUPPLIES	06/04/2019	194/6163	FO-190408	36.88	N
				3393305554 ASP SUPPLIES 3393305554 ASP SUPPLIES	06/04/2019	194/6160	PO-190519	.26- 73 66	- N
				3393305554 ASP SUPPLIES 3393305554 ASP SUPPLIES	06/04/2019	19476160	PO-190519	73.66 .26	IN.
				33933U5554 ASP SUPPLIES	06/04/2019	194/6160	PO-190519	.26	J

3411090949	F5 SUPPLIES	06/04/2019	19476160	PO-191070	.82-	N
3411090949	F5 SUPPLIES	06/04/2019	19476160	PO-191070	235.58	N
3411090949	F5 SUPPLIES	06/04/2019	19476160	PO-191070	.82	N
3411785985	WIND RIVER SUPPLIES	06/04/2019	19476160	PO-191167	120.32	N
3414879368	DHW SUPPLIES	06/04/2019	19476160	PO-191176	151.63	N
3414879367	DHW SUPPLIES	06/04/2019	19476160	PO-191176	14.51	N
3414879366	DHW SUPPLIES	06/04/2019	19476160	PO-191176	378.66	N

Vendor Name/Address Total Description 014069 STAPLES ADVANTA (Continued...) 3414879369 WIND RIVER PRINTER 06/04/2019 19476145 PO-191340 664.96 N 3408100371 ASP SUPPLIES 06/04/2019 19476176 PV-190689 49.57 N 23.45 N 3408823448 DHW SUPPLIES 06/04/2019 19476176 PV-190689 3408100371 ASP SUPPLIES 06/04/2019 19476176 PV-190689 .17- N 45.22 N 16.63 N 3405534817 ASP SUPPLIES 06/04/2019 19476176 PV-190689 3405534818 ASP SUPPLIES 06/04/2019 19476176 PV-190689 3405534818 ASP SUPPLIES 06/04/2019 19476176 PV-190689 16.63 N
3405534817 ASP SUPPLIES 06/04/2019 19476176 PV-190689 .16 N
3408100371 ASP SUPPLIES 06/04/2019 19476176 PV-190689 .17 N
3405534818 ASP SUPPLIES 06/04/2019 19476176 PV-190689 .06 N
3408609606 DHW SUPPLIES 06/04/2019 19476176 PV-190689 1.92 N
3408538611 DHW SUPPLIES 06/04/2019 19476176 PV-190689 76.06 N
3405534818 ASP SUPPLIES 06/04/2019 19476176 PV-190689 .06- N
3405534819 ASP SUPPLIES 06/04/2019 19476176 PV-190689 14.56 N 93.35 N 3405089916 ASP SUPPLIES 06/04/2019 19476176 PV-190689 3405089916 ASP SUPPLIES 3405534819 ASP SUPPLIES 06/04/2019 19476176 PV-190689 06/04/2019 19476176 PV-190689 06/04/2019 19476176 PV-190689 .32 N .05 N 3405534819 ASP SUPPLIES .05- N 3405534817 ASP SUPPLIES 06/04/2019 19476176 PV-190689 3405089916 ASP SUPPLIES 06/04/2019 19476176 PV-190689 3413778342 DHS AG SUPPLIES 06/06/2019 19477106 PO-190583 .16- N .10- N .32- N 96.97 N .34 N 3413778342 DHS AG SUPPLIES 06/06/2019 19477106 PO-190583 3413778342 DHS AG SUPPLIES 06/06/2019 19477106 PO-190583 .34- N 3413778343 DHS AG SUPPLIES 06/06/2019 19477106 PO-190583 96.97 N 3413778343 DHS AG SUPPLIES 06/06/2019 19477106 PO-190583 3413778343 DHS AG SUPPLIES 06/06/2019 19477106 PO-190583 .34 N 3413778343 DHS AG SUPPLIES 06/06/2019 19477106 PO-190583 .34- N
3413990058 DHW KINDER SUPPLIES 06/06/2019 19477106 PO-191174 57.72 N
3413990059 DHW KINDER SUPPLIES 06/06/2019 19477106 PO-191174 89.51 N
3413990056 DHW KINDER SUPPLIES 06/06/2019 19477106 PO-191174 54.02 N
3413990057 DHW KINDER SUPPLIES 06/06/2019 19477106 PO-191174 86.48 N
3411090950 ED SV SUPPLIES 06/06/2019 19477106 PO-191178 66.457 N 3411090950 ED SV SUPPLIES 06/06/2019 19477106 PO-191178 64.57 N 3411721203 F5 SUPPLIES 06/06/2019 19477114 PO-191191 .99 N 3411721203 F5 SUPPLIES 06/06/2019 1947/114 PO-191191 3411721202 F5 SUPPLIES 06/06/2019 19477114 PO-191191 3412194044 F5 SUPPLIES 06/06/2019 19477114 PO-191191 3411785988 F5 SUPPLIES 06/06/2019 19477114 PO-191191 3411785987 F5 SUPPLIES 06/06/2019 19477114 PO-191191 3412194044 F5 SUPPLIES 06/06/2019 19477114 PO-191191 3412194044 F5 SUPPLIES 06/06/2019 19477114 PO-191191 3412194044 F5 SUPPLIES 06/06/2019 19477114 PO-191191 3412679686 F5 SUPPLIES 06/06/2019 19477114 PO-191191 3412679686 F5 SUPPLIES 06/06/2019 19477114 PO-191191 3412679686 F5 SUPPLIES 06/06/2019 19477114 PO-191191 82.05 N .99- N .33 N .33 N 297.37 N .29 N .13 N .33- N .29- N 31.42 N 3411785987 F5 SUPPLIES 06/06/2019 19477114 PO-191191 .13- N 3412679686 F5 SUPPLIES 06/06/2019 19477114 PO-191191 .11 N 3412679686 F5 SUPPLIES 06/06/2019 19477114 PO-191191 .11- N 3411721203 F5 SUPPLIES 06/06/2019 19477114 PO-191191 283.62 N

3411785988	F5 SUPPLIES	06/06/2019	19477114	PO-191191	1.03	N
3411785988	F5 SUPPLIES	06/06/2019	19477114	PO-191191	1.03-	N
3412194044	F5 SUPPLIES	06/06/2019	19477114	PO-191191	95.65	N
3411785987	F5 SUPPLIES	06/06/2019	19477114	PO-191191	37.40	N
3413990062	ASP SUPPLIES	06/06/2019	19477106	PO-191245	25.44	N
3413990062	ASP SUPPLIES	06/06/2019	19477106	PO-191245	.09	N
3413990062	ASP SUPPLIES	06/06/2019	19477106	PO-191245	.09-	N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount 1099
014069 STAPLES ADVANTA (Continued)		3413990061 ASP SUPPLIES	06/06/2010	19477106 PO-191245	20.33 N
		3413990061 ASP SUPPLIES 3413990061 ASP SUPPLIES	06/06/2019	19477106 PO-191245 19477106 PO-191245 19477106 PO-191245 19478566 PO-190520 19478566 PO-190520 19478566 PO-190520	.07 N
		3413990061 ASP SUPPLIES	06/06/2019	19477106 PO-191245	.07- N
		3414991913 ASP SUPPLIES 3414991911 ASP SUPPLIES	06/13/2019	19478566 PO-190520	8.39 N
			06/13/2019	19478566 PO-190520	.21- N
		3414991912 ASP SUPPLIES	06/13/2019	19478566 PO-190520	.09- N
		3414991912 ASP SUPPLIES	06/13/2019	19478566 PO-190520	25.11 N
		3414991915 ASP SUPPLIES	06/13/2019	19478566 PO-190520	.09 N
		3415840704 ASP SUPPLIES 3414991909 ASP SUPPLIES	06/12/2010	10170566 DO 100500	O € NT
		3414991909 ASP SUPPLIES	06/13/2019	19478566 PO-190520 19478566 PO-190520 19478566 PO-190520 19478566 PO-190520	.03- N
		3414991909 ASP SUPPLIES 3414991910 ASP SUPPLIES 3414991910 ASP SUPPLIES	06/13/2019	19478566 PO-190520	30.27 N
		3414991910 ASP SUPPLIES	06/13/2019	19478566 PO-190520	.11 N
		3414991909 ASP SUPPLIES	06/13/2019	19478566 PO-190520	.03 N
		3414991911 ASP SUPPLIES	06/13/2019	19478566 PO-190520	.21 N
		3415840704 ASP SUPPLIES	06/13/2019	19478566 PO-190520 19478566 PO-190520	.06- N
		3414991913 ASP SUPPLIES	06/13/2019	19478566 PO-190520	.03 N
		3414991913 ASP SUPPLIES 3414991910 ASP SUPPLIES	06/13/2019	19478566 PO-190520 19478566 PO-190520	.11- N
		3414991910 ASP SUPPLIES 3414991909 ASP SUPPLIES 3414991915 ASP SUPPLIES	06/13/2019	19478566 PO-190520	9.70 N
		3414991915 ASP SUPPLIES	06/13/2019	19478566 PO-190520	
		3414991914 ASP SUPPLIES	06/13/2019	19478566 PO-190520	15 07 N
			06/13/2019	19478566 PO-190520	.03- N
		3414991913 ASP SUPPLIES 3414991914 ASP SUPPLIES	06/13/2019	19478566 PO-190520 19478566 PO-190520	.05- N
		3415840704 ASP SUPPLIES	06/13/2019	19478566 PO-190520	18 07 N
		3415840704 ASP SUPPLIES 3414991914 ASP SUPPLIES	06/13/2019	19478566 PO-190520 19478566 PO-190520	05 N
		3414991915 ASP SUPPLIES	06/13/2019	19478566 PO-190520	27 13 N
		3/1/001012 AGE GUIDDITES	06/13/2013	19478566 PO=190520	27.13 N
		3414991912 ASP SUPPLIES 3414991911 ASP SUPPLIES 3413778348 DHW SUPPLIES 3413778346 DHW SUPPLIES	06/13/2013	19470500 TO 190520	60 20 M
		3/137703/0 DUM CUDDITEC	06/13/2019	19470500 FO-190520	126 40 N
		3413770346 DIW SUFFLIES	06/13/2019	10470566 DO 101176	120.40 N
		3413770340 DRW SUPPLIES	06/13/2019	19478566 PO-191176	90.21 N
		3413778347 DHW SUPPLIES 3413778345 DHW SUPPLIES	06/13/2019	19478566 PO-191176	00.98 N
		3413//8345 DHW SUPPLIES	06/13/2019	194/8566 PO-1911/6	146.38 N
		3413355162 DHW SUPPLIES 3413990060 DHW SUPPLIES 3416011367 MIG ED SMR SCL	06/13/2019	194/8566 PO-1911/6	21.61 N
		3413990060 DHW SUPPLIES	06/13/2019	194/8566 PO-1911/6	89.07 N
		3416011367 MIG ED SMR SCL	SUPP 06/13/2019	194/8566 PO-191334	687.64 N
		3416011367 MIG ED SMR SCL 3416011367 MIG ED SMR SCL	SUPP 06/13/2019	194/8566 PO-191334	2.39 N
		341601136/ MIG ED SMR SCL	SUPP 06/13/2019	19478566 PO-191334	2.39- N
		3416569719 ASP SUPPLIES	06/18/2019	19479350 PO-190518	97.43 N
		3416569719 ASP SUPPLIES 3416569719 ASP SUPPLIES 3416569719 ASP SUPPLIES 3416569720 ED SV SUPPLIES 3416569721 SP ED SUPPLIES	06/18/2019	19479350 PO-190518	.34 N
		3416569719 ASP SUPPLIES	06/18/2019	194/9350 PO-190518	.34- N
		3416569720 ED SV SUPPLIES	06/18/2019	19479350 PO-191111	105.84 N
		3416569721 SP ED SUPPLIES	06/18/2019	19479341 PO-191112	39.98 N
		3416569722 SP ED SUPPLIES 3417065358 CMS SUPPLIES	06/18/2019	19479341 PO-191145	39.51 N
		3417065358 CMS SUPPLIES	06/20/2019	19480223 PO-190287	.74 N
		3417000526 CMS SUPPLIES	06/20/2019	19480223 PO-190287	420.27 N

3417000527	CMS	SUPPLIES	06/20/2019	19480223	PO-190287	246.66	5	N
3417000526	CMS	SUPPLIES	06/20/2019	19480223	PO-190287	1.46	5	N
3417000527	CMS	SUPPLIES	06/20/2019	19480223	PO-190287	.86	5	N
3417000526	CMS	SUPPLIES	06/20/2019	19480223	PO-190287	1.46	5-	N
3417000527	CMS	SUPPLIES	06/20/2019	19480223	PO-190287	.86	5-	N
3417065358	CMS	SUPPLIES	06/20/2019	19480223	PO-190287	.74	<u> </u>	N
3417065358	CMS	SUPPLIES	06/20/2019	19480223	PO-190287	213.59)	N

Vendor Name/Address	7.12 N .46 N
3417065356 F5 SUPPLIES 06/20/2019 19480223 PO-191191 3417000525 F5 SUPPLIES 06/20/2019 19480223 PO-191191 2, 3417065356 F5 SUPPLIES 06/20/2019 19480223 PO-191191	.46 N
3417000525 F5 SUPPLIES 06/20/2019 19480223 PO-191191 2, 3417065356 F5 SUPPLIES 06/20/2019 19480223 PO-191191	.045 61 N
3417065356 F5 SUPPLIES 06/20/2019 19480223 PO-191191	,010.01
0418065058 DE GWDDITHG 06/00/0040 40400000 TO 404404	.46- N
341/U6535/ F5 SUPPLIES U6/2U/2U19 1948U223 PO-191191	143.74 N
3417065357 F5 SUPPLIES 06/20/2019 19480223 PO-191191	.50 N
3417065357 F5 SUPPLIES 06/20/2019 19480223 PO-191191 3417065356 F5 SUPPLIES 06/20/2019 19480223 PO-191191	.50- N
3417065356 F5 SUPPLIES 06/20/2019 19480223 PO-191191	132.75 N
3417000525 F5 SUPPLIES 06/20/2019 19480223 PO-191191	7.12- N
3417412467 CBO SUPPLIES 06/25/2019 19481035 PO-190117	66.16 N
3417214501 DHS SUPPLIES 06/25/2019 19481030 PO-190280	222.97 N
3417214502 DHS SUPPLIES 06/25/2019 19481030 PO-190280	184.11 N
3417214501 DHS SUPPLIES 06/25/2019 19481030 PO-190280	.78- N
3417214501 DHS SUPPLIES 06/25/2019 19481030 PO-190280	.78 N
3417412468 DHS SUPPLIES 06/25/2019 19481030 PO-190280	.78- N
3417412468 DHS SUPPLIES 06/25/2019 19481030 PO-190280	222.97 N
3417412468 DHS SUPPLIES 06/25/2019 19481030 PO-190280	.78 N
3417214502 DHS SUPPLIES 06/25/2019 19481030 PO-190280	.64- N
3417214502 DHS SUPPLIES 06/25/2019 19481030 PO-190280	64 N
341700524 ASP SUPPLIES 06/25/2019 19481030 PO-190518	07- N
341700524 ASP SUPPLIES 06/25/2019 19481030 PO_190518	19 38 N
341700524 ASP SUPPLIES 06/25/2019 19481030 PO_190518	07 N
3416500807 MTG EN SMR SCI. SUIDE 06/25/2019 19481030 PO_191334	0.4 N
3416500807 MTC ED SMD SCI SUID 06/25/2013 13401030 FO_10134	10 24 N
3416500007 MIC ED SMR 3CL SUFF 00/22/2019 19401030 F0_191334	10.24 N
3416560722 MIC ED SMR SCI SURP 00/22/2019 19401030 F0-191334	1 05 M
3410309/23 MIG ED SMR SCL SUFF U0/23/2019 19401030 FO 191334	1.05 N
2416560722 MIG ED SMA SCI SUFF 00/22/2019 19401020 FO 191234	M -C0.1
3417000F22 OF ED SMR SCI SURPL 06/25/2019 19401035 FD 191361	01 61 N
341/000323 SF ED SMR SCL SUPPL 00/23/2019 19401035 FO 191301	21.01 N
3410309/16 SP ED SMR SCL SUPPL 00/23/2019 19461035 PO-191301	2/0.2/ N
341/62/441 CBO SUPPLIES	53.48 N
3416356000 CBO SUPPLIES	81.82 N
3414618537 BUS OFF SUPPLIES 06/27/2019 19482184 PO-190118	54.65 N
3415840702 DHW SUPPLIES 06/27/2019 19482184 PO-190213	43.89 N
3415840703 DHW SUPPLIES 06/27/2019 19482184 PO-190227	43.89 N
3413990055 DHW SUPPLIES 06/27/2019 19482184 PO-190227	9.61 N
3413425781 DHW SUPPLIES 06/27/2019 19482184 PO-190227	22.15 N
3417065357 FS SUPPLIES 06/20/2019 19480223 PO-191191 3417000525 FS SUPPLIES 06/20/2019 19480223 PO-191191 3417010525 FS SUPPLIES 06/20/2019 1948023 PO-191191 3417214501 DHS SUPPLIES 06/25/2019 19481030 PO-190280 3417412466 DHS SUPPLIES 06/25/2019 19481030 PO-190280 3417214502 DHS SUPPLIES 06/25/2019 19481030 PO-190280 3417214502 DHS SUPPLIES 06/25/2019 19481030 PO-190280 3417214502 DHS SUPPLIES 06/25/2019 19481030 PO-190280 341700524 ASP SUPPLIES 06/25/2019 19481030 PO-190280 341700524 ASP SUPPLIES 06/25/2019 19481030 PO-190518 3416509807 MIG ED SMR SCL SUPP 06/25/2019 19481030 PO-190518 3416509873 MIG ED SMR SCL SUPP 06/25/2019 19481030 PO-191344 3416509873 MIG ED SMR SCL SUPP 06/25/2019 19481030 PO-191344 3416509873 MIG ED SMR SCL SUPP 06/25/2019 19481030 PO-191334 3416509873 MIG ED SMR SCL SUPP 06/25/2019 19481030 PO-191334 3416509873 MIG ED SMR SCL SUPP 06/25/2019 19481030 PO-191334 3416509873 MIG ED SMR SCL SUPP 06/25/2019 19481030 PO-191304 3417627441 CDO SUPPLIES 06/27/2019 19481034 PO-190117 3414618537 BUS OFF SUPPLIES 06/27/2019 19481034 PO-190117 3414618537 BUS OFF SUPPLIES 06/27/2019 19481244 PO-190017 3414618537 BUS OFF SUPPLIES 06/27/2019 19481244 PO-190027 341399005 DWS SUPPLIES 06/27/2019 19482184 PO-190027 341399035 DWS SUPPLIES 06/27/2019 19482184 PO-190027 3414991906 CMS SUPPLIES 06/27/2019 19482184 PO-190027 3414991906 CMS SUPPLIES 06/27/2019 19482184 PO-190027	7/1.33 N
3414879364 DHW SUPPLIES 06/27/2019 19482184 PO-190227	22.59 N
3414991908 CMS SUPPLIES 06/27/2019 19482184 PO-190287 3414991908 CMS SUPPLIES 06/27/2019 19482184 PO-190287	.62 N
3414991908 CMS SUPPLIES 06/27/2019 19482184 PO-190287	177.99 N
3414991908 CMS SUPPLIES 06/27/2019 19482184 PO-190287 3414558133 ASP SUPPLIES 06/27/2019 19482184 PO-190520	.62- N
3414558133 ASP SUPPLIES 06/27/2019 19482184 PO-190520	1.17 N
3414558132 ASP SUPPLIES 06/27/2019 19482184 PO-190520	48.04- N

3414558132	ASP SUPPLIES	06/27/2019	19482184	PO-190520	48.04	N
3414558132	ASP SUPPLIES	06/27/2019	19482184	PO-190520	591.25	N
3414558133	ASP SUPPLIES	06/27/2019	19482184	PO-190520	14.46	N
3414558133	ASP SUPPLIES	06/27/2019	19482184	PO-190520	1.17-	N
3414054895	ASP CREDIT	06/27/2019	19482184	PO-190520	495.48-	N
3396391366	TRANS SUPPLIES	06/27/2019	19482184	PO-190844	81.08	N
3394313069	ED SV SUPPLIES	06/27/2019	19482184	PO-191111	48.65	N

Vendor Name/Address	Total	Description	Date	Warrant	Reference	Amount 1099
014069 STAPLES ADVANTA (Continued)		3399522857 ED SV SUPPLIES	06/27/2019	19482184	PO-191111	56 08 N
		3399522857 ED SV SUPPLIES 3399522858 ED SV SUPPLIES 3405746301 ED SV SUPPLIES 3416011360 DHW SUPPLIES 3415934470 DHW SUPPLIES 3408823446 DHW SUPPLIES	06/27/2019	19482184	PO-191111	40.45 N
		3405746301 ED SV SUPPLIES	06/27/2019	19482184	PO-191111	120.33 N
		3416011360 DHW SUPPLIES	06/27/2019	19482184	PO-191176	46.06 N
		3415934470 DHW SUPPLIES	06/27/2019	19482184	PO-191176	28.48 N
		3408823446 DHW SUPPLIES	06/27/2019	19482184	PO-191176	128.76 N
		3414991907 DHW SUPPLIES	06/27/2019	19482184	PO-191176	15.61 N
		3417412469 F5 SUPPLIES	06/27/2019	19482184	PO-191191	.48 N
		3417627442 F5 SUPPLIES	06/27/2019	19482184	PO-191191	38.34 N
		3417412469 F5 SUPPLIES	06/27/2019	19482184	PO-191191	.48- N
		3417412469 F5 SUPPLIES	06/27/2019	19482184	PO-191191	137.25 N
		3417627442 F5 SUPPLIES	06/27/2019	19482184	PO-191191	.13- N
		3417627442 F5 SUPPLIES	06/27/2019	19482184	PO-191191	.13 N
		3413270241 ASP SUPPLIES	06/27/2019	19482184	PO-191228	1.12- N
		3413270241 ASP SUPPLIES	06/27/2019	19482184	PO-191228	323.24 N
		3413270241 ASP SUPPLIES	06/27/2019	19482184	PO-191228	1.12 N
		3417412466 SP ED SUPPLIES	06/27/2019	19482184	PO-191341	32.41 N
		3411286035 WIND RIVER SUPPLIES	06/27/2019	19482203	PV-190775	6.26 N
		3411405894 WIND RIVER SUPPLIES	06/27/2019	19482203	PV-190775	19- N
		3411286035 WIND RIVER SUPPLIES	06/27/2019	19482203	PV-190775	02- N
		3411405894 WIND RIVER SUPPLIES	06/27/2019	19482203	PV-190775	19 N
		3408823449 WIND RIVER SUPPLIES	06/27/2019	19482203	PV-190775	96 94 N
		3411286036 WIND RIVER SUPPLIES	06/27/2019	19482203	DV-190775	15- N
		3/11/286035 WIND RIVER SCIEDLIES	06/27/2019	19482203	DV-190775	02 N
		3/11/0589/ WIND DIVER SUITES	06/27/2019	19402203	DV-190775	54 32 N
		3/11/286036 WIND DIVER SUITHIES	06/27/2019	19402203	DV-190775	15 N
		3/10787217 WIND DIVER SUITES	06/27/2019	19402203	DV-190775	91 37 N
		34U0033440 MIND DIVED GUDDLIEG	06/27/2013	10402203	DV-100775	31 M
		3/10/02/3449 WIND KIVER SUITLIES	06/27/2019	19402203	DV-190775	28 N
		3/10/0/21/ WIND RIVER SUITLIES	06/27/2013	10402203	DV-100775	.20 N
		2410/0/21/ WIND RIVER SUPPLIES	06/27/2019	10402203	PV-190775	.20 N
		2411206026 WIND DIVER SUPPLIES	06/27/2019	10402203	PV-190775	.34- N
		34U33U1632 CAPE GIIDDI TEG	06/27/2019	10/02/03	EV-130//3	42.10 N
		3403201625 CAPE CUDDITED	06/27/2019	10102204	EV-130//3	9U.∠O N 14 12
		3403201625 CAFE SUPPLIES 3403201625 CAFE SUPPLIES	06/27/2019	19402204	DV-1907/5	.31 M
014723 STAR AUTISM SUPPORT	9,569.27	21121 SP ED WORKSHOP				

6663 SW BEAVERTON-HILLSDALE HWY #119 PORTLAND, OR

(503) 297-2864 N

Vendor	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1	L099
014342	STAR SPORTS 5474 GATEWAY PLAZA DRIVE BENICIA, CA 94510		5,506.33	18239 RVHS/ED SV SUPPLIES 46241 RVHS SPORTS SUPPLIES	06/04/2019 06/25/2019		PO-191317	4,080.33	
	(707) 745-6724	N							
003646	STATE OF CALIFORNIA 1300 I STREET SUITE 810 SACRAMENTO, CA 95814		96.00	377274 FINGERPRINTING	06/11/2019	19477739	PV-190715	96.00	N
	(0) - 0	N							
000096	STEWART INDUSTRIAL SUPPLY 608 HWY 12 RIO VISTA, CA 94571	INC	849.14	23100 TRANS SUPPLIES	06/13/2019	19478578	PV-190726	849.14	N
	(707) 374-5567	N							
013052	STILES, ALLYSON P.O. BOX 428 ISLETON, CA 95641			RMS MILEAGE				40.95	N
	() –	N							
014111	STINE, DENISE 448 HARTWICK LANE FAIRFIELD, CA 94533		365.28	SP ED MILEAGE	06/27/2019	19482189	TC-190346	365.28	N
	(0) - 0	N							
013947	SUPPLY WORKS PO BOX 742056 LOS ANGELES, CA 90074-2056 (877) 577-1114	N	4,373.14	493774053 RMS SUPPLIES 493774046 RVHS SUPPLIES 493774038 RVHS SUPPLIES 491741278 DHS SUPPLIES 493026496 RVHS SUPPLIES 490256823 DHS SUPPLIES 490249976 DHW SUPPLIES 493774061 RMS SUPPLIES	06/04/2019 06/04/2019 06/13/2019	19476161 19476161 19478567 19478567 19478567 19478567	PO-190034 PO-190034 PO-190034 PO-190034 PO-190034 PO-190034	1,589.81 21.83	N N N N N

496047663	WG SUPPLIES	06/25/2019	19481036	PO-190034	94.71	N
494658701	DHS SUPPLIES	06/25/2019	19481036	PO-190034	9.42	N
495573016	WG SUPPLIES	06/25/2019	19481036	PO-190034	145.01	N
498631472	DO SUPPLIES	06/27/2019	19482185	PO-190034	733.84	N
498631464	DO SUPPLIES	06/27/2019	19482185	PO-190034	168.70	N
498631480	RVHS SUPPLIES	06/27/2019	19482185	PO-190034	253.11	N

091 RIVER DELTA UNIFIED JUNE 2019 EXPENDITURES

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	Name/Address		Total	Description	Date	Warrant	Reference	Amount 10	199
014430	TAQUERIA MEXICO 133 MAIN ST RIO VISTA, CA 94571		108.01	RVHS SUPPLIES	06/18/2019	19479342	PO-190918	108.01	N
	(707) 374-2680	N							
	THARP, DANIELLE PO BOX 861 ELK GROVE, CA 95759		17.95	SP ED REIMB SUPPLIES	06/18/2019	19479365	TC-190339	17.95	N
	(0) - 0	N							
011477	THE COLLEGE BOARD P.O. BOX 910506 DALLAS, TX 75391-0506		·	052645 RVHS AP EXAMS EA87688647 RVHS SAT MATERIALS EA87688647 RVHS SAT MATERIALS	06/20/2019 06/25/2019 06/25/2019	19480217 19481031 19481031	PO-191370 PO-191113 PO-191113	912.00 1,500.00	N N N
	(800) 323-7155	N		EA87493240 DHS SATS EA87493240 DHS SATS	06/25/2019	19481043	PV-190756 PV-190756	1,805.00 1 775.00	N
	TIM'S MUSIC 2812 MARCONI AVE SACRAMENTO, CA 95821		125.86	329949/329952 WG INST REPAIR	06/20/2019	19480218	PO-190904	125.86	N
	(916) 925-9160	N							
014642	TITAN SCHOOL SOLUTIONS 3017 DOUGLAS BLVD #300 ROSEVILLE, CA 95661		7,550.00	975 ANNUAL SUBSCRIPTION FEE	06/18/2019	19479360	PV-190736	7,550.00	N
	(844) 467-4700	N							
014873	TPX COMMUNICATIONS PO BOX 509013 SAN DIEGO, CA 92150-9013		2,596.84	RVHS LD DO LD DHS LD	06/13/2019	19478579	PV-190727	1,153.82 296.04 1,146.98	N
	(877) 487-2877	N							

Vendor Name/Address		Total	Description	Date	Warrant Re	eference	Amount 1099
012694 U.S. BANK 221 SOUTH FIGUEROA LM-CA-F2TC LOS ANGELES, CA 90		•	MAY 2019 GASB 45 JUNE 2019 GASB 75 JUNE 2019 GASB 75	06/27/2019	19476178 Pt 19482201 Pt 19482201 Pt	V-190776	10,679.55 N 10,812.16 N 261.46- N
(0) - 0	N						
001896 UNITED PARCEL SERV 55 GLENLAKE PARKWA ATLANTA, GA 30328			DO SHIPPING	06/04/2019 06/04/2019 06/06/2019 06/18/2019 06/25/2019	19476177 PV 19476177 PV 19476177 PV 19477123 PV 19479356 PV 19481044 PV 19482200 PV	V-190690 V-190690 V-190702 V-190734 V-190757	37.44 N 46.74 N 113.71 N 38.30 N 29.00 N 56.17 N 97.22 N
013419 US BANK NATIONAL A 1310 MADRID ST SUITE 101 MARSHALL, MN 56258		916.76	386094221 RVHS LEASE 386094221 RVHS LEASE WIND RIVER LEASE	06/06/2019	19477115 PC 19477115 PC 19481047 PV	0-190062	162.19 N 162.19 N 592.38 N
(800) 328-5371	N						
010907 VAN RIPER, CHARLES 673 4TH AVENUE STE SACRAMENTO, CA 958	REET		DHS AG SUPPLIES DHS AG SUPPLIES		19480219 PC		125.03 N 125.03 N
(0) - 0	N						
013760 VEIRS, RANDALL 523 BARTLETT AVE WOODLAND, CA 95695	5	313.20	DHS MILEAGE	06/06/2019	19477129 то	C-190326	313.20 N
(0) - 0	N						
013997 VERIZON WIRELESS ONE VERIZON PLACE ALPHARETTA, GA 300	004	5 , 467.33	BATES ADMIN RMS ADMIN ISLE ADMIN	06/06/2019 06/06/2019	19477124 PV 19477124 PV 19477124 PV	V-190703 V-190703	53.99 7 53.99 7 53.99 7
() –	Y VE	ERIZON WIRELE	RVHS ADMIN NURSES		19477124 PV 19477124 PV		107.98 7 107.98 7

ED SV 2	06/06/2019	19477124	PV-190703	53.99	7
OPERATIONS	06/06/2019	19477124	PV-190703	10.80	7
GARDENERS	06/06/2019	19477124	PV-190703	161.97	7
CMS CUST	06/06/2019	19477124	PV-190703	53.99	7
BATES CUST	06/06/2019	19477124	PV-190703	107.98	7
ASES 1	06/06/2019	19477124	PV-190703	71.99	7
WG CUST	06/06/2019	19477124	PV-190703	53.99	7

Vendor Name/Address	Total	Description	Date	Warrant	Reference	Amount 1	1099
013997 VERIZON WIRELES (Continued)		RMS CUST	06/06/2019	19477124	PV-190703	53.99	
		MAINT	06/06/2019	19477124	PV-190703	250.94	7
		ASES 3			PV-190703	71.98	7
		SP ED	06/06/2019	19477124	PV-190703	267.49	7
		DHW CUST	06/06/2019	19477124	PV-190703 PV-190703 PV-190703	107.98	7
		ISLE CUST	06/06/2019	19477124	PV-190703	53.99	7
		DHS CUST	06/06/2019	19477124	PV-190703	7.98	7
		ASES 2	06/06/2019	19477124	PV-190703	71.99	7
		RVHS CUST	06/06/2019	19477124	PV-190703	215.96	7
		DO SFTY	06/06/2019	19477124	PV-190703	54.17	7
		WG SAFETY	06/06/2019	19477124	PV-190703	.18	7
		RMS SAFETY	06/06/2019	19477124	PV-190703	.18	7
		BEHAVORIST	06/06/2019	19477124	PV-190703	53.99	7
		DHW SFTY	06/06/2019	19477124	PV-190703	.18	7
		ISLE SFTY	06/06/2019	19477124	PV-190703	.18	
		DHS SFTY	06/06/2019	19477124	PV-190703	.18	7
		RVHS SFTY			PV-190703	53.99	7
		COUNSELORS	06/06/2019	19477124	PV-190703	161.97	7
		ED SV 1	06/06/2019	19477124	PV-190703	46.01-	- 7
		TRANS 1	06/06/2019	19477124	PV-190703 PV-190703 PV-190703	232.15	7
		TRANS 2	06/06/2019	19477124	PV-190703	1.67	7
		DHW ADMIN	06/25/2019	19481045	PV-190759	72.69	7
		RMS ADMIN	06/27/2019	19482202	PV-190764	63.99	7
		WG CUST	06/27/2019	19482202	PV-190764	53.99	7
		ED SV 2	06/27/2019	19482202	PV-190764	53.99	7
		NURSES	06/27/2019	19482202	PV-190764	107.98	7
		TRANS	06/27/2019	19482202	PV-190764	3.85	7
		RMS CUST			PV-190764	53.99	7
		RVHS ADMIN	06/27/2019			107.98	
		DHW SFTY	06/27/2019	19482202	PV-190764	.18	7
		DO SFTY	06/27/2019	19482202	PV-190764	54.17	7
		BATES CUST	06/27/2019			144.00	
		DHS CUST	06/27/2019	19482202	PV-190764	107.98	7
		TRANS	06/27/2019	19482202	PV-190764	232.15	7
		ED SV 1	06/27/2019			53.99	7
		ISLE ADMIN	06/27/2019			53.99	7
		BATES ADMIN	06/27/2019			53.99	
		OPERATIONS	06/27/2019			10.80	
		GARDENERS	06/27/2019			190.41	
		RVHS CUST	06/27/2019			215.96	
		DHW CUST	06/27/2019			107.98	
		ISLE CUST	06/27/2019			53.99	
		BEHAVORIST	06/27/2019			53.99	
		COUNSELORS			PV-190764	161.97	

ASES 1	06/27/2019 19482202 PV-190764	71.99	7
ASES 3	06/27/2019 19482202 PV-190764	71.98	7
SP ED	06/27/2019 19482202 PV-190764	269.95	7
ASES 2	06/27/2019 19482202 PV-190764	71.99	7
RVHS SFTY	06/27/2019 19482202 PV-190764	53.99	7
ISLE SFTY	06/27/2019 19482202 PV-190764	.18	7
MAINT	06/27/2019 19482202 PV-190764	350.94	7

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Vendor	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1	1099
013997	VERIZON WIRELES (Continue	d)		RMS SFTY DHS SFTY CMS CUST WG SFTY	06/27/2019 06/27/2019	19482202 19482202			7 7
010906	WASTE MANAGEMENT OF WOODL P.O. BOX 78251 PHOENIX, AZ 85062-8251		1,822.66	DHS WASTE DHS WASTE SERV	06/06/2019 06/11/2019	19477125 19477740	PV-190704 PV-190716	735.95 1,086.71	N N
	(0) = 0	IN							
014844	WESTAIRE ENGINEERING 5820 SOUTH ALAMEDA ST LOS ANGELES, CA 90058		673.60	B-19-116 MAINT MOTOR	06/18/2019	19479343	PO-191354	673.60	N
	(323) 587-3347	N							
000490	WILCO SUPPLY P.O. BOX 3047 5960 TELEGRAPH AVENUE OAKLAND, CA 94609-3047		•	9108101/9107937 MAINT SUPPLIES 9108261/9107937 MAINT SUPPLIES 9109497 MAINT SUPPLIES	06/13/2019	19478568	PO-190171	315.51	N
	(800) 745-5450	N							
012528	WILLIAMS SCOTSMAN INC 4911 ALLISON PARKWAY VACAVILLE, CA 95688			RMS PORTABLE	06/04/2019 06/04/2019	19476182 19476182	PV-190693 PV-190693 PV-190693 PV-190693	936.96 936.96	N N
	(707) 451-3000	N							
014388	WPS PUBLISH 625 ALASKA AVENUE TORRANCE, CA 90503-5124		342.54	267101 SP ED FORMS	06/06/2019	19477108	PO-191337	342.54	N
	(800) 648-8857	N							
003308	WRIGHT, KATHERINE 400 SOUTH FRONT STREET		89.81	ED SV SUPPLIES	06/18/2019	19479344	PO-190355	89.81	 N

RIO VISTA, CA 94571

(0) - 0 N

091 RIVER DELTA UNIFIED JUNE 2019 EXPENDITURES			Vendor Activity 5/01/2019 - 06/30/2019	Ј77239	VE0320	L.00.03 07/	01/19 PAGE	37
Vendor Name/Address		Total	Description	Date	Warrant	Reference	Amount :	1099
000585 WRIGHT, STEVE 400 S FRONT STREET RIO VISTA, CA 94571		196.33	ED SV MILEAGE ED SV CONF REIMB			TC-190328 TC-190342	74.24 122.09	
(0) - 0	N							
001439 YOLO SOLANO AIR QUALITY MANAGEMENT DISTRICT 1947 GALILCO CT. STE 103 DAVIS, CA 95616		52.00	2501 SOURCE TEST	06/25/2019	19481046	PV-190760	52.00	N
(530) 757-3650	N							
014706 ZOOM IMAGING SOLUTION 1326 N. MARKET BLVD SACRAMENTO, CA 95834		61.27	2102120/2102209/2102176 CONT 2106416/2106466 DHW MAINT CONT	, ,			45.09 16.18	
(916) 369-6526	N							

573,236.02

573,236.02

District total:

Report total:

Vendor Activity J95059 VE0320 L.00.03 08/01/19 PAGE 07/01/2019 - 07/31/2019

Cutoff amount: \$1.00

Select vendors with 1099 flags: of any setting.

Select payments with 1099 flags: of any setting.

Input file: Unknown Updated:

Report prepared: Thu, Aug 01, 2019, 2:38 PM

07/01/2019 - 07/31/2019

	Name/Address		Description		Warrant Reference	
	ABEL COLLISION CENTER 1012 HIGHWAY 12 RIO VISTA, CA 94571				20303008 PV-200011	
	(707) 374-6348	N				
014658	AGE OF LEARNING FOR SCHOOLS 101 N. BRAND BLVD 8TH FLOOR GLENDALE, CA 91206	4,375.00	1187 ED SV ABC NYSE SFTWE	07/16/2019	20301267 PO-200036	4,375.00 N
	(818) 246-2223	N				
013110	ALIGNMENTS & BRAKES PO BOX 1068 1440 WALNUT GROVE-THORNTON F WALNUT GROVE, CA 95690		7609 TRANS REPAIR	07/16/2019	20301234 CL-190082	79.95 7
	(916) 776-4879	Y ARREDONDO, JOS	3			
001857	ARBOR SCIENTIFIC P.O. BOX 2750 ANN ARBOR, MI 48106-2750	2,635.76	429379 CTEIG SUPPLIES	07/25/2019	20303022 CL-190206	2,635.76 N
	(800) 367-6695	N				
012964	ASSOCIATED VALUATION SERVICE 1501 COFFEE ROAD SUITE N MODESTO, CA 95355	1,197.49	6207 DW WITS INVENTORY	07/16/2019	20301276 PO-200114	1,197.49 N
	(209) 543-8245	N				
013152	AVID CENTER 9246 LIGHTWAVE AVE STE 200 SAN DIEGO, CA 92123	30,336.00	43918 AVID MEMBERSHIP	07/16/2019	20301268 PO-200042	30,336.00 N
	(858) 380-4800	N				

091 RIVER DELTA UNIFIED JULY 2019 EXPENDITURES

Vendor Activity 07/01/2019 - 07/31/2019

Vendor	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1	1099
	BANK OF AMERICA PO BOX 15796		12 , 581.74	MIG ED CONF HOTEL ED SV CONF HOTEL CTEIG SUPPLIES WG RANDALL AIRFARE TRANS SUPPLIES WIND RIVER PRECIADO CASAS HOTE	07/18/2019 07/18/2019	20301726 20301726	CL-190170 CL-190171	1,718.10 859.05	N N
	WILMINGTON, DE 19886-5710			CTEIG SUPPLIES	07/18/2019	20301726	CL-190172	1,077.11	N
				WG RANDALL AIRFARE	07/18/2019	20301726	CL-190173	479.61	N
	(0) - 0	N		TRANS SUPPLIES	07/18/2019	20301726	CL-190174	33.52	N
				WIND RIVER PRECIADO CASAS HOTE	07/18/2019	20301727	CL-190175	1,460.16	N
				WIND RIV CASAS CASEY HOTEL DHS AG VAN RIPER HOTEL DHS AG VAN RIPER HOTEL DHS AG CATA HOTEL DHS AG CATA HOTEL MAINT SUPPLIES MAINT SUPPLIES DHS UC COUNSELOR CONF RVHS UC CONF CBO CARSNET CONF RVHS TV'S RVHS TV'S RVHS TV'S DHS CSU COUNSELOR CONF ED SV ENL LEARN CONF HOTEL	07/18/2019	20301727	CL-190176 CL-190177	1,392.16	N
				DHS AG VAN RIPER HOTEL	07/18/2019	20301726	CL-190177	405.81	N
				DHS AG VAN RIPER HOTEL	07/18/2019	20301726	CL-190178	405.80	N
				DHS AG CATA HOTEL	07/18/2019	20301726	CL-190179	556.00	N
				DHS AG CATA HOTEL	07/18/2019	20301726	CL-190180	556.00	N
				MAINT SUPPLIES	07/18/2019	20301726	CL-190181	163.42	N
				MAINT SUPPLIES	07/18/2019	20301726	CL-190182	197.76	N
				SUPT SUPPLIES	07/18/2019	20301726	CL-190183	154.43	N
				DHS UC COUNSELOR CONF	07/18/2019	20301726	CL-190184	95.00	N
				RVHS UC CONF	07/18/2019	20301726	CL-190185	190.00	N
				CBO CARSNET CONF	07/18/2019	20301726	CL-190186	346.42	N
				RVHS TV'S	07/18/2019	20301726	CL-190187	1,019.94	N
				RVHS TV'S	07/18/2019	20301726	CL-190188	535.00	N
				RVHS TV'S	07/18/2019	20301726	CL-190189	535.00	N
				DHS CSU COUNSELOR CONF	07/18/2019	20301726	CL-190190	85.00	N
				ED SV ENL LEARN CONF HOTEL	07/18/2019	20301726	CL-190191	202.39	N
				ED SV ENL LEARN CONF HOTEL CTEIG SUPPLIES	07/18/2019	20301726	CL-190192	114.06	N
010853	BARRY MCCLAIN P.O. BOX 458 COURTLAND, CA 95615			39573 MAINT PARTS					
	(916) 775-1426	Y							
012586	BAY ALARM		8,356.11	DW ALARM ISLE ALARM DW ALARM RVHS ALARM DO ALARM BATES ALARM DO ALARM RVHS ALARM RVHS ALARM	07/16/2019	20301236	CL-190084	229.04	 N
	60 BERRY DRIVE			ISLE ALARM	07/16/2019	20301277	PO-200069	98.41	N
	PACHECO, CA 94553			DW ALARM	07/16/2019	20301279	PV-200008	1,606.16	N
	•			RVHS ALARM	07/16/2019	20301279	PV-200008	113.97	N
	(209) 465-1986	N B	ALCO HOLDINGS	DO ALARM	07/16/2019	20301279	PV-200008	329.28	N
				BATES ALARM	07/16/2019	20301279	PV-200008	260.37	N
				DO ALARM	07/16/2019	20301279	PV-200008	214.20	N
				RVHS ALARM	07/16/2019	20301279	PV-200008	429.99	N
				RVHS ALARM RVHS ALARM	07/16/2019	20301279	PV-200008	31.56	N
				RMS FIRE MONITORING	07/16/2019	20301279	PV-200008	4,944.72	N

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Vendor Activity

Vendor	Name/Address		Total	Description		Warrant Referen	
014663	BURKE WILLIAMS & SORENSEN : 444 SOUTH FLOWER ST #2400 LOS ANGELES, CA 90071-2953		2,040.50			20302162 CL-1901	
	(213) 236-0600	Y					
003681	CALIFORNIA AMERICAN WATER P.O. BOX 7150 PASADENA, CA 91109-7150		1,306.28	ISLE WATER SERV	07/09/2019	20300361 CL-1900	02 1,306.28 N
	(888) 237-1333	N					
002344	CALIFORNIA LABORATORY SERV 3249 FITZGERALD ROAD RANCHO CORDOVA, CA 95742		432.00	MAINT WATER TESTING	07/16/2019	20301237 CL-1900	85 432.00 N
	(800) 638-7301	N	GLOBAL LABS IN				
012268	CALIFORNIA WASTE RECOVERY SYSTEMS 175 ENTERPRISE CT STE #A GALT, CA 95632-9047		1,134.68	ISLE WASTE	07/09/2019	20300396 PV-2000	01 1,134.68 N
	(209) 369-6887	N					
011595	CAPITAL AUTISM SERVICES 6400 FREEPORT BLVD SACRAMENTO, CA 95822			1964664 NPS 1964662 NPS 1964663 NPS	07/09/2019	20300362 CL-1900 20300362 CL-1900 20300362 CL-1900	04 2,504.87 N
	(916) 427-2273	N	ADVANCE EDUCAT				
013882	CAPITAL CLUTCH & BRAKE 3100 DULUTH STREET WEST SACRAMENTO, CA 95691		378.45	1566484 TRANS SUPPLIES	07/09/2019	20300363 CL-1900	01 378.45 N
	(916) 371-5970	N					
013347	CASBO PROFESSIONAL DEVELOP	 MENT	2,000.00	616922 CASBO ORG MMBRSHIP	07/16/2019	20301269 PO-2000	2,000.00 N

1001 K STREET, 5TH FLOOR SACRAMENTO, CA 95814

(0) - 0 N

Vendor Activity J95059 VE0320 L.00.03 08/01/19 PAGE 4 07/01/2019 - 07/31/2019

	Name/Address	Total	Description	Date	Warrant Reference	Amount 1099
	CATAPULT EMS 5098 FOOTHILLS BLVD #3-396 ROSEVILLE, CA 95747	4,434.45	1043477 DIST WIDE EMS SFTWR	07/25/2019	20303010 PV-200013	4,434.45 N
	(530) 566-0446	N				
013918	CENGAGE LEARNING 10650 TOEBBEN DRIVE INDEPENDENCE, KY 41051	12,406.93	67416156 ED SV BOOKS 67442804 ED SV BOOKS 67442819 ED SV BOOKS		20302993 PO-200084 20302993 PO-200109 20302993 PO-200110	
	(800) 354-9706	N				
003380	CENTRAL VALLEY WASTE SERVICE INC P.O. BOX 78251 PHOENIX, AZ 85062-8251	,	WG WASTE BATES WASTE TRANS WASTE MOKE WASTE	07/09/2019 07/09/2019	20300397 PV-200002 20300397 PV-200002 20300397 PV-200002 20300397 PV-200002	1,202.97 N 132.58 N
	(0) - 0	N				
000201	CITY OF ISLETON P.O. BOX 716 101 SECOND STREET ISLETON, CA 95641	411.05	74754 ISLE SEWER	07/25/2019	20303002 PO-200121	411.05 N
	(916) 777-7770	N				
000077	CITY OF RIO VISTA 1 MAIN STREET RIO VISTA, CA 94571	4 , 475.78	DO WATER DO SEWER RVHS WATER RVHS SEWER	07/16/2019 07/16/2019	20301238 CL-190086 20301238 CL-190087 20301238 CL-190088 20301238 CL-190089	88.07 N 1,693.51 N
	(0) -	N RIO VISTA FIRE		07/16/2019 07/16/2019	20301238 CL-190090 20301238 CL-190091	
014215	CONTERRA ULTRA BROADBAND PO BOX 281357 ATLANTA, GA 30384-1357	1,800.22	35484 DW NETWORK 35484 DW NETWORK		20303011 PV-200014 20303011 PV-200014	
	(704) 936-1722	N				

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Vendor Activity 07/01/2019 - 07/31/2019

Vendor Name/Address Total Description Date Warrant Reference Amount 1099 014945 COSUMNES RIVER COLLEGE SWIM 6,400.00 WG SWIM LESSONS 07/09/2019 20300398 PV-200003 6,400.00 N LESSON PROGRAM 8401 CENTER PKWY SACRAMENTO, CA 95823 (916) 691-7512 ______ 012083 CSBA - FOUNDATION 12,502.00 46164-Q5Z8L9 CSBA MMBRSHP 07/09/2019 20300393 PO-200023 48168-56C2D4 GAMUT/MAINT 07/09/2019 20300393 PO-200023 5,135.00 N C/O WESTAMERICA BANK P.O. BOX 1450 SUISUN CITY, CA 94585-4450 (916) 371-4691 19,424.06 142613 UCC CERTIFICATE 07/16/2019 20301239 CL-190093 495.00 N
142731 DW IT SERVICES 07/25/2019 20303003 PO-200010 114.83 N
142731 DW IT SERVICES 07/25/2019 20303003 PO-200010 114.83 N
142731 DW IT SERVICES 07/25/2019 20303003 PO-200010 114.83 N
142731 DW IT SERVICES 07/25/2019 20303003 PO-200010 114.83 N
142731 DW IT SERVICES 07/25/2019 20303003 PO-200010 10,908.85 N
142731 DW IT SERVICES 07/25/2019 20303007 PO-200010 229.66 N 013876 DATAPATH PO BOX 396009 SAN FRANCISCO, CA 94139 (888) 693-2827 N 142942 ED SV LATIMER NOTEBOOK 07/25/2019 20302994 PO-200090 1,444.06 N 142978 BUS OFF 3 YR VMWARE 07/30/2019 20303754 PO-200188 6,002.00 N ______ 1,269.06 64059827 WG LEASE 07/16/2019 20301240 CL-190094 F5 LEASE 07/16/2019 20301240 CL-190095 013722 DE LAGE LANDEN PUBLIC FINANCE 167.01 N 07/16/2019 20301240 CL-190095 07/30/2019 20303763 PO-200002 80.81 N 1111 OLD EAGLE SCHOOL ROAD 175.37 N WAYNE, PA 19087 64450225 WG LEASE 64227861 BUS OFF SAVIN LEASE 07/30/2019 20303763 PO-200078 176.51 N (800) 736-0220 N 64218697 DO SAVIN LEASE 07/30/2019 20303763 PO-200079 169.36 N 64218697 DO SAVIN LEASE 07/30/2019 20303763 PO-200079 500.00 N 012807 DELTA ELEMENTARY CHARTER 163,500.00 FY 18/19 07/09/2019 20300399 PV-200004 163,500.00 N SCHOOL 36230 N SCHOOL ST CLARKSBURG, CA 95612 (916) 995-1335 014041 DEPARTMENT OF SOCIAL SERVICES 242.00 343617538 ISLE CHLDCRE LICENSE 07/09/2019 20300402 PV-200005 242.00 N 2525 NATOMAS PARK DRIVE

SUITE 250 SACRAMENTO, CA 95833

(916) 263-5744 N

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Vendor Activity J95059 VE0320 L.00.03 08/01/19 PAGE 07/01/2019 - 07/31/2019

	Name/Address	Total	Description		Warrant Reference	
	DISCOVERY OFFICE SYSTEMS 1269 CORPORATE CENTER PARKWA SANTA ROSA, CA 95407	97.86	55E15111072 BATES SMR SCL			
	(707) 570-1000	N				
000116	DS WATERS OF AMERICA INCS 5660 NEW NORTHSIDE DRIVE SUITE 500 ATLANTA, GA 30328	145.93	5005834 DO WATER	07/25/2019	20303009 PV-200012	145.93 N
	(0) - 0	N DS WATERS OF A				
010469	E.F. KLUDT & SONS INC P.O. BOX 166 LODI, CA 95241-0166	,	412999 DHS AG FUEL 412999 DHS AG FUEL 251670 TRANS FUEL 253147/253282 TRANS FUEL		20300365 CL-190014 20300365 CL-190015 20302165 CL-190196 20303004 PO-200151	
	(0) - 0	N				
014793	EDUCATIONAL FURNITURE 101 WATERSTONE DR OXFORD, MS 38655	1,974.61	992A DHW TABLES 992A DHW TABLES 992A DHW TABLES	07/23/2019	20302166 CL-190197 20302166 CL-190198 20302166 CL-190199	500.00 N
	(662) 638-3977	N				
013912	FLORAL RESOURCES SACRAMENTO 1127 FEE DRIVE SACRAMENTO, CA 95815		114390/111277 DHS AG SUPPLIES 114390/111277 DHS AG SUPPLIES			
	(916) 504-3591	Y				
014809	FRECKLE 100 BUSH ST #700 SAM FRANCISCO, CA 94104	2,500.00	2019-100418 WG SITE LICENSE	07/25/2019	20302995 PO-200203	2,500.00 N
	(412) 805-1681	N				

(916) 706-1255 Y

Vendor Activity 07/01/2019 - 07/31/2019

Vendor Name/Address Total Description Date Warrant Reference Amount 1099 07/16/2019 20301241 CL-190096 872.44 N 011339 FRONTIER COMMUNICATIONS 3,392.51 DO 07/16/2019 20301241 CL-190097 149.80 N 07/16/2019 20301241 CL-190098 121.25 N RVHS CORPORATION RVHS ALARM THREE HIGH RIDGE PARK STAMFORD, CT 06905 DHW ALARM 07/16/2019 20301241 CL-190099 121.25 N RMS 07/16/2019 20301241 CL-190100 229.44 N (0) - 0 N DO 07/16/2019 20301241 CL-190101 143.35 N 07/16/2019 20301241 CL-190102 07/16/2019 20301241 CL-190103 83.03 N DHW RMS 94.17 N 07/16/2019 20301241 CL-190104 115.98 N RMS 94.17 N 44.88 N RMS 07/16/2019 20301241 CL-190105 07/16/2019 20301241 CL-190106 TRANS 07/16/2019 20301241 CL-190107 219.04 N RVHS MAINT 07/16/2019 20301241 CL-190108 37.83 N ISLE 07/16/2019 20301241 CL-190109 109.41 N 07/16/2019 20301241 CL-190110 07/16/2019 20301241 CL-190111 07/16/2019 20301241 CL-190112 139.68 N ISLE CMS ALARM CMS 64.45 N CMS 07/16/2019 20301241 CL-190112 MOKE/CDS ALARM 07/16/2019 20301241 CL-190113 TRANS 07/16/2019 20301241 CL-190114 MAINT 07/16/2019 20301241 CL-190115 MAINT 07/16/2019 20301241 CL-190116 TRANS ALARM 07/16/2019 20301241 CL-190117 BATES ALARM 07/16/2019 20301241 CL-190118 MOKE 07/16/2019 20301241 CL-190119 WG 07/16/2019 20301241 CL-190119 WG 07/16/2019 20301241 CL-190120 WG ALARM 07/16/2019 20301241 CL-190121 ISLE ALARM 07/16/2019 20301241 CL-190121 45.00 N 121.25 N 59.77 N 95.67 N 40.24 N 49.67 N 64.45 N 64.45 N 82.94 N 64.45 N ISLE ALARM 07/16/2019 20301241 CL-190122 64.45 N 014828 GASTON, KEN 148.15 MAINT REIMB 07/25/2019 20303021 TC-200001 6.00 N 07/25/2019 20303021 TC-200001 329 SACRAMENTO STREET MAINT REIMB 142.15 N RIO VISTA, CA 94571 (0) - 0014234 GIRARD EDWARDS STEVENS & 690.00 2056 ATTY FEES 07/16/2019 20301242 CL-190123 90.00 Y
TUCKER LLP., ATTORNEYS AT LAW 2056 ATTY FEES 07/16/2019 20301242 CL-190124 600.00 Y 8801 FOLSOM BLVD STE 285 SACRAMENTO, CA 95826

07/09/2019 20300368 CL-190012

3258804 RVHS COPY PAPER 07/25/2019 20302997 PO-200029 500.00 N

07/25/2019 20302997 PO-200029 500.00 N 07/25/2019 20302997 PO-200029 1,668.38 N

537.41 N

ST. LOUIS, MO 63146-4206

(707) 374-4037 N

Vendor Activity 07/01/2019 - 07/31/2019

Vendor Name/Address Total Description 003111 GOVERNMENT FINANCIAL 225.00 1323284 BUS OFF PROF SERV 07/09/2019 20300367 CL-190009 225.00 N STRATEGIES INC. 1228 N STREET, SUITE 13 SACRAMENTO, CA 95814-5609 (916) 444-5100 ______ 327.09 9206505803 MAINT PARTS 07/16/2019 20301243 CL-190125 003598 GRAINGER 3691 INDUSTRIAL BLVD 9215418337 MAINT SUPPLIES 07/23/2019 20302167 CL-190200 44.05 N WEST SACRAMENTO, CA 95691-3479 MAINT SUPPLIES 116.76 N 07/30/2019 20303764 PO-200170 (916) 372-7800 3 N W.W. GRAINGER ______ 4,325.00 V5434201 MAINT SUPPLIES 07/16/2019 20301278 PO-200056 4,325.00 N 011056 HOLT OF CALIFORNIA 1105 A AIRPORT ROAD RIO VISTA, CA 94571 (916) 381-9940 ______ 003538 HOME DEPOT CREDIT SERVICES 659.90 MAINT SUPPLIES 07/16/2019 20301244 CL-190126 07/16/2019 20301244 CL-190127 DEPT 32-2500439736 TRANS SUPPLIES 325.54 N P.O. BOX 78047 PHOENIX, AZ 85062-8047 (0) - 0 N ______ 012272 HOUGHTON MIFFLIN HARCOURT 4,004.13 710154077 SP ED READ 180 07/16/2019 20301271 PO-200043 600.00 N PUBLISHING COMPANY 710154315 ED SV BOOKS 07/25/2019 20302996 PO-200086 1,158.52 N 954435171 ED SV BOOKS 07/25/2019 20302996 PO-200100 954435172 ED SV BOOKS 07/25/2019 20302996 PO-200101 07/25/2019 20302996 PO-200100 911.88 N 07/25/2019 20302996 PO-200101 1,333.73 N 222 BERKELEY STREET BOSTON, MA 02116 (800) 225-5425 N 011917 INDOFF 3,741.27 3245835 ISLE SUPPLIES 07/09/2019 20300368 CL-190010 163.53 N 11816 LACKLAND AVENUE 3246261 ISLE SUPPLIES 07/09/2019 20300368 CL-190011 371.95 N

3245496 RVHS SUPPLIES

3258804 RVHS COPY PAPER 3258804 RVHS COPY PAPER

	Name/Address			Description			Reference	
	INLAND BUSINESS SYSTEMS 1500 NO. MARKET SACRAMENTO, CA 95834-1912			IN383663 RVHS PRNTR CHRGS				
	(916) 928-0770	N						
013836	IXL LEARNING INC 777 MARINERS ISLAND BLVD SUITE 600 SAN MATEO, CA 94404		4,463.00	S351319 ED SV IXL LICENSES	07/16/2019	20301272	PO-200038	4,463.00 N
	(855) 255-8800	N						
013919	JACOBSEN WEST 1170 NATIONAL DRIVE SUITE 20 SACRAMENTO, CA 95834		232.85	91856355 MAINT SUPPLIES	07/16/2019	20301245	CL-190128	232.85 N
	(916) 419-2000	N	TEXTRON INC					
014922	JEFFERS PO BOX 100 DOTHAM, AL 36302		14.97	31014341 RVHS AG SUPPLIES 31014341 RVHS AG SUPPLIES				7.49 N 7.48 N
	(800) 533-3377	N						
013940	KELLY MOORE PAINTS CO INC 10299 EAST STOCKTON BOULEVA SUITE 101 ELK GROVE, CA 95758	.RD		370730 MAINT SUPPLIES 370730 MAINT SUPPLIES 370730 MAINT SUPPLIES	07/16/2019	20301246		44.30- N
	(650) 610-4370	N						
011311	LA RUE COMMUNICATIONS 521 E. MINER AVE STOCKTON, CA 95202		330.00	6369 TRANS UHF SERVICE	07/25/2019	20303005	PO-200154	330.00 7
	(209) 463-1900	Y	LA RUE, KNOX J					

Vendor Activity J95059 VE0320 L.00.03 08/01/19 PAGE 10 07/01/2019 - 07/31/2019

	Name/Address			Description	Date	Warrant Reference		1099
	LEARNING FOR LIVING INC 12603 BELLSTONE LANE RALEIGH, NC 27614			16316 RVHS SFTWARE		20303755 PO-200323		N
	(800) 874-1100	N						
000548	LIRAS SUPERMARKET 609 HWY 12 RIO VISTA, CA 94571		102.14	#135 ED SV SUPPLIES	07/09/2019	20300371 CL-190018	102.14	N
	(707) 374-5399	N						
013206	LOWE'S 8369 POWER INN ROAD ELK GROVE, CA 95624-3464		•	MAINT SUPPLIES TRANS SUPPLIES		20301247 CL-190130 20301247 CL-190131		
	(866) 232-7443	N						
000711	LYMAN PARTS DEPOT 14301 RAILROAD AVE WALNUT GROVE, CA 95690-		28.86	13112 MAINT SUPPLIES	07/09/2019	20300372 CL-190019	28.86	N
	(916) 776-1744	N	THE LYMAN GROU					
014819	MAVERICK NETWORKS INC. 7060 KOLL CENTER PKWY#306 PLEASANTON, CA 94566		110.00	1901020 PHONE REPAIRS	07/25/2019	20303012 PV-200015	110.00	N
	(925) 931-1900	N						
014355	MAXIM STAFFING SOLUTIONS 12558 COLLECTIONS CENTER DR CHICAGO, IL 60693		·	6650780262 SP ED STAFFING 6641500262 SP ED STAFFING 6663550262 SP ED SERV	07/09/2019	20300373 CL-190021	188.00	N
	(800) 394-7195	N						
012735	MCKINLEY ELEVATOR CORP. 555 FULTON ST SUITE 202		1,200.00	A119552 RVHS ELEV MAINT A119547 DHW ELEV MAINT		20303013 PV-200016 20303013 PV-200016		

SAN FRANCISCO, CA 94102 A119546 CMS ELEV MAINT 07/25/2019 20303013 PV-200016 300.00 N

(415) 626-9951 N

07/01/2019 - 07/31/2019

	Name/Address			Description	Date	Warrant	Reference	Amount 1	.099
	MOBILE MODULAR 5700 LAS POSITAS ROAD LIVERMORE, CA 94551			1963567 MODULAR LEASE	07/25/2019	20303020	PV-200023	595.00	N
	(925) 606-9000	N	MCGRATH RENTCO						
014815	MYSTERY SCIENCE, INC 340 S. LEMON AVE #5236N AREA 29389 WALNUT, CA 91789		499.00	44540 WG SITE LICENSE	07/25/2019	20302998	PO-200202	499.00	N
	(650) 550-0670	N							
012472	NICOLAY CONSULTING GROUP ACTUARIES 530 BUSH ST. STE #500 SAN FRANCISCO, CA 94108		3,500.00	398-2019-07 CONSULTING SERV	07/25/2019	20303024	CL-190207	3,500.00	N
	(415) 512-5300	N							
013877	NORRIS, CARRIE 4833 STEPPE COURT ELK GROVE, CA 95757			WG SUPPLIES WG SUPPLIES	. , ,		PO-200190 PO-200190		N N
	(0) - 0	N							
014016	O'REILLY AUTO PARTS 233 S PATTERSON SPRINGFIELD, MO 65802		562.29	TRANS SUPPLIES	07/16/2019	20301248	CL-190132	562.29	N
	(0) – 0	N	O'REILLY AUTOM						
014833	OAKLEY SCHOOL DISTRICT 91 MERCEDES LANE OAKLEY, CA 945614617		1,690.00	61397 SP ED STUDENT TRANS	07/25/2019			1,690.00	N
	(925) 625-5079	N							

	Name/Address		Total	Description	Date		Reference	Amount 1099
	ODYSSEYWARE 300 N. MCKEMY AVE CHANDLER, AZ 85226		45,200.00	OW39114243 ED SV ODYSSEYWARE OW39114243 ED SV ODYSSEYWARE	07/16/2019	20301270	PO-200041	31,200.00 N
	(602) 377-7920	N						
000193	OILWELL MATERIALS & HARDWARE CO INC 506 STATE HIGHWAY 12 RIO VISTA, CA 94571		783.81	#676 MAINT SUPPLIES #1645 MAINT SUPPLIES				595.23 N 188.58 N
	(0) - 0	N						
012890	ORANGE COUNTY DEPT OF ED 200 KALMUS DRIVE COSTA MESA, CA 92626		500.00	SP ED MTSS CONF REGIST	07/09/2019	20300394	PO-200012	500.00 N
	(714) 996-4156	N						
014392	PAULS, HOLLY PO BOX 511 WALNUT GROVE, CA 95690		335.82	WG MILEAGE	07/09/2019	20300376	CL-190043	335.82 N
	(916) 776-1215	N						
013895	PEARSON CLINICAL ASSESSMENT ORDERING PO BOX 599700 SAN ANTONIO, TX 78259		1,007.15	4025870114 ED SV BOOKS	07/25/2019	20303023	CL-190202	1,007.15 N
	(800) 627-7271	N						
013086	PEARSON EDUCATION INC 501 BOLYSTON STREET SUITE 900 BOSTON, MA 02116		67,917.37	4025864107 ED SV BOOKS 7026752043 ED SV BOOKS 4025870030 ED SV BOOKS 4025874507 ED SV BOOKS 4025870026 ED SV BOOKS	07/25/2019 07/25/2019	20302999 20302999 20302999	PO-200085	
	(800) 848-9500	N		4025870026 ED SV BOOKS 4025870028 ED SV BOOKS 4025868370 ED SV BOOKS	07/25/2019 07/25/2019 07/25/2019	20302999	PO-200094	756.62 N 146.79 N

4025873143 ED S	V BOOKS	07/25/2019	20302999	PO-200107	10,308.89	N
7026765916 ED S	V BOOKS	07/30/2019	20303757	PO-200046	18,140.36	N
4025866154 ED S	V BOOKS	07/30/2019	20303757	PO-200046	12,286.42	Ν

(0) - 0 N

JULY 2019 EXPENDITURES

Vendor	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1	1099
014310	PEREZ, GABINO 7904 HARTWICK WAY SACRAMENTO, CA 95828			WG CONF REIMB	07/09/2019	20300377	CL-190044	154.07	N
	(0) - 0	N							
003270	PG&E 685 EMBARCADERO DRIVE SACRAMENTO, CA 95605		45,607.23	GARAGE SHOP	07/09/2019 07/09/2019	20300378 20300378	CL-190023 CL-190024 CL-190025	73.37	N N
	(0) - 0	N	PACIFIC GAS AN	DHW DHW DHW DO LIFT PUMP N. NETH RVHS RMS DHS DHS CMS DHS CMS DHS LTS GARAGE ISLE DO RADIO RIO ELECT DHW ELECT	07/09/2019 07/09/2019 07/09/2019 07/09/2019 07/09/2019 07/09/2019 07/09/2019 07/09/2019 07/09/2019 07/09/2019 07/09/2019 07/09/2019	20300378 20300378 20300378 20300378 20300378 20300378 20300378 20300378 20300378 20300378 20300378 20300378 20300378 20300378 20300378 20300378 20300378	CL-190027 CL-190028 CL-190029 CL-190030 CL-190031 CL-190033 CL-190034 CL-190035 CL-190036 CL-190037 CL-190038 CL-190038 CL-190038 CL-190038 CL-190038	7,994.05 242.41 44.22 82.52 43.44 12,786.04 4,158.35 6,003.26 2,040.58 2,295.47 3,587.92 34.08 12.36 21.72 28.40 4,325.97 1,260.53 29.13 42.21	
002526	PITNEY BOWES RESERVE ACCC 1245 EAST BRICKYARD ROAD SUITE 250 SALT LAKE CITY, UT 84106-		5,000.00	BUS OFF POSTAGE	07/09/2019	20300403	PO-200014	5,000.00	N
003671	·		1,050.00	AR20-00139 RMS CONFERENCE AR20-00139 RMS CONFERENCE	07/30/2019 07/30/2019	20303758 20303758	PO-200018 PO-200018	410.00 640.00	

Vendor Name/Address	Total	Description	Date	Warrant	Reference	Amount 1	.099
013554 POINT QUEST 6600 44TH STREET SACRAMENTO, CA 95823	14,651.69	SP ED NPS FEES	07/16/2019	20301251	CL-190136	14,651.69	N
(916) 422-0571 N							
012857 PRISTINE REHAB CARE 706 N. DIAMOND BAR BLVD STE #B DIAMOND BAR, CA 91765	•	6240 SP THERAPY 6241 SP THERAPY 6242 SP THERAPY	07/09/2019	20300379		8,256.00 1,057.92 3,440.00	7
(317) 371-3866 Y		6195 SP THERAPY 6194 SP THERAPY 6193 SP THERAPY	07/09/2019 07/09/2019	20300379 20300379	CL-190048 CL-190049	14,448.00	7 7
001271 PRO-ED 8700 SHOAL CREEK BLVD AUSTIN, TX 78757	638.25	2773632 SP ED SUPPLIES	07/23/2019	20302168	CL-190201	638.25	N
(800) 897-3202 N							
012473 RENAISSANCE LEARNING INC PO BOX 8036 2911 PEACH STREET WISCONSIN RAPIDS, WI 54495-8036	,	4485711 ED SV SOFTWARE 4485707 ED SV SOFTWARE 4485709 ED SV SOFTWARE 4485706 ED SV SOFTWARE	07/25/2019 07/25/2019 07/25/2019	20303000 20303000 20303000		3,802.10 3,847.35 3,774.60	N N N
(800) 338-4204 N		4485705 ED SV SOFTWARE	07/25/2019	20303000	PO-200037	5,978.20	IN
012529 RGM AND ASSOCIATES 3230 MONUMENT WAY CONCORD, CA 94518	8,675.22	3179 DW PROJ MNGMNT	07/30/2019	20303767	PO-200291	8 , 675.22	N
(0) - 0 N							
014071 RIO VISTA BEACON PO BOX 726 BRENTWOOD, CA 94513	30.00	45863 EMP AD	07/25/2019	20303014	PV-200017	30.00	N
(925) 550-7811 N							

Vendor Activity

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Vendor Activity J95059 VE0320 L.00.03 08/01/19 PAGE 15 07/01/2019 - 07/31/2019

	Name/Address		Total	Description			Reference		1099
010239	RIO VISTA SANITATION P.O. BOX 607 RIO VISTA, CA 94571-0607			DO WASTE DHW WASTE RVHS WASTE	07/09/2019 07/09/2019	20300374 20300374	CL-190051 CL-190052 CL-190053	118.88 1,081.18	N
	(0) - 0	N							
	RISO PRODUCTS OF SACRAMENTO 3304 MONIER CIRCLE SUITE 110 RANCHO CORDOVA, CA 95742			195310/195311 RMS RISO AGRMNT 195302 ISLE COPIER CONTRACT 195313/195314 RVHS SRV AGMNT	07/25/2019	20303001	PO-200119	150 00	N
	(916) 638-7476	N RPSI	ENTERPRIS						
	RIVER DELTA REVOLVING FUND 445 MONTEZUMA ST RIO VISTA, CA 94571		943.24	4100 A. FERNANDEZ 7/10 PR CRCT	07/16/2019	20301280	PV-200009	943.24	N
	(0) - 0	N							
010670	RIVERVIEW-INTERNATIONAL TRUC 2445 EVERGREEN AVE P.O. BOX 716 WEST SACRAMENTO, CA 95691	CKS	2,252.48	61671 TRANS PARTS	07/16/2019	20301252	CL-190137	2,252.48	7
	() –	Y							
	ROSSI, MARCY 128 N SECOND STREET RIO VISTA, CA 94571		237.10	RMS CONF REIMB	07/30/2019	20303774	TC-200002	237.10	N
	(0) - 0	N							
	S AND S WORLDWIDE 75 MILL STREET COLCHESTER, CT 06415		383.50	100179329 ASP SUPPLIES 100161063 ASP SUPPLIES	07/09/2019 07/09/2019			19.37 364.13	
	(800) 288-9941	N							

07/01/2019 - 07/31/2019

Vendor Nam	me/Address		Total	Description	Date	Warrant	Reference	Amount 1099
SAC	M U D D. BOX 15555 CRAMENTO, CA 95852 0) - 0		8,198.88	WG WG WG WG BATES BATES BATES TRANS	07/09/2019 07/09/2019 07/09/2019 07/09/2019 07/09/2019 07/09/2019	20300381 20300381 20300381 20300381 20300381 20300381 20300381	CL-190056 CL-190057 CL-190058 CL-190059 CL-190060 CL-190061	20.30 N 427.93 N 3,987.58 N 28.36 N
50 RIC	LOMON, TRISHA YOSEMITE DRIVE D VISTA, CA 94571		25.50	ED SV REIMB POSTAGE	07/09/2019	20300382	CL-190066	25.50 N
•								
012039 SAN 270	N JOAQUIN CO OFFICE OF ED 07 TRANSWORLD DRIVE OCKTON, CA 95213		450.00	1820477 HR EDJOIN	07/30/2019	20303760	PO-200104	450.00 N
(0) - 0	N						
PO	HOOL SERVICES OF CALIFORNI BOX 516613 S ANGELES, CA 90051-0599		250.00	W105756 CBO CONF	07/30/2019	20303770	PV-200025	250.00 N
(91	16) 446-7517	N						
W63	HOOL SPECIALTY INC 316 DESIGN DRIVE EENVILLE, WI 54942		223.95	308103314700 BATES SUPPLIES	07/16/2019	20301253	CL-190139	223.95 N
(0) - 0	N						
P.C	HOOLS INSURANCE AUTHORITY D. BOX 276710 CRAMENTO, CA 95827-6710			EAP 072020.14 EAP EAP 072020.14 EAP	07/25/2019 07/25/2019		PV-200018 PV-200018	351.57 N 365.93 N
(0) - 0	N						

07/01/2019 - 07/31/2019

	Name/Address		Total		Date			Amount 1	L099
013193			115,903.93	192772 ED SV CONF 192677 SP ED PARA EDUCATORS	07/09/2019	20300383	CL-190065	170.00	
	(0) - 0	N							
014450	SCOTT TECHNOLOGY GROUP 1143 N. MARKET BLVD STE #7 SACRAMENTO, CA 95834			107182 WG PRINT CHRGS 115123 WG PRINT CHRGS 115122 F5 PRINT CHRGS DO PRNT CHARGES	07/09/2019 07/09/2019 07/09/2019 07/30/2019	20300391 20300391	CL-190079 CL-190080		N N
	(916) 913-6191	N	WIZIX TECHNOLO	DO PRNT CHARGES	07/30/2019 07/30/2019 07/30/2019 07/30/2019 07/30/2019	20303773 20303773 20303773 20303773 20303773 20303773 20303773 20303773	PV-200026 PV-200026 PV-200026 PV-200026 PV-200026	14.80 34.55 49.00	N N N N N N
014845	SHERMAN, DRAKE 4454 A OLIVE AVE FAIRFIELD, CA 94533		243.81	RVHS CONF REIMB	07/30/2019	20303775	TC-200003	243.81	N
	(0) - 0	N							
014524	SHRED IT PO BOX 101007 PASADENA, CA 91189-1007		124.32	8127341097 DO SHREDDING	07/16/2019	20301255	CL-190140	124.32	N
	(0) - 0	N							
000055	SIA DELTA DENTAL P.O. BOX 276710 SACRAMENTO, CA 95827-6710		•					1,131.62 2,358.51	
	(0) - 0	N							

Vendor	Name/Address		Total	Description	Date	Warrant 1	Reference	Amount 1099
000056	SIA VISION SERVICE		634.48	JULY 2019 PREMIUMS JULY 2019 PREMIUMS JULY 2019 PREMIUMS	07/09/2019	20300401	PV-200007	28.84 N
	(0) - 0	N						
	SINGH, PRITIKA 212 WEST HWY 220 RYDE, CA 95680		197.20	PARENT MILEAGE	07/09/2019	20300384	CL-190067	197.20 N
	(916) 491-0657							
012084	SODEXO INC & AFFILIATES DEPT. 43283 LOS ANGELES, CA 90088-3283		66,099.78	MAY 2019 MEALS MAY 2019 MEALS	07/16/2019 07/16/2019	20301264 (CL-190168 CL-190169	55,297.83 N 10,801.95 N
	(0) - 0	N						
				18/19 PROPERTY TAX COLLECTION	07/23/2019 07/23/2019 07/23/2019 07/23/2019 07/23/2019 07/23/2019 07/23/2019 07/23/2019 07/23/2019 07/23/2019 07/23/2019 07/25/2019 07/25/2019 07/25/2019 07/25/2019 07/25/2019 07/25/2019 07/25/2019 07/25/2019 07/25/2019 07/25/2019	20302169 : 20302169 : 20302169 : 20302169 : 20302169 : 20302169 : 20302169 : 20302169 : 20302169 : 20302169 : 20302169 : 20302169 : 20303016 :	PV-200010 PV-200010 PV-200010 PV-200010 PV-200010 PV-200010 PV-200010 PV-200010 PV-200010 PV-200010 PV-200010 PV-200010 PV-200010 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022 PV-200022	5,516.94 N 1,430.07 N 33,156.50 N 8,365.35- N 3.09 N 976.19- N 3,196.60- N 7,624.16 N 258,357.65 N 31,867.64- N 5,697.92 N 1,638.17 N 13,437.80 N 50.60- N 166.09- N 296.15 N 435.30- N 85.23 N 1,658.00- N 1,724.96 N 286.95 N

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Vendor Activity 07/01/2019 - 07/31/2019

Vendor Name/Address Total Description Date Warrant Reference Amount 1099 014841 SOROPTIMIST OF RIO VISTA 195.00 SUPT MEMBERSHIP 07/09/2019 20300395 PO-200025 195.00 N CLUB #115224 PO BOX 152 RIO VISTA, CA 94571 (0) - 0 ______ 012288 SOUZA, JENNIFER 98.83 ISLE MILEAGE 07/09/2019 20300385 CL-190068 98.83 N 717 TAMARACK DRIVE LODI, CA 95240 (0) - 0 N ______ 011563 SPEARS, SHANAN 405.61 DHS AG CONF REIMB 07/25/2019 20303026 CL-190203 202.81 N DHS AG CONF REIMB 07/25/2019 20303026 CL-190204 202.80 N 2436 MORAINE CIRCLE RANCHO CORDOVA, CA 95670 (916) 744-1011 N ______ 013858 SPURR 1,235.83 ISLE GAS 07/16/2019 20301256 CL-190141 163.33 N 07/16/2019 20301256 CL-190142 1850 GATEWAY BOULEVARD ISLE GAS 14.52 N 44.35 N CONCORD, CA 94520 TRANS GAS 07/16/2019 20301256 CL-190143 07/16/2019 20301265 CL-190144 07/16/2019 20301256 CL-190145 CMS CAFE GAS 92.01 N (888) 400-2155 N DHS GAS 212.45 N 07/16/2019 20301256 CL-190146 DO GAS 9.78 N 07/16/2019 20301256 CL-190147 350.06 N RVHS GAS DHW GAS RMS GAS 07/16/2019 20301256 CL-190148 74.63 N 07/16/2019 20301256 CL-190149 46.96 N STORAGE PREPAID GAS 07/16/2019 20301256 CL-190150 227.74 N 2,665.01 3417781817 BUS OFF SUPPLIES 07/09/2019 20300386 CL-190069 50.82 N 014069 STAPLES ADVANTAGE 500 STAPLES DRIVE 3417968074 F5 SUPPLIES 07/09/2019 20300386 CL-190070
FRAMINGHAM, MA 01702 3417968074 F5 SUPPLIES 07/09/2019 20300386 CL-190070
3417968074 F5 SUPPLIES 07/09/2019 20300386 CL-190070
(0) - 0 N STAPLES CONTRA 3418430407 DHS SUPPLIES 07/09/2019 20300386 CL-190071
3418430407 DHS SUPPLIES 07/09/2019 20300386 CL-190071
07/09/2019 20300386 CL-190071 .47- N 135.44 N .47 N .08- N 24.16 N 3418430407 DHS SUPPLIES 07/09/2019 20300386 CL-190071 .08 N 3418430409 SUPT SUPPLIES 07/25/2019 20303006 PO-200007 3418430409 SUPT SUPPLIES 07/25/2019 20303006 PO-200007 349.49 N 349.48 N 07/25/2019 20303006 PO-200007 3418972860 BUS OFF SUPPLIES 07/25/2019 20303006 PO-200050 260.89 N

3418972861	MAINT SUPPLIES	07/25/2019	20303006	PO-200058	92.24	N
3418972862	TRANS SUPPLIES	07/25/2019	20303006	PO-200082	36.73	N
3418972863	TRANS SUPPLIES	07/25/2019	20303006	PO-200082	2.05	N
3419572997	WG SUPPLIES	07/30/2019	20303765	PO-200187	4.53	N
3419572997	WG SUPPLIES	07/30/2019	20303765	PO-200187	1,301.77	N
3419993690	WG SUPPLIES	07/30/2019	20303765	PO-200187	25.96	N
3419572997	WG SUPPLIES	07/30/2019	20303765	PO-200187	4.53-	N

JULY 2019 EXPENDITURES

Vendor Name/Address	Total	Description	Date	Warrant Reference		
014069 STAPLES ADVANTA (Continued)		3419993690 WG SUPPLIES 3419993694 WG SUPPLIES 3419993694 WG SUPPLIES 3419993694 WG SUPPLIES 3419993690 WG SUPPLIES	07/30/2019 07/30/2019 07/30/2019 07/30/2019	20303765 PO-200187 20303765 PO-200187 20303765 PO-200187 20303765 PO-200187 20303765 PO-200187	.09 .13 .13- 35.98	N N - N N
013400 STATE BOARD OF EQUALIZATION PO BOX 942879 SACRAMENTO, CA 94279-8044	2,772.00	APR-JUNE 19 USE TAX	07/23/2019	20302163 CL-190195	2,772.00	N
(0) - 0 N						
013401 STATE BOARD OF EQUALIZATION FUEL TAXES DIVISION PO BOX 942879 SACRAMENTO, CA 94279-6155				20302164 CL-190194		 N
(916) 322-9669 N						
003646 STATE OF CALIFORNIA 1300 I STREET SUITE 810 SACRAMENTO, CA 95814	277.00	388603 HR FINGERPRINTING	07/16/2019	20301257 CL-190151	277.00	N
(0) - 0 N						
000096 STEWART INDUSTRIAL SUPPLY INC 608 HWY 12 RIO VISTA, CA 94571	746.97	23100 TRANS SUPPLIES	07/16/2019	20301258 CL-190152	746.97	N
(707) 374-5567 N						
013947 SUPPLY WORKS PO BOX 742056 LOS ANGELES, CA 90074-2056	•	499281103 DO SUPPLIES 49863146 DO SUPPLIES 498631472 DO SUPLIES 498631480 RVHS SUPPLIES	07/16/2019	20301259 CL-190153 20301259 CL-190154 20301259 CL-190155 20301259 CL-190156	733.84	N
(877) 577-1114 N		130001100 IWIID DOLLETED	0,,10,2019	20001209 01 190100	200.11	14

Vendor Activity J95059 VE0320 L.00.03 08/01/19 PAGE 07/01/2019 - 07/31/2019

	Name/Address		Total	Description	Date	Warrant	Reference	Amount 1	1099
	THARP, DANIELLE PO BOX 861 ELK GROVE, CA 95759		56.00	SP ED REIMB SWIM FEES SMR SCL	07/09/2019	20300387	CL-190072	56.00	N
	(0) - 0	N							
014873	TPX COMMUNICATIONS PO BOX 509013 SAN DIEGO, CA 92150-9013		2,593.47	RVHS LD	07/16/2019	20301260	CL-190157 CL-190158 CL-190159	1,150.58	N
	(877) 487-2877	N							
001300	TURK, VICKY 936 FLORES WAY RIO VISTA, CA 94571		61.83	RVHS MILEAGE	07/09/2019	20300388	CL-190073	61.83	N
	(0) - 0	N							
014374	TURNITIN 2101 WEBSTER ST STE# 1800 OAKLAND, CA 94612		4,240.00	11168022 ED SV TURNITIN	07/16/2019	20301274	PO-200044	4,240.00	У
	(866) 816-5046	Y							
	U.S. BANK 221 SOUTH FIGUEROA ST, STE LM-CA-F2TC LOS ANGELES, CA 90012	210	2,399.37	JULY 2019 GASB 75	07/30/2019	20303772	PV-200027	2,399.37	N
	(0) - 0	N							
001896	UNITED PARCEL SERVICE INC 55 GLENLAKE PARKWAY NE ATLANTA, GA 30328				07/25/2019	20303017	CL-190160 PV-200019 PV-200028	73.04	N
	(0) - 0	N							

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Vendor Activity 07/01/2019 - 07/31/2019

Vendor	Name/Address	Total	Description	Date	Warrant Referen	ce Amount 1099
013419	US BANK NATIONAL ASSOCIATION 1310 MADRID ST SUITE 101 MARSHALL, MN 56258	324.38	388830861 RVHS LEASE 388830861 RVHS LEASE 388830861 RVHS LEASE	07/09/2019	20300389 CL-1900 20300389 CL-1900 20300389 CL-1900	75 146.94 N
	(800) 328-5371 N					
010907	VAN RIPER, CHARLES 673 4TH AVENUE STREET SACRAMENTO, CA 95818		DHS AG MILEAGE DHS AG MILEAGE	. , .,		61 49.89 N 62 69.89 N
	(0) - 0 N					
013997	VERIZON WIRELESS ONE VERIZON PLACE ALPHARETTA, GA 30004	73.00	DHW ADMIN	07/25/2019	20303018 PV-2000	20 73.00 7
	() – У	VERIZON WIRELE				
000679	WARREN E GOMES EXCAVATING INC P.O. BOX 369 RIO VISTA, CA 94571	•	2369 MAINT REPAIRS RVHS PAVING PROJ PAY APP#1 DHS PAVING APP #1	07/30/2019		•
	(707) 374-2881 N					
010906	WASTE MANAGEMENT OF WOODLAND P.O. BOX 78251 PHOENIX, AZ 85062-8251	735.95	DHS WASTE	07/09/2019	20300390 CL-1900	77 735.95 N
	(0) - 0 N					
013341	WESTERN ASSOCIATION 533 AIRPORT BLVD SUITE 200 BURLINGAME, CA 94010-2009	2,140.00	1202752/1202753 ANNUAL ACCREDI 1202752/1202753 ANNUAL ACCREDI	07/25/2019	20303019 PV-2000	21 1,070.00 N
	(650) 696-1060 N					
012528	WILLIAMS SCOTSMAN INC	3,747.84	RVHS LEASE	07/16/2019	20301266 CL-1901	64 936.96 N

4911 ALLISON PARKWAY		DHW LEASE	07/16/2019 20301266 CL-190165	936.96 N
VACAVILLE, CA 95688		RMS LEASE	07/16/2019 20301266 CL-190166	936.96 N
		RMS LEASE	07/16/2019 20301266 CL-190167	936.96 N
(707) 451-3000	N			

091 RIVER DELTA UNIFIED JULY 2019 EXPENDITURES		0.	Vendor Activity 7/01/2019 - 07/31/2019	J95059	VE0320	L.00.03 08/	01/19 PAGE	23
Vendor Name/Address		Total	Description	Date	Warrant	Reference	Amount 1	099
012493 WOODCRAFT 9523 FOLSOM BLVD SACRAMENTO, CA 95827		5,405.17	505941 CTEIG SUPPLIES	07/16/2019	20301275	PO-200063	5,405.17	N
(916) 362-9664	N							
014706 ZOOM IMAGING SOLUTION 1326 N. MARKET BLVD SACRAMENTO, CA 95834		814.75	2112985 DHW MAINT AGRMNT 2120821 DHW PRINTER CONTRACT	07/09/2019 07/30/2019			410.47 404.28	
(916) 369-6526	N							
District total:		1,264,510.	41					
Report total:		1,264,510.	41					

BOARD OF TRUSTEES RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019 Attachments: X

From: Katherine Wright, Superintendent Item Number: 10.4

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

SUBJECT:

Request to approve the Independent Contract with Dora Dome Law to provide trainings for Administrative staff for educational, legal compliance and loss-prevention purposes

BACKGROUND:

Dora Dome, Esq has been practicing Education Law for over 19 years. She is a lecturer at the University of California at Berkeley, teaching Education Law and Policy in the Principal Leadership Institute Program. Sacramento County Office of Education (SCOE) hired her to provide a series of workshop centered compliance for school discipline, federal and state law and suspensions and expulsions. Some of the RDUSD administrators and teachers were participants at her workshops.

STATUS:

Dora Dome, Esq provides professional development trainings focused on bullying, equity, and legal compliance through a proactive effort to build staff capacity in address the changing needs of students. Ms. Dome's legal compliance trainings provide up-to-date information and guidance on how to "stay legal" in the areas of Special Education, student discipline and Section 504.

PRESENTER:

Katherine Wright

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

At a cost not to exceed \$10,000 from one-time funds, Low Performing Students Block Grant

RECOMMENDATION:

That the Board approves the contract with Dora Dome Law

Time allocated: 3 minutes

Dora Dome Law
5111 Telegraph Ave., #164
Oakland, CA 94609
dora@doradomelaw.com
www.Doradomelaw.com
(510) 301-6667

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into this 1st day of July, 2019, by and between the RIVER DELTA UNIFIED SCHOOL DISTRICT, 445 Montezuma St, Rio Vista, CA 94571, hereinafter referred to as District, and Dora J. Dome, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

District appoints Attorney to represent, advise, and counsel it from July 8, 2019, through and including June 30, 2020, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

District agrees to pay Attorney Two Hundred-Sixty dollars (\$260) per hour and One Hundred-Seventy Five dollars (\$175) per hour for paralegals and/or law clerks, if it becomes cost-effective in Attorney's determination to use paralegal and/or law clerk support for discrete scopes of work. At times, it may be necessary for Attorney to consult and/or collaborate with specialized counsel. Such specialized counsel will be billed at \$260 per hour.

Attorney's training is provided for educational, legal compliance and loss-prevention purposes. The training is not itself intended to convey or constitute legal advice for particular issues or circumstances. Legal advice sought before or after the training is available at Attorney's standard hourly rates and contract terms. District agrees to pay Attorney's Half Day Training rate of Three Thousand dollars (\$3,000 - Three hours or less) and Full Day Training rate of Four Thousand - Five Hundred Dollars (\$4,500 – Three+ – Six hours), with a maximum of Sixty (60) participants, inclusive of travel costs and expenses. The maximum number of participants can be modified by mutual agreement. At times, it may be necessary for Attorney to consult and/or collaborate with trainers with

specialized expertise and to have said trainers co-present or present on behalf of Attorney. Such specialized training services will be billed at the Contractor's training rate.

Agreements for specific specialized projects or scopes of particular work may be made by mutual Agreement of the Parties for Attorney's legal and/or training services at other than the rates as set forth above.

Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of one-tenth (.1) of an hour. In addition, reasonable travel time will be charged at Two Hundred dollars (\$200) per hour. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit.

District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying costs, express postage, and facsimile transmittals, and travel expenses such as reimbursement for mileage and tolls at standard rates. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or by emergency conditions which occasionally arise.

District further agrees to pay for major costs and expenses by paying third parties directly including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, Attorney may pay for such costs and expenses and District shall advance costs and expenses to Attorney.

Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. District shall pay Attorney's statements within thirty (30) days after each statement's date.

It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

Because Attorney may represent other school and community college districts, county offices of education, joint powers authorities, SELPAs and other educational entities, conflicts of interest may arise in the course of Attorney's representation. Because Attorney does not represent many private entities or non-school public entities, Attorney will encounter fewer conflicts of interest than the District would encounter with law firms that represent those types of entities.

If Attorney becomes aware of any potential or actual conflicts of interest, Attorney will inform the District of the conflict and comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

District or Attorney may terminate this Agreement by giving thirty (30) days written notice of termination to the other party.

Disclosure: Attorney is affiliated with Epoch Education ("Epoch"), a company that provides education development services and trainings. Attorney does not offer legal services through Epoch, but clients may obtain certain of Attorney's online trainings through that company. From time to Attorney may recommend Epoch's services and products to District for District's consideration. Attorney shall have no role in any decision by District whether to enter into a relationship with Epoch for any purpose. This disclosure is intended to comply with all applicable rules including California Rule of Professional Conduct 3-310. If District has any questions or concerns about this at any time, it may contact Attorney.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

RIVER DELTA UNIFIED SCHOOL DISTRICT

Katherine Wright, Superintendent	Date	
Im IIIme	7/8/19	
Dora J. Dome, Attorney	Date	
At its public meeting ofapproved Superintendent's execut		greement and

BOARD OF TRUSTEES RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

SUBJECT:	
Type of item: (Action, Consent Action or Information Only): Consent Acti	on
From: Kathy Wright, Director of Educational Services	Item Number: 10.5
Meeting Date: August 13, 2019	Attachments: X

Request to approve the 2019-2020 Professional Expert Agreement with Denise Stine to provide

psychological services at a cost not to exceed \$15,000.

BACKGROUND:

This is a new contract.

STATUS:

Denise Stine will provide psychological services and assessments for our district students for the 2019-2020 school year.

PRESENTER: Nicole Latimer, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$15,000 paid by Special Education Funds.

RECOMMENDATION:

That the Board approve the 2019-2020 Professional Expert Agreement with Denise Stine to provide psychological services at a cost not to exceed \$15,000.

Time allocated: 2 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 Denise Stine			for the services		
performed from: July 1, 2019 to: July 1					
Services to be performed: To provide psychological services and assessments to district students.					
Amount to be paid: Budget #_6500		_{\$} 105.00 per hour			
		\$			
Payment will be made, with approval of certifying a \$105.00 per hour. Contract not to e	_	-			
Pay Rate: \$ 105.00 per hour	(hour, day, wee	ek, month, flat rate, stipend)			
Requested by:		/ Title	 Date		
Supervisor Approval:		Title	Date		
Director of Personnel	Date	Professional Expert Comple Name			
Assistant Superintendent, Business Services NOTE: This form must be accompanied by the	Date following:	- S.S. # Address Telephone #			
I-9 Copy of Social Security Card W-4 Copy of Driver's License DE 4		Professional Expert Signature	/ Date		
Identify services completed and submit to payroll: Completed: Certifying Administrator		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 employe	, 🗆		
All obligations have been fulfilled Additional payment requests will be forwarded to	o Payroll	Yes □ No			

BOARD OF TRUSTEES RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019

Attachments: X

From: Nicole Latimer, Director of Educational Services

Item Number: 10.6

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

SUBJECT:

Request to approve the Professional Expert Agreement with Collette Da Cruz to provide substitute nursing services for the 2019-2020 school year at a cost not to exceed \$5,000

BACKGROUND:

This is a new contract.

STATUS:

Collette Da Cruz will provide substitute nursing services for our district nurses for the 2019-2020 school year.

PRESENTER: Nicole Latimer, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$5,000 paid by Educational Services.

RECOMMENDATION:

That the Board approve the Professional Expert Agreement with Collette Da Cruz to provide substitute nursing services for the 2019-2020 school year at a cost not to exceed \$5,000

Time allocated: 2 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 Co	llette Da Cruz for the services			
performed from: July 1, 2019 to: June 30, 20				
Services to be performed: To provide substitute nursing services.				
Amount to be paid:				
Budget #_0000	\$ Not to exceed \$5,000.			
Budget #	\$			
Payment will be made, with approval of certifying administrator,	upon completion of services as follows:			
Pay Rate: \$ 50.00 per hour (hour, day	y, week, month, flat rate, stipend)			
Requested by:				
	Title Date			
upervisor Approval:	/			
	Professional Expert Completes:			
Director of Personnel Date	Name			
ssistant Superintendent, Business Services Date	S.S. #			
OTE: This form must be accompanied by the following:	Address			
9 Copy of Social Security Card	Telephone #/			
V-4 Copy of Driver's License DE 4	Professional Expert Signature Date			
dentify services completed and submit to payroll: completed: Certifying Administrator	Do you have a valid CA teaching credential? Yes No Are you presently or have you been a member of			
	PERS Yes□ No □			
1	STRS Yes No Are you presently an employee of RDUSD?			
	Yes No			
ll obligations have been fulfilled				

BOARD OF TRUSTEES RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019	Attachments: X
From: Nicole Latimer, Director of Educational Services	Item Number: 10.8
Type of item: (Action, Consent Action or Information Only): Consent Action	ction

SUBJECT:

Request to approve the Master Plan for English Learner Success for the 2019-2020 school year.

BACKGROUND:

This Master Plan for English Learner Success went through a collaborative process and received input and guidance from parents, teachers, and administrators through our District English Learner Advisory Committee (DELAC) and Instructional Leadership Teams.

STATUS:

The plan provides specific procedural guidelines for the identification, assessment, and placement of English learner (EL) students; reclassification of EL students; notification and involvement of EL parents; the formation and functioning of the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELACs); and the annual evaluation of English learner programs.

PRESENTER: Nicole Latimer, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: \$0.00

RECOMMENDATION:

That the Board approve the Master Plan for English Learner Success for the 2019-2020 school year as submitted.

Time allocated: 4 minutes

River Delta Unified School District

Master Plan for English
Learner Success:
Unlocking the World of
Multilingualism

August 9, 2019





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Introduction

The River Delta Unified School District (RDUSD) serves a diverse group of students with the goal of "Creating Excellence to Ensure All Students Learn." Our student population is 30% English learner (EL) with 94% of our ELs speaking Spanish as their first spoken language. Additional languages include 4% Tagalog and 2% Khmer. Our student population is made up of many ethnicities with the majority of our students 63% identifying as Hispanic/Latino, 49% White, 6% Two or More Races, 2% African American, and 1% Filipino. We serve approximately 1,942 students PK through 12th grade at 12 quality schools: 2 traditional high schools, 2 middle schools, 1 continuation high school, 2 alternative education schools, 1 adult education school, and 4 elementary schools.

River Delta Unified School District is committed to providing our English learners with the most positively impactful educational experience. These students come to us with a wide range of rich experiences, skills and strengths. Their potential is limitless. The RDUSD *Master Plan for English Learner Success* clearly articulates a comprehensive vision for English learners' success and captures the hopes and aspirations of their parents, teachers, support staff, administrative staff and community members. It articulates the Six Key Principles for EL Instruction¹, describes our approach to English language development, and explains the model for instruction being implemented districtwide. Most importantly, this *Master Plan for English Learner Success* responds directly to the data collected from our systematic review of our classroom practices and procedures and student interactions.

River Delta USD's Vision for English Learners

To ensure success for all English learners in RDUSD, and to guide shifts and changes to current practice reflected in this plan, the Master Plan for EL Success Leadership Team developed the following Vision for English Learners that embodies the aspirations of ELs, families, educators, and community members.

RDUSD values the cultures, languages, families, needs, and dreams of EL students by ensuring that every student graduates with the skills to positively contribute to the greater community. We believe all students must leave our schools as both civic-minded and college and career ready in order to be successful in a multilingual world. Our teachers, administrators, parents, and community leaders will intentionally collaborate to provide an equitable education so that all RDUSD EL students have the opportunities

¹ https://ell.stanford.edu/content/six-key-principles-ell-instruction

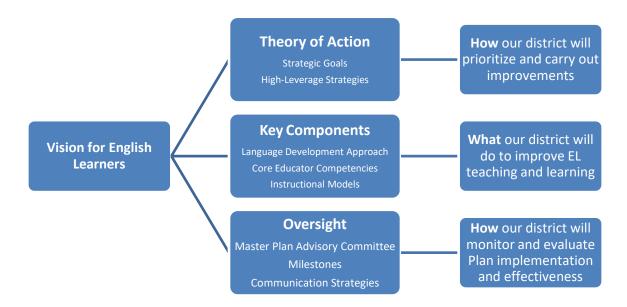
they deserve, which include rigorous academic instruction in emotionally supported, and culturally responsive, learning environments.

The RDUSD vision articulates ambitious goals for all of our English learners. It has been used to guide the development of the *Master Plan for EL Success* and will continue to provide the foundation for continuous improvement as RDUSD implements this plan over the next several years. The California English Language Development Standards, Stanford University's Six Key Principles for EL Instruction (2013), and the California English Learner Roadmap (2017) informed the development and refinement of the other three components for change: RDUSD's Language Development Approach, Core Educator Capacities, and Instructional Program Models.

Overview of the Master Plan for EL Success Structure

The *Master Plan for EL Success* provides a roadmap for implementation that includes a robust Theory of Action, a set of Key Components, and an Oversight Structure that must be implemented to improve learning outcomes for English learners. The Theory of Action defines how the district will prioritize and carry out the changes needed to improve educational quality for ELs. The Key Components identify the critical elements that must be in place throughout the district and address core responsibilities of district educators and leaders to improve quality instruction, language development, academic achievement, and graduation rates for ELs. The Oversight Structure identifies the milestones for monitoring progress as well as the communication strategies that will be in place to ensure all stakeholders are aware of implementation successes and challenges.

Figure 1: Master Plan for EL Success Structure



Theory of Action

River Delta Unified School District is committed to improving outcomes for all students who are learning English and ensuring all students reach their full potential, graduating from RDUSD schools fully ready to enter college and/or careers that will allow them to contribute fully to a global society. To do this, the district is ready to commit to engaging in systemic improvement efforts to support all educators in ways that will strengthen teaching and learning and ensure safe, respectful learning environments exist for all RDUSD students and their families.

RDUSD stakeholders worked collaboratively to analyze current district practices in comparison with effective systemic and instructional practices for English learners in order to identify areas of strength and growth. That information was used to build a coherent, systemic Theory of Action to guide the focus and supports that will lead to improved outcomes for all RDUSD English learner students.

The RDUSD Theory of Action identifies five Strategic Goals and the high-leverage strategies that support their attainment. These high-leverage strategies highlight the specific ways that will allow the district to achieve lasting improvements. The table below outlines RDUSD's Theory of Action that will build systemic coherence and improve outcomes for ELs.

Table 2. Theory of Action

If we	Strategic Goal 1: Improve the quality of instruction for all English learners
-------	---

Adopting RDUSD's Vision for English Learners, the Language Development Approach, the by... Teaching and Learning Cycle instructional framework, and enacting the Six Key Principles for EL Instruction in all classrooms Ensuring all teachers deeply understand and implement all CA Standards Creating systems for teachers to engage in regular collaboration and to ensure high-quality instruction in all classrooms Ensuring instruction is planned with ELs in mind, through the analysis of student work and the development of rigorous lessons based on student data Supporting all schools to participate in the instructional rounds process to gauge implementation of the Language Development Approach Guaranteeing instructional materials are aligned to CA Standards, the Master Plan for EL Success, are age appropriate, and are linguistically and culturally sensitive If we... Strategic Goal 2: Improve the quality of assessments and monitoring processes for all English learners Utilizing authentic formative assessment practices that gauge student application of oral and by... written language embedded within authentic, rich content that is aligned to the CA ELD Standards and proficiency levels Building educator capacity to understand the purpose, proficiency demands, and interconnectedness of summative assessments (ELPAC, CAASPP, curriculum assessments, etc.) and their effects on instructional planning Ensuring all teachers regularly monitor progress of all EL students in their classes in the four domains of speaking, listening, reading and writing outlined in the ELD Standards Ensuring all sites regularly monitor students of all EL statuses and determine they are meeting requirements of reclassification (RFEP students), EL Support Plans and are making adequate progress toward reclassification (LTEL, EL and Newcomer students) and if Strategic Goal 3: Engage all RDUSD educators and leaders as learners through ongoing professional learning to build their capacity to serve English learners we... Providing all educators with professional learning about diverse ELs (LTELs, RFEPs, ELs in by... Special Education, and Newcomer ELs) and reclassification expectations and criteria Designing a substantial and sustained ongoing professional learning plan to ensure all educators understand best-practices for ELs and can successfully implement RDUSD's Language Development Approach including: Six Key Principles for EL Instruction; rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards; frequent opportunities to engage in academic discourse (oral and written); intentional use of designated and integrated ELD opportunities; culturally and linguistically responsive teaching; and the Teaching and Learning Cycle instructional framework. Providing equity training for all staff that increases understanding and awareness of cultural diversity

and if we	Strategic Goal 4: Support the diverse English learners, build on their assets, and provide them with equitable opportunities					
by	 Providing differentiated supports to ensure high-quality instruction for diverse ELs (LTELS, RFEPs, ELs in Special Education and Newcomer ELs) that builds on their assets and addresses their specific needs Prioritizing designated ELD scheduling and the needs of diverse ELs at the district and site levels to maximize their educational opportunities Leveraging specific support opportunities offered through supplemental programs, such as after school programs, migrant education, etc. Acknowledging the diversity of our EL populations, including origins of Spanish speakers and speakers of other languages Connecting diverse EL students with appropriate electives, AP classes, or other coursework that build on individual talents and interests 					
and if we	Strategic Goal 5: Encourage family and community participation					
by	 Creating welcoming, culturally aware environments at all schools by all staff: bus drivers, secretaries, cafeteria staff, para-educators, teachers, administrators, district office staff Providing all parents equitable opportunities to participate in school/district organizations, committees, and parent classes/PD/trainings by ensuring: meeting times are flexible translation services are available fees are not required all meetings are held at school sites frequent reminders are communicated about activities and events Increasing opportunities for parent and teacher collaboration centered around student learning Communicating with families using parent-friendly language Administering annual parent surveys seeking input and feedback 					
Then	We will have all ELs engaged in rigorous learning at grade level and beyond, leading to: more EL students who are college and career ready more students feeling connected to the community and valued increased parent participation increased number of EL students in AP classes and various electives increased attendance rates higher student achievement for ELs and a districtwide increase in academic achievement an increase in the number of EL students who are reclassified, and a decrease in the number of LTELs increased graduation rates					

Key Components

The Key Components identify essential elements that must be in place throughout the district and address core responsibilities of district educators and leaders to improve the quality of instruction, language development, academic achievement, and graduation rates for English learners. RDUSD's key components are: 1) RDUSD's Language Development Approach, 2) Instructional Models, and 3) Core Educator Capacities.

Language **Core Educator Development Capacities Approach** Describe the skills that Describes our district's educators and leaders approach to high-quality must have or develop to **EL** instruction effectively support our • Aligns to the CCSS and the CA ELD Standards **Instructional Models** • Identifies the instructional models that support learning for diverse ELs in

Figure 3: Key Components of the Master Plan for EL Success

Language Development Approach

All English learners have the double challenge of mastering academic content and academic English simultaneously. To help them meet this challenge, RDUSD's Language Development

Approach (LDA) was designed to identify essential components of instruction that must be present in all classrooms and content areas, every day, to ensure the success of all of our English learners. Our LDA is guided by Stanford University's Six Key Principles for EL Instruction (2013) and explains how our district will ensure academic achievement for all learners. We believe the Language Development Approach embraced by RDUSD is the best way to guarantee an equitable education for all learners.

In RDUSD we believe that any instructional model for effective language development will include the following components that ensure all ELs receive high-quality instruction in all classrooms throughout our district. The essential components include:

- Six Key Principles for EL Instruction
- rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards
- scaffolding
- frequent opportunities to engage in academic discourse (oral and written)
- intentional use of designated and integrated ELD opportunities
- culturally and linguistically responsive teaching
- the Teaching and Learning Cycle (TLC) instructional framework

Principles for Effective EL Instruction

English learners must have equitable opportunities to master college- and career-ready standards through research-based policies and practices grounded in research. The following are the Six Key Principles for EL Instruction as developed by researchers, practitioners, and other stakeholders through Stanford University's Understanding Language Initiative, clustered into three overarching domains: Opportunities to Learn, Asset Orientation, and Developing Autonomy.

Table 4. Six Key Principles for EL Instruction

Opportunities to Learn

- 1. Instruction provides opportunities to engage in discipline-specific practices to build conceptual understanding, analytical skills, and language competence simultaneously.
- 2. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.

Asset Orientation

3. Includes instruction that leverages EL's home language(s), cultural assets, and prior knowledge.

4. Instruction takes into account that their English proficiency levels and prior schooling experiences are varied.

Developing Autonomy

- 5. Instruction fosters EL's autonomy by equipping them with strategies necessary to comprehend and use language in a variety of academic settings.
- 6. Formative assessment practices are employed to gather evidence and guide (both teacher and students) productive next steps to support learning conceptual understandings, analytical practices, and language development simultaneously.

Alignment to California State Standards

It is essential that EL students have access to grade-level content so that they can acquire the skills and knowledge to be successful learners. For students to be successful, they must master the grade-level content called out in the CCSS, NGSS, and CA English Language Development (ELD) Standards. The CA ELD Standards must be viewed as core standards, just as important as the content standards. Teachers must firmly embed them into all instruction, in every classroom, every day.

The CA ELD Standards are not a supplemental set of standards but are of equal importance to the content standards and must be explicitly taught, integrated in all subject areas, so that all students have access to grade-level content as they develop language. Instruction must be intentionally planned in interdisciplinary ways so that ELs have opportunities to practice their developing language. The ELD Standards are designed to ensure all students have equitable access to the core curriculum and must be used in both planning and instruction so that students develop content and language through analytical thinking and discourse with other students.

Scaffolding

All teachers must set high expectations for all students and facilitate intentional student learning, with the end goal of student autonomy. Scaffolding is specialized, temporary support focused on bridging the gap between what students can do with assistance and what they can do independently. It requires teachers to know their students – including their linguistic proficiency, content knowledge, challenges, and strengths – well enough to provide effective supports that guarantee access to rigorous, grade-level content while developing English. Scaffolding should not simplify content and learning but allow students to access content in a meaningful way. Scaffolds should be removed when they are no longer needed. For our English

learners, scaffolds must be provided so that all students can access grade-level content and support their social-emotional and linguistic needs. Academic conversations and student groupings are examples of high-leverage scaffolds for English learners.

There are two types of scaffolding that all teachers should understand and use: planned scaffolding and just-in-time scaffolding. Planned scaffolding requires teachers to anticipate potential challenges in content and language prior to instruction. Since even the most carefully planned lessons will not be able to predict all of the challenges students will face, teachers must also be able to adapt their instruction in the moment (just-in-time scaffolding²), making refinements and adjustments based on student learning. Both types of scaffolding are specialized, temporary, and intentional choices about how to support a learners' future independence. They are dependent on information from ongoing formative assessment practices and when used regularly, will enable students to master grade-level standards and develop English.

Academic Discourse

Extended and sustained uses of disciplinary language for academic purposes can generally be described as "academic discourse." The sooner ELs start being able to understand and use a series of connected sentences, or back and forth exchanges of sentences to express ideas for academic purposes, the sooner they will be able to tackle grade-level content and concepts. It is important that content and language be taught simultaneously – not waiting until students have mastered all the vocabulary and grammar they need, but rather helping them to learn the vocabulary and grammar that is embedded in the oral and written academic texts.

For ELs to acquire English, teachers must understand and explicitly teach students how to shift register. Register is the specific language, words, sentence structures, and even body language you choose to appropriately communicate based on your purpose and audience. For example, when students discuss the steps of the water cycle with their peers on the water cycle, they may choose a more informal register as they work on understanding the scientific concepts (*I think first the water goes up, then it rains down*). When they write, or give a class presentation about the water cycle, they need to shift to a more formal register, using more academic vocabulary and language (*Water evaporates into a gas and rises to form clouds. As it condenses it gets heavier until it can't stay in the air anymore and falls to the ground as rain.*) Students need to be supported with sentence frames and opportunities to practice shifting register, and to consider the purpose of their communication as well as the audience they are communicating to, in order to appropriately choose how they will talk and write about a topic and be successful.

² As called out in California's ELA/ELD Framework

To build the oral language skills that are the foundation for written language skills, students need frequent opportunities to engage in extended, sustained academic discussions in all subject areas. English learners need to practice academic discussions around academic ideas. Responding with words, short phrases, or even complete sentences to questions asked by the teacher is not enough. To engage in academic discourse that builds content and language simultaneously, teachers need to consider the following things for English learners when they plan for academic discussions (Gibbons, 2014):

- Learners need to understand what is said to them and what they read not through simplifying the content, but ensuring the content is a little above what students can read and produce on their own with supports to understand the meaning.
- Learners need to use the new language themselves having multiple opportunities to practice both what they are saying and how they are saying it.
- Learners need opportunities to use "stretched" language or language that goes a little beyond what they are currently comfortable using
- Learners need models of new language, especially the academic registers of school which all staff need to explicitly model.
- Learners need opportunities to build on the resources of their home language and should be supported to speak and write in it to deepen and express their content knowledge.
- Second language learning is facilitated when students are using new language to learn other things, such as subject content – therefore language learning should be integrated with content learning.

Understanding that academic discourse is much more than a "turn-and-talk" has substantial implications for how teachers plan lessons, select and design materials, gather and respond to evidence of learning, and invite and support students to participate. It also has significant implications for how instructional leaders observe classroom interactions and provide feedback to teachers. All teachers need to support student engagement in academic discourse using language in sustained, content-specific ways. All teachers will be intentional in the development of short- and long-term plans that value all students' developmental levels and ensure the academic success of all students.

Integrated and Designated ELD

Integrated ELD occurs throughout the day and across all disciplines by all teachers. For EL students to be academically successful, they need to develop conceptual understandings of academic content, analytical practices, and sophisticated uses of English at the same time. It is critical that all teachers see themselves as teachers of English, and all teachers take responsibility for contributing to the development and reclassification of all ELs in RDUSD.

English learners should engage in activities that are interactive, engaging, meaningful, relevant, intellectually-rich, and challenging as they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of how language is a complex, dynamic, and social resource for making meaning, and they develop language awareness. Students demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type. (California ELA/ELD Curriculum Framework, 2015)

Designated ELD is a protected time where teachers use the CA ELD Standards as the lesson focus in order to develop critical English language skills necessary for success in the content areas. Some essential features of designated ELD include a focus on forms, scaffolding, planned and sequenced events, meaning, academic English, intellectual quality, and extended language interactions.

Schedules should be made with every effot to group students by proficiency level for designated ELD instruction. The specific plan for accomplishing this grouping will be decided at the school level, based on data analysis of the levels existing within the school's EL population. Grouping is flexible, allowing students to move through the levels upon meeting the criteria for more advanced groups.

The following table shows how designated and integrated ELD work together to provide a comprehensive approach to English language development.

Table 5. Integrated and Designated ELD

Integrated ELD				Designated ELD	
Provided by all teachers to all English learners throughout the school day and across all subjects.			•	Provided by skilled teachers during protected time during the regular school	
Language Arts	History/ Social Science	Math	Science	Other Subjects	day.
The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.				Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language knowledge and skills ELs need for content learning in English.	

The Teaching and Learning Cycle (TLC) Instructional Framework

An instructional framework is a process for scaffolded, cumulative learning through a coherent sequence of lessons that build toward concrete learning goals and meets the specific needs of all students. It guides how we organize and design our instruction to promote understanding of content as well as what needs to happen in order for students to produce their own high-quality texts. By adopting an instructional framework, such as the Teaching and Learning Cycle (TLC), students will engage in the meta-analysis of texts so that students can create and enhance their reading and writing abilities through intentionally planned lessons that include many opportunities to discuss different genres of text.

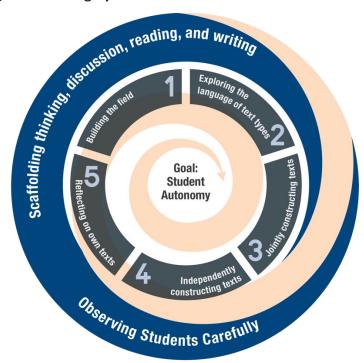


Figure 6. The Teaching and Learning Cycle

Adapted from Derewianka (2011), Gibbons (2015), Spycher & Linn-Nieves (2014)

Having a consistent process to high-quality lesson design benefits all students. It is important to have a clear and coherent instructional framework for EL instruction to empower all of our students by giving them the power and the tools needed to learn a language and how to use the language effectively throughout the various academic disciplines. Using an instructional framework as a planning guide, teachers can ensure instruction is interactive and develops meaningful learning.

The TLC makes instructional practices clearer for teachers and students and creates the unity needed for ELs to make the progress and become academically successful, regardless of curriculum or grade level by focusing on five stages of planning and instruction. The five stages

work together to build content knowledge, language awareness, scaffolded writing support, formative assessment practices, independent writing, and reflective student practices about their writing. By implementing such an approach, we will see more purposeful and intentional scaffolding to support ELs' language and content development in tandem. By ensuring all teachers explicitly teach how language works and how to use language effectively in writing and speaking and understand language when they are reading and listening, we will see a shift to more independent writing and ELs developing stronger language skills, deeper content knowledge, and greater confidence.

Culturally and Linguistically Responsive Teaching

Students learn better when they feel included, see themselves reflected in their classrooms, are encouraged to feel proud of their culture and language, and can express their views, opinions, and unique perspectives. Culturally and linguistically responsive teaching (CLRT) takes into account the languages, cultures, and backgrounds of students and values them as assets that the students bring, not deficits that need to be overcome. CLRT is essential for students to thrive and reach their highest potential.

Teachers in culturally responsive classrooms build on students' cultural experiences and backgrounds, encourage students to use their home languages and create classroom environments that include multicultural displays, posters, literature, art projects, and lessons. Teachers are aware of what is displayed in their classrooms and consider if the literature, posters, and student work represent a culturally aware classroom. They support students to value each other's unique cultures by modeling appropriate speaking and listening skills. By valuing all cultures, the teacher is in turn, valuing the individual student. When a student feels valued, he/she will feel comfortable to share their thoughts and feelings, take risks, and learn. When an entire classroom is willing to share their thoughts and feelings, a culturally diverse environment will flourish.

Some shifts in classroom practices as a result of building culturally and linguistically responsive environments include the following:

- Re-framing the way teachers think of "errors". (see Figure 6 below)
- Providing writing and other assignments addressing a variety of audiences and purposes rather than focusing solely on academic expository writing. This allows students to become comfortable code-switching and using a variety of registers.
- Seeing home language use in the classroom as positive, encouraged, and honored
- Recognizing that the majority minority (Spanish-speakers in RDUSD) receive a lot of attention, but the "minority minorities" should feel equally represented and reflected in classrooms.

• Teachers and all students – English learners and English-only students – will no longer have a "deficit" mindset towards ELs.

Table 7³. New Ways of Talking About Language

Instead of	Try this
Thinking in terms of	See language as
Proper or improper	Appropriate or inappropriate
Good or bad	Effective or ineffective in a specific setting
Talking about grammar as	Talk about grammar as
Right or wrong	Patterns
Correct or incorrect	How language varies by setting and situation
Thinking that students	See students as
Make mistakes or errors	Following the language patterns of their
Have problems with plurals, possessives,	home language or home varieties of English
tense, etc.	Using grammatical patterns or vocabulary
 "left off" and -s, -s's, -ed 	that is different from Standard English
Saying to students	Invite students
• "should be", "are supposed to be", "need to	To code-switch (choose the type of language
correct"	appropriate for the setting and situation)
Red notes in the margin	Lead students to
Correcting students' language	Compare and contrast language
	Build on existing knowledge and add new
	language (standard English)
	Understand how to code-switch
	appropriately

Contributing to the motivation and engagement of diverse learners, including ELs, is the teachers' and the broader school community's open recognition that students' primary languages, dialects of English used in the home, and home cultures are valuable resources in their own right and can also be leveraged to build proficiency in English and in all school learning (de Jong and Harper 2011; Lindholm-Leary and Genesee 2010). Teachers are encouraged to do the following:

³ Source: The California ELA/ELD Framework, cited from *Code-Switching Lessons: Grammar Strategies for Linguistically Diverse Writers, Diverse Writers, 17.* Portsmouth, NH: Heinemann.

- Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity.
- Get to know students' cultural and linguistic background knowledge and experiences and how individual students interact with their home language and cultures.
- Use the primary language or home dialect of English, as appropriate, to acknowledge them as valuable assets and to support all learners to fully develop academic English and engage meaningfully with the core curriculum.
- Use texts that accurately reflect students' cultural, linguistic, and social backgrounds so that students see themselves in the curriculum.
- Continuously expand understandings of cultures and languages so as not to oversimplify approaches to culturally responsive pedagogy (CA ELA/ELD Framework, p. 64).

Instructional Models

River Delta Unified School District currently offers one instructional model, the Academic Language and Literacy (ALL) model, to English learners. This model ensures ELs acquire the necessary English language skills and core content knowledge needed to graduate and be prepared for college and career. Should the interest for alternative programs develop, RDUSD will respond by appropriately providing a dual immersion or other instructional model to the extent possible and in compliance with current state law.

Since every classroom, regardless of grade level or content area, in RDUSD will be implementing the ALL instructional model, they must include essential components that align them to our comprehensive Language Development Approach (LDA):

- Six Key Principles for EL Instruction
- rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards
- scaffolding
- frequent opportunities to engage in academic discourse (oral and written)
- intentional use of designated and integrated ELD opportunities
- an instructional framework
- culturally and linguistically responsive teaching

English learners should be placed in the appropriate setting based on parent decision, ELPAC scores, and other indicators of their ELD progress, including, but not limited to, curriculum-embedded assessments, prior schooling, grades, and teacher recommendations.

Overview of RDUSD'S Instructional Model (PK-12)

The descriptions and charts below outline the English language instructional model available in RDUSD.

Academic Language and Literacy Model (ALL)

RDUSD Definition: ALL is an instructional model for English learners at all ELPAC levels that includes comprehensive integrated and designated ELD instruction. The model aims to develop full proficiency in English, and mastery of all grade-level core curriculum standards. English learners receive core content area instruction (integrated ELD) with students who only speak English (EO), Initially Fluent English Proficient (IFEP) students, and students reclassified from English learners to Fluent English Proficient (RFEP). ELs in this model also receive targeted English language development instruction (designated ELD), which includes the use of the home/primary language and appropriate EL instructional supports to enrich comprehension and engagement. Instruction in this model emphasizes English language acquisition while students engage in the development of core academic knowledge, analytical practices, and discipline-specific uses of language. In the Academic Language and Literacy Model, content-area instruction is taught in English using specific research-informed instructional strategies.

Teacher Qualifications: Teachers have appropriate certification and training to meet the needs of English learners.

- Multiple or Single Subject Teaching Credential
- Cross-cultural, Language and Academic Development: CLAD, BCLAD, or equivalent

Teachers participate in ongoing professional development to ensure instruction encompasses all criteria in the LDA and enables full implementation of RDUSD's *Master Plan for English Learner Success*.

Goal	EL Students Served	Language Development Approach Components	Language(s) of Instruction
To support English learners in all classrooms as they master grade-level core content, progress toward English language proficiency and reclassification, and attain cultural proficiency.	ELs at all ELPAC proficiency levels	All instructional models offered in RDUSD are required to contain the following essential components that align them to our comprehensive Language Development Approach (LDA): Six Key Principles for EL Instruction rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards scaffolding frequent opportunities to engage in academic discourse (oral and written) intentional use of designated and integrated ELD opportunities culturally and linguistically responsive teaching the Teaching and Learning Cycle instructional framework	Instruction is predominantly in English, with home/primary language support offered to facilitate English acquisition.

⁴ ALL encompasses the programs formerly known as ELM and SEI in RDUSD. All school districts and county offices of education are to offer, at a minimum, an SEI program to English learners. (*EC* §§ 306(c)(3); 305(a)(2).)

Dual Language Instructional Models

Dual language instructional models use both the students' primary language and English to teach academic content and English. Schools with 20 or more students at a given grade level receiving Parental Exception Waivers will provide a bilingual program, as determined by the district. Schools with fewer than 20 students at a given grade level may offer a dual language instructional model or allow students to transfer to a school at which such a model is offered. Should the numbers of approved waivers for a dual language instructional model reach 20 or more per grade in a language other than Spanish, the district will work with the school to identify staffing and materials so that instruction in that language can be provided.

A dual language instructional model aims to develop full proficiency in English and also reach full academic proficiency in the primary language (biliteracy). There are various dual language instructional models, and should one be requested, RDUSD will ensure the use of a strong research base to select the best dual language instructional model to meet the needs of students. Dual language instructional models differ in the initial time allotted to instruction in both the primary language and English, with some maintaining 50 percent instruction in each language, and others beginning with 90 percent instruction in the primary language and increasing the time of instruction in English each year.

Program Options Available at the Middle and High School Levels

English learners enrolling in middle school and high school have diverse needs. They cannot be well-served by a single program, setting, or approach. It is the intent of the district to frequently update our professional understanding of specific student strengths and needs and to adapt the instructional program to meet the individual needs of students.

Diverse Groups of English Learners

English learners enrolling in school are a very diverse population. In order to facilitate proper program placement and to best ensure that ELs will succeed in school it is useful to informally identify broad categories of English learners. Grouping students this way is not intended to track students into pre-determined schedules. Rather, it is intended as a tool to help sites gather student information and assist with program placement and support. There are four groups of ELs within River Delta Unified School District. These include:

- Newcomer ELs with adequate formal schooling;
- Newcomer ELs with limited formal schooling;
- Long-term ELs (>6 years as ELs) who are not meeting benchmark or expected progress;
 and
- ELs who are meeting benchmarks and making expected progress toward language and academic goals

Our program is designed to meet the needs of students in each of these groups as outlined in this section.

Newcomer English Learners with Adequate Formal Schooling

Newcomer students are classified by their recent arrival to the United States. Often, these students enter school with very little or no English language proficiency. They may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country. These students are challenged with the need to master English quickly in order to complete all district high school graduation requirements. They must also meet district and state content and performance standards. Time becomes the critical factor for these students.

These students need an accelerated designated ELD program that is rigorous, yet flexible. They must be able to progress at their own rate. Opportunities to move between levels must be frequent (at quarter or semester if appropriate). Attention to content instruction is also important. These students need to successfully complete the high school course of study. Whenever possible, the program must reduce the language barrier utilizing bilingual personnel or other forms of language assistance. Delaying enrollment in higher end courses until they master English may be an option for students who have earned credit for course work already completed in their native country. The typical four-year trajectory may not apply for some of these students, and they may require an additional year of high school in order to master English and meet course requirements for graduation or be offered adjusted graduation requirements under AB2121. [AGI]In all cases, it is important that these students be counseled correctly, be made aware of the challenges ahead of them, and be given a definite learning plan that will enable them to successfully complete high school.

In addition to receiving instruction that incorporates all components of RDUSD's Language Development Approach, newcomer students receive specialized support, as determined by the ELSAT, that may include:

- newcomer students being assigned to one classroom at their grade level and are "clustered" with other newcomer students when possible
- intensive ELD
- initial enrollment in non-language dependent electives required for graduation (secondary students)
- setting academic and social goals
- targeted counseling, mentoring, tutoring
- developing an individualized, differentiated plan to help reach their goals
- providing a separate literacy course (or set of courses for students with interrupted educational backgrounds if the school has both preliterate and literate newcomers)

- using technology to its fullest potential (e.g., language learning, translation, visual scaffolds for content concepts, tracking of student progress)
- providing extra learning time through after school programs, summer school, Saturday
 Academy, and/or vacation institutes, etc.
- engaging parents/guardians by teaching them about schooling in the United States and showing them how to be involved in their children's education[AG2]

Newcomer English Learners with Limited Formal Schooling

The students who enter at the secondary level with little or no prior schooling face a daunting challenge and require a unique focus. Not only do these students require an intensive ELD program, but they also need specialized content instruction that lays the foundation for high school curriculum. These students often benefit from intensive initial literacy development. The under-schooled student who enrolls for the first time at the high school level will need additional time in order to develop English language proficiency and to complete all requirements for high school graduation. Careful counseling, development of a long-range learning plan, and articulation between school levels, including Adult School are essential.

In addition to receiving instruction that incorporates all components of RDUSD's Language Development Approach, newcomer students receive specialized support, as determined by the ELSAT, that may include:

- being assigned to one classroom at their grade level and are "clustered" with other newcomer students when possible
- intensive designated ELD
- initial enrollment in non-language dependent electives required for graduation (secondary students)
- setting academic and social goals
 - targeted counseling, mentoring and tutoring
 - developing an individualized, differentiated plan to help reach their goals
- providing a separate literacy course (or set of courses for students with interrupted educational backgrounds if the school has both preliterate and literate newcomers)
- using technology to its fullest potential (e.g., language learning, translation, visual scaffolds for content concepts, tracking of student progress)
- providing extra learning time through after school programs, summer school, Saturday Academy, and/or vacation institutes, etc.
- engaging parents/guardians by teaching them about schooling in the United States and showing them how to be involved in their children's education

Long-Term English Learners

"Long-term English learner" (LTEL) means an English learner who has been enrolled in schools in the United States for more than six years, and has not met the criteria for reclassification.

The students among this growing sub-group of identified English learners are often not immigrants, but rather students who were born in the United States and have attended United States schools for their entire lives. Some may have entered as immigrants in their early elementary years. These students often demonstrate native like oral fluency in English yet for a variety of reasons they have not yet achieved levels of academic proficiency in reading and writing. They fail to score high enough on standardized tests to meet reclassification requirements.

In addition to receiving instruction that incorporates all components of RDUSD's Language Development Approach, LTEL students need intensive and purposeful differentiated supports to be successful. To this end, River Delta USD proposes to actively pursue AVID training for new teachers, prioritizing teachers of LTEL students. District data has demonstrated promising, positive results for students in AVID programs. By providing structured, intentional instruction for LTEL students that maximizes academic discourse, engaging curriculum and strategies for academic success, we will be better prepared to reduce the number of LTEL students and prepare them for success in and beyond the RDUSD system.

Building and fostering strong, caring relationships is also critical for LTEL success. LTEL students should be placed with ELD teachers who understand the needs of this subgroup of ELs and can connect them with tutors and academic counselors who can help them understand the importance of reclassification, the reclassification process, and encourage their personal buy-in to achieve success. Assigning a specific staff member to each LTEL student, to check in on a regular basis about school, aspirations, and to provide support can greatly increase a students' chance of reclassification and on-time graduation.

Additional supports for LTEL students, as determined by the ELSAT, may include:

- An accelerated standards-based articulated ELD curriculum, either through an English Language Arts class with accommodations and interventions for the student's level of English proficiency, or an intervention class [AG3] [KW4] that addresses designated ELD, language, and literacy skills. [AG5] [KW6]
- Placement in an Academic Language and Literacy (ALL) instructional setting for the core academic subjects with integrated ELD, provided by an appropriately credentialed CLAD or BCLAD teacher.
- Counseling and frequent achievement/benchmark monitoring to ensure that the student is making adequate and accelerated progress in classes that meet high school

- graduation and post-secondary requirements.
- Intervention support during the school day. In addition to support provided during the school day, intervention support may be provided before and/or after school.

ELs Who are Meeting Benchmarks

ELs in Grades PK–12 are offered designated ELD for each of the four levels of proficiency as part of the ALL instructional model. Students are provided designated and integrated ELD based on initial assessment scores on the ELPAC for new students, annual ELPAC scores, and curriculum embedded assessments. Flexibility for students to advance in ELD levels during the year, when assessment results indicate they meet the criteria for entry into the next level, is built into the school's master schedule. At the high school, students receive credit toward graduation for all designated ELD courses, including any that have been repeated upon completion of English 1 with a passing grade. ELD courses shall be monitored for effective implementation to ensure that students are progressing through the courses within the timeframe of the design.

The goal of designated ELD is for students to develop proficiency in English as rapidly as possible. Students are supported to develop at their own pace to move up English Language Proficiency (ELP) levels whenever necessary. Change in ELP levels will be based on the data including, but not limited to, the following:

- District approved ELPAC progress indicators
- Classroom performance samples
- Designated ELD curriculum-embedded assessments
- Teachers' anecdotal recommendations based on daily observation and student work examples

A member of the ELSAT conducts periodic reviews (at least once within the semester) to collect and analyze the above data to identify English learners who meet or exceed course benchmarks. Students who are successful in completing coursework ahead of schedule shall be immediately accelerated to the next level of ELD.

Core Educator Capacities

Core educator capacities define the essential skills for rigorous grade-level, standards-based instruction that all educators need to effectively support ELs across our RDUSD system. Currently the majority of RDUSD's students who are learning English as a second language are placed in classrooms with teachers who have limited preparation related to English Language Development and are appropriately scaffolding core content instruction for ELs aligned to the standards. To address this challenge, all educators will be encouraged and supported to meet

the Core Educator Capacities defined in the RDUSD Academic Language and Content Achievement Certificate.

Core educator capacities for rigorous grade-level standards-based instruction that all teachers need to develop and apply in their classrooms with ELs, are listed below.

Teacher Actions

Each of the Six Key Principles for EL Instruction charges educators to examine their classroom practices and understand what must be in place to maximize ELs' access to and success with these new standards that prepare ELs for college and careers. The set of principles can be used to initiate discussions among practitioners who share similar roles and responsibilities or have unique responsibilities. What immediately follow are descriptions of some of the implications for teachers in the classroom across the areas of instruction, curriculum, assessment, and professional learning.

Instruction

- Teachers value students' native language(s), draw on students' home language(s), and instruction leverages ELs' experiences, perspectives, strengths, needs, home language(s), cultural assets, prior knowledge, and English proficiency to accelerate disciplinary content and language learning.
- Teachers provide opportunities for students to engage in linguistically complex and content-rich tasks, including negotiating meaning through disciplinary discourse.
- Teachers are highly skilled and intentional about the design and use of temporary scaffolds so that students experience rigor and struggle productively.
- Teachers clearly communicate to students the academic expectations of the classroom (i.e. goals, objectives, and their rationale), ultimately strengthening students' metacognitive abilities.
- Teachers design and foster multiple learning opportunities centered on students' interests, aspirations, and achievements that build partnerships with parents.

Curriculum

 Instruction simultaneously develops ELs' conceptual understandings, analytical practices, and academic language at grade-level discourse and standards-aligned content learning.

Assessment

- Students engage in oral and written discourse, in which they argue from evidence, present explanations, describe their reasoning, make conjectures, justify conclusions, and validate findings.
- Teachers understand and use formative and summative assessment results to improve instruction and provide students with timely and useful feedback that encourages students to reflect on their own learning and thinking.

Professional Learning

- Teachers meet regularly with colleagues to reflect and co-plan instruction that accelerates competencies, content, and English language proficiency.
- Teachers collaborate to analyze texts and tasks for discipline-specific language, practices, and content demands as well as to analyze student work products for discipline-specific language proficiency, practices competencies, and content knowledge.

School Leader & Administrator Actions

The principles require school leaders/administrators and districts to carefully address the needs of ELs when designing the infrastructure and supports that will help maximize EL progress toward meeting the core content and ELD standards. What follow are descriptions of overarching considerations for school leaders/administrators and district leaders. This is an opportunity for leaders to examine current practices and evaluate their impact on EL attainment. The core content and ELD standards pose significant demands for ELs and will require that RDUSD administrators establish new practices to help ELs meet them.

Vision for English Learners: Responsive and Rigorous Instruction and Curriculum

- School leaders carry out the district's Vision for English Learners, have clear and high
 expectations for all ELs, and provide socioemotional supports to students who have
 experienced or are experiencing turmoil as a result of their immigration and/or
 reunification circumstances.
- School leaders implement the district's EL Response to Intervention (RTI)/multi-tiered system of support models to ensure they meet the needs of ELs.

Resource and Funding

• School leaders ensure that human and fiscal resources are maximized for disciplinespecific learning, language, and literacy development.

Professional Learning

- School leaders ensure that teachers of ELs receive professional development on discipline-specific language and literacies development and have time to co-construct lessons and units that integrate content and language development including ways to differentiate instruction for subgroups of ELs (Newcomers, SIFE, Long-term ELs, ELs with IEPs, etc.).
- School leaders provide all teachers of ELs the time to develop their expertise in meeting the needs of ELs.

School Environment Supportive of Quality Instruction

- School leaders design and provide structures and time for common planning so that all teachers, including ELD/bilingual teachers and content area teachers, share the responsibility of educating students and understanding the cognitive demands and discipline-specific language challenges of curriculum, instruction, and assessments.
- School leaders create opportunities that strengthen the capacity of parents of ELs to support learning, language, and literacy in the discipline.
- School leaders prioritize the scheduling of designated ELD instruction.
- School leaders ensure that the content area teachers are providing rich, disciplinespecific integrated ELD instruction.

Data Used to Diagnose and Inform

- School leaders collect, disseminate and analyze data (i.e. nativity, proficiency levels, years of services, home language, prior schooling) to inform culturally relevant curriculum and instructional practices.
- School leaders seek observable evidence of integrated and designated ELD instructional practices and are able to articulate means for improving implementation when teachers need support.
- School leaders ensure that ELs are assessed in fair and equitable ways. Assessments should test content knowledge. This means that at times, testing in the native language may be appropriate.

Vision for English Learners: Responsive and Rigorous Instruction and Curriculum

- District prioritizes socioemotional supports for ELs along with an emphasis on rigorous academic instruction.
- District develops a system-wide model for Response to Intervention (RTI) specifically for ELs.

Resource and Funding

- District intentionally sets aside funds in support of making this vision a reality.
- District adopts and purchases a variety of high-quality, age- and grade-appropriate materials that support rigorous instruction in all content areas in English and the students' native languages.

Professional Learning

- District ensures that site based professional learning opportunities provide time and structures for all teachers of ELs to learn from each other and plan instruction for ELs.
- District builds the educators' knowledge base so that all recognize and can articulate the
 diversity among ELs and plan instruction accordingly, rather than treating them as
 monolithic in nature. This includes recognizing their diversity of language, culture, prior
 schooling, etc. This diversity should be considered when making decisions at the district,
 school, and classroom level.

District Environment Supportive of Quality Instruction

- District builds a culture of collaborative inquiry through professional learning plans that bring a focus to EL subgroups and help build capacity for quality teaching.
- District supports and encourages bilingual staff/paraeducators to become credentialed teachers/administrators.

Data Used to Diagnose and Inform

 District creates structures and systems that enable schools to access and analyze data relevant to EL student performance and progress. District supports and facilitates groups of educators engaged in developing curriculum promoting formative assessment practices for bilingual classrooms.

Professional Learning

Professional Learning Structure

RDUSD believes that investing in sustained and targeted professional learning is vital to fully implementing the *Master Plan for English Learner Success*. The goal of creating and enacting an integrated professional learning system is to guarantee all District decisions and actions are tightly aligned to the EL Roadmap and *Master Plan for English Learner Success*, and to ensure we provide all students, especially ELs, with teachers and staff that are equipped to support their academic progress/success. All educators in RDUSD need to have a foundational understanding of high-quality integrated and designated ELD instruction for ELs that is implemented in all classrooms during integrated and designated ELD. To this end, the district will engage in building systems of "reciprocal accountability" (Elmore, 2004) in which they will provide high-quality professional learning and support for all educators, so that they can provide high-quality educational experiences for all students.

For student learning to be improved in deep and sustained ways, reciprocal accountability must be demonstrated through a community-wide effort in which all stakeholders— principals, teachers, counselors, other school and district staff, the superintendent and trustees, parents, students, and any external partners— take individual and joint responsibility for owning and executing the improvement plan. All people involved must hold each other accountable for meeting high, clearly defined expectations. Too often, accountability is operationalized punitively from the top down, but when accountability is reciprocal—with resources for supporting capacity building, processes that are transparent and inclusive, and clearly defined roles and expectations. In this way, all parties are responsible to each other for achieving their common goals. In our district, all leaders, teachers, staff, parents, students, and external support providers work together to clarify roles and identify expectations for each groups' and individuals' performance. Everyone's work is evaluated so that appropriate action can be taken to improve performance when capacity or will is lacking (Bryk et al., 2010; Elmore, 2000; Futernick, 2010).

Furthermore, the California ELA/ELD Framework highlights the research base that identifies the essential need for deep, ongoing professional learning as a key driver for change in outcomes for ELs. "Rigorous scientific studies have shown that when high-quality [professional learning] approaches are sustained by providing teachers with 50 or more hours of support per year,

student test scores rise by an average of 21 percentage points" (2010,1)⁵. RDUSD believes that professional learning must go beyond traditional "sit and get" approaches, and engage teachers and administrators in a process of continuous improvement through the analysis of student data, reflection on individual and collective practices, and collaboration with colleagues in support of refining knowledge and skills to improve teaching, leading, and student learning. At the center of all professional learning, educators should be focused on increasing student achievement and building their capacity – leveraging existing relationships and resources – to engage in ongoing cycles of continuous improvement. Professional learning should also be transparently connected to other district-supported initiatives and make certain all teachers are effectively implementing relevant standards-based curricula utilizing best-practices that maximize access for English learners. [AG7] [KW8]

To enact the *Master Plan for English Learner Success*, professional learning will be focused on two major areas 1) Building Core Educator Capacities and 2) Exploring Opportunities to Establish Dual Language Instructional Models. The district also will provide ongoing professional development and funds to support capacity development at the site level.

Building Core Educator Capacities

As a means of providing access to the curriculum for all students and developing the language abilities of our English learners, the River Delta Unified School District supports ongoing staff development to meet the needs of all district personnel responsible for the education of English learners. All district personnel, including instructional aides, counselors, and after school program staff, will receive professional development to increase their awareness and sensitivity to the cultural and linguistic diversities of our student population, as well as professional development necessary to ensure an understanding of the *Master Plan for English Learner Success* and its key components, to provide equal access of all students to the total curriculum. Initial basic staff development will be designed to provide cultural sensitivity awareness, in theory and practice, as called for in *Master Plan for English Learner Success*. Ongoing training will be based on the role of individual staff members in relation to meeting the needs of English learners. This training will comply with the components outlined in the *Master Plan for English Learner Success* and implemented districtwide.

The Department of Ed Services will provide staff development to ensure understanding of all elements of the district's *Master Plan for English Learner Success* and the Language Development Approach:

⁵ California's ELA/ELD Framework (2015)

The Master Plan for English Learner Success Team used a professional learning protocol to identify and substantiate important content aligned to quality instruction and practices for ELs that teachers, school leaders, and district leaders need.

The team identified the following content as areas for growth for K-12 teachers and coaches.

- Understanding our diverse ELs
- Understanding ELs' hopes and aspirations, and how they are performing
- Academic Discourse: Developing a deep knowledge of the disciplinary vocabulary, language purposes, and discourse that ELs need and how to structure multiple opportunities for students to actively use language
- ELA/ELD Integration, Math/ELD Integration, Science/ELD Integration, and Social Studies/ELD Integration: Developing an understanding of academic language and literacy that introduces teachers to scaffolds and strategies aligned to language functions and structures in the ELA, math, science, and social studies discipline, and supports the design of tasks, provides coaching, and allows time for reflection during implementation
- **Designated ELD:** Developing a foundational understanding of language development and strategies for teaching English learners within the content disciplines
- Language Transfer: Developing a deeper understanding of how a second language is developed and strategies to transfer language skills from one language to another
- **Academic Writing:** Learning a coherent pedagogical approach such as the Teaching and Learning Cycle for scaffolding deeper thinking, extended discussions, interactive reading, and language development, including high-quality writing
- **EL Formative Assessment:** Learning a wide variety of methods to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course
- **Cultural Sustainability:** Learning how to work closely with students and families to identify, protect, enhance, and advocate for important traditions, ways of life, cherished spaces, and our vital relationships to each other and the world
- Coaching: Coaches learning how to build will, skill, knowledge, and capacity of teachers
 looking at the intellect, behaviors, practices, beliefs, values, and feelings of an educator;
 learning how to foster conditions in which deep reflection and learning can take place,
 where teachers can take risks to change their practice, where powerful conversations
 can take place, and where growth is recognized and celebrated
- Long-term ELs: Learning instructional design of course work and strategies for developing autonomy
- Newcomer ELs: Learning best practices for welcoming newcomers and establishing partnerships with families as well subject-specific teaching strategies for newcomers

- Dual Language Programs: The benefits to all students of offering high-quality dual language programs
- Curriculum Design: Developing lessons, units, and courses that simultaneously develop
 ELs conceptual understandings, analytical practices, and academic language and are
 designed to engage students in productive struggle with central ideas in the discipline as
 students build content knowledge and develop rich discipline-specific language and
 discourse
- Instructional Materials Selection/Adaptation: Learning how to review, select and adapt culturally responsive materials in native languages and English; learning to make use of English language proficiency levels that are appropriate for the grade level spans and aligned with the standards when planning individual and group learning experiences that accelerate ELs' development
- Language Supports and Scaffolds: Learning how to create classrooms that are supportive of using and learning language
- Instructional Framework and Guiding Principles for EL Instruction: Developing an understanding of the shifts required in curriculum, instruction, and assessment for implementation of the new standards, and having hands-on opportunities to acquire ways in which to purposefully plan teaching strategies that respond to these shifts
- Parent Engagement: Facilitation and organization of ELAC and DELAC meetings and other strategies to engage parents in meaningfully contributing to their child's academic success

School and centralized leaders need the same topics with additional attention to systems transformation, classroom observation, providing relevant feedback, supporting teachers in the development of effective instructional practices, and parent engagement.

Each year, the Department of Ed Services will assist in providing an extensive program of staff development opportunities for administrators, teachers, paraeducators, as well as parents and guardians of English learners.

Building the Core Educator Capacities

To effectively carry out the *Master Plan for English Learner Success*, RDUSD is committed to ensuring all teachers have the necessary understanding and skills to implement the Language Development Approach. This calls for all educators to engage in a learning journey that includes building, implementing, and refining new knowledge and strategies through designated coursework to obtain the RDUSD Multilingualism Support Certificate.

All educators will be encouraged to progress through a series of professional learning sessions around the components of the Language Development Approach and the Core Educator

Capacities. In these learning sessions, they will become informed about California's EL Roadmap, build a solid foundational understanding of California's ELA/ELD Framework, improve their ability to provide appropriate grade-level scaffolds and withdraw them as appropriate, increase culturally and linguistically responsive teaching practices and asset-based instruction, and improve their ability to collaborate with peers to ensure student work is used to improve further instruction in both integrated and designated ELD.

The Master Plan Advisory Committee will meet to ensure all professional learning offered through the district is tightly aligned to components of the LDA, and to design a transparent set of coursework to receive the Multilingual Support Certificate. All staff in the district will begin the learning journey by becoming familiar with the *Master Plan for English Learner Success* and its key components (Vision for English Learners, Language Development Approach, Core Educator Capacities, Instructional Models), the overall strategies for improvement described in the Theory of Action, and their associated responsibilities to successfully implement the plan.

All RDUSD educators will have ongoing opportunities to reflect on current instructional practices, as individual educators and as a school community, and determine areas of growth each school year. Each staff will develop individual goals and school staff will collaborate to construct the school's professional learning plan that will be integrated into the School Plan for Student Achievement.

The district will provide multiple and sustained opportunities for the deliberate integration of resources and expertise to deepen and accelerate teacher learning and pedagogical practices that lead to strengthened learning opportunities and outcomes for ELs.

Exploring and Growing Dual Language Opportunities

Investing in exploring the opportunities to develop a Dual Language instructional model in RDUSD aligns strongly with California's Vision for English Learners and the Global 2030 Initiative, and also has the strong potential to benefit overall student achievement across the district. RDUSD has a student population of both English learners and monolingual English students who would benefit from a dedicated effort to understand, communicate with stakeholders and explore the creation of a Dual Language instructional model. Successful Dual Language models also require skilled and qualified teachers, which will influence RDUSD's efforts to attract and retain qualified personnel to successfully implement such an instructional model.

To explore the interest in developing a dual language instructional model in RDUSD, a Dual Language Committee will be formed of stakeholders to lead a multi-year effort, focused on educating stakeholders (educators, parents, and community members) about dual language education opportunities. In the first year, the Dual Language Committee will research effective

dual language approaches to educating English learners. By the end of the first year, the team will articulate the best recommended dual language model that could be implemented in RDUSD with enough parent support and interest.

In the second year, the team will design dual language awareness information sessions and handouts to communicate about the potential district offerings, and these offerings will be included on enrollment forms so that RDUSD can collect data on parent/family interest. The team will also explore ways to gather data on current student and family interest in participating in such programs if they were to be created.

In year three, RDUSD leadership will invest in beginning to recruit and plan for implementing a dual language program, if enough interest from families was evidenced by the data collected in the previous year. The team will consider staffing needs and potential locations to begin a program, and will strategically plan how to establish and sustain an effective dual language program in the following years, creating a strong pathway resulting in students attaining the California State Seal of Biliteracy. The Director of English Learners, with support from the Master Plan Advisory Committee and Executive Cabinet, will support the effort by determining human and fiscal resources needed to successfully begin the selected model.

Evaluation and Accountability

Oversight Structure at a Glance

The Master Plan for English Learner Success is designed to ensure that the Strategic Goals and High-leverage Strategies articulated in the Theory of Action are implemented, that systemic and instructional practices are continually improving, and that all stakeholders are learning to increase their effectiveness within the system. To accomplish this, RDUSD will establish a Master Plan Advisory Committee, a set of critical annual milestones to measure progress, and a set of communication strategies to share progress with stakeholders. This structure is illustrated in Figure 8 and discussed further below.

Figure 8. Oversight Structure



The purpose of evaluating our services for English learners is to ensure educational access to all students in order to maximize the success of all EL students. By monitoring the extent to which English learners are acquiring English and achieving the state's academic content standards, RDUSD is better positioned to strengthen systemic supports, instruction, access, and the overall implementation of the *Master Plan for English Learner Success*.

1. The Master Plan Advisory Committee

The Master Plan Advisory Committee (MPAC) is also charged with the task of continuously monitoring and supporting the effective implementation the *Master Plan for English Learner Success* and ensuring attainment of RDUSD's Vision for English Learners. The Master Plan Advisory Committee is designed to ensure that there is a process for planning and coordinating optimal programs for the success of our English learners and is led by the Coordinator of English Learners. The MPAC includes the Directors of Educational Services, site administrators, DELAC officers, and teacher representatives. The MPAC meets quarterly to discuss topics pertaining to the implementation of our programs for English learners.

The Master Plan Advisory Committee also:

- Plans and monitors system-wide professional learning structures for all educators in progress to receive the certificate;
- Ensures that practices, resources, and personnel are being used effectively to implement the RDUSD Master Plan for English Learner Success;
- Communicates regularly to the Superintendent and community about implementation progress, successes, and challenges;
- Ensures integration and brings clarity, cohesion, compliance, and continuing improvement to the district's programs for English learners.

At the district level, the annual analysis of student outcomes determines the level of effectiveness of RDUSD EL placement, programs and services. This information is used to determine professional development to teachers, administrators, parents/guardians and staff. The annual evaluation report is shared at a regular meeting of the Board of Education. Data from the annual evaluation is also shared with site principals and DELAC members [AG9][KW10], who may make use of it in framing their input to the Board.

2. Milestones

Performance targets will mark our milestones for successful implementation and increased opportunities and outcomes for ELs and former ELs in these areas:

- Increased EL graduation rates annually, including the percentage of students enrolling in, and completing, A–G courses at the high-school level;
- Increased EL enrollment and attainment of Advanced Placement course credits;
- Increased EL enrollment in GATE, AVID, etc.;
- Increased number of students graduating with the Seal of Biliteracy;
- Increased number of students reclassifying as Fully English Proficient annually;
- Increased percentage of parents participating in school activities and contributing to their child's education;
- Decreased LTEL rate in middle and high schools annually;
- 25% of RDUSD teachers and leaders will have obtained the RDUSD Certificate of Educator Core Capacities by 2022; 45% by 2023; 60% in 2024; 75% in progress by 2025.

3. Communication Strategies

RDUSD strongly believes that creating processes to transparently communicate regularly with stakeholders is a key driver to ensuring that the Vision for English Learners is realized. To this end, RDUSD plans to share progress and learning to help school communities adopt and adapt successful practices with others. The district is committed to investing in opportunities to maximize learning gains for both students and adults, as educators collaborate to change outcomes for EL students. Each site will plan to educate their parents on the key components of this plan and, furthermore, offer any parent education nights that help them better understand its overall purpose. Some ways that RDUSD will communicate with stakeholders include:

 Annual reports to the Superintendent and community including a summary of progress and attainment of milestones [AG11][KW12]

The annual summary of progress will be presented by the Coordinator of English Learners to the Superintendent and the Board of Education. The report will include a summary of the

current implementation of the *Master Plan for English Learner Success* including success and challenges with recommendations to increase effectiveness and outcomes for all EL students.

Monitoring Implementation of the *Master Plan for English Learner*

Success [AG13][KW14]

The *Master Plan for English Learner Success* is designed to significantly improve the quality of instruction for ELs by addressing the essential elements within a school system that influence EL access to standards-aligned education. The Key Components discussed earlier must be implemented throughout the district to maximize ELs' potential and reach RDUSD's ambitious improvement goals for ELs. The district believes that educating parents on these Key Components through home visits, play groups, and preschool settings. The strategic goals listed below are tightly aligned to RDUSD's goals for all students and represent significant systemic shifts that will attend specifically to issues of equity facing our EL students.

District and site staff will periodically monitor implementation of the *Master Plan for English Learner Success*. The primary goal of the monitoring is to ensure that every school in the district is effectively and successfully implementing the Key Components to maximize systemic change and rapidly increase positive outcomes for EL students.

The RDUSD monitoring process:

- Establishes high expectations for all students and provides a framework for ensuring that student and organizational outcomes are achieved;
- Promotes full involvement of all stakeholders (administrators, teachers, parents/guardians and students) in all phases of planning, implementation and evaluation activities:
- Provides for high levels of coordination between district-level and site-level improvement efforts; and
- Ensures that evaluation is an integral part of school improvement initiatives and activities.

Evaluation Design

The Master Plan Advisory Committee will conduct an annual evaluation of implementation of the *Master Plan for English Learner Success*, structured around the five strategic goals in the Theory of Action and the articulated milestones. The evaluation will focus on the questions and desired outcomes listed in Table 9, in order to address high priority areas of service to, and outcomes (goals) for, English learners. The evaluation data gathered, and the analyses performed, provide a rich source of information on the implementation of the *Master Plan for English Learner Success* and outcomes for students. The data will be used at the district and site

levels to inform future planning and cycles of improvement.

Table 9. Evaluation Goals and Questions

Strategic Goals	Evaluation Questions
Strategic Goal 1: Improve the quality of instruction for all English learners	 Has the district Vision for English Learners been adopted and widely communicated? What evidence exists that the Teaching and Learning Cycle (TLC) and CA Standards are being used in planning and delivery of instruction in all classrooms, everyday? Are teachers adapting district-adopted curricula as needed to align to RDUSD's Language Development Approach?
Strategic Goal 2: Improve the quality of assessments and monitoring processes for all English learners	 What formative assessment practices are in place to gauge student language proficiency in all four domains (reading, writing, speaking and listening)? Are all district mandated assessments (SIPPS, NWEA-MAP, Writing Benchmark Assessments) informing instruction the academic and language achievement of ELs? What supports have been provided to develop deep educator capacity about the ELPAC assessment tasks, directly aligned to the CA ELD Standards? Are reclassification data and procedures for all EL students easily accessible and actively used by district leaders, site leaders, and teachers? How? Can teachers of ELs identify the proficiency levels of all of their EL students, and report on progress?
Strategic Goal 3: Engage all RDUSD educators and leaders as learners through ongoing professional learning to build their capacity to serve ELs	 Has a clear, comprehensive professional learning system been articulated for and communicated to all RDUSD educators including clear expectations? What percentage of educators have begun/completed the LDA training modules (Certificate of Core Educator Capacities)? What coaching support has been provided to educators to implement the Language Development Approach? What instructional practices have changed as a result of coaching support? What changes in instruction (teachers) and observation/feedback/support (coaches/administrators) are occurring as a result of the professional learning?

Strategic Goals	Evaluation Questions
	 5. Is all professional learning offered in the district specifically addressing the needs of ELs? How? 6. What evidence exists in classroom/school environments that they are culturally and linguistically responsive? 7. How is the district incentivizing all educators participate in core capacities models (i.e., offering continuing education units, stipends, etc.)?
Strategic Goal 4: Support the diverse ELs, build on their assets, and provide them with equitable opportunities	 How are curriculum materials differentiated to respond to the needs of diverse students? What differentiated instructional models and practices are in place, or have been added/adjusted, to address the needs of diverse ELs? How are diverse EL groups performing academically and linguistically? How have scheduling practices changed to respond to the needs of diverse EL students? What percentage of ELs participate in classes and activities such as Advanced Placement and Honors courses, Academic Decathlon, APEX, AVID, After School Program, GATE, college entrance exam preparation, and university enrollments, compared to their EO peers?
Strategic Goal 5: Encourage family and community participation	 How has the Master Plan for English Learner Success been shared with families and the school community? What opportunities are provided for providing feedback? In what ways do schools and the district engage and communicate with families? a. What is the evidence these strategies are building home-school relationships? Has the rate of parent/guardian participation in: ELAC, DELAC, LCAP, parent leadership capacity building opportunities, etc. increased? What is the comparative percentage of parents/guardians of ELs and RFEPs to parents/guardians of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? In what ways are we ensuring all parent and family members have access to the meetings, events at school and in the district? a. What language are parent meetings conducted in? b. What language is translation provided for, and how often? What data are collected regarding all parents' instructional model preferences, and what actions have been taken as results of those data? How have the practices of informing parents about the various instructional models shifted or evolved?

Monitoring at the School Site Level

School principals are responsible for the daily, site-level implementation of the *Master Plan for English Learner Success*. Principals are provided with annual training on the Theory of Action and Key Components of the plan and on their role in ensuring complete implementation at their sites. Throughout the academic school year, principals complete sections of the Principal's Assurances Checklist for EL Program Services and submit it to their supervisor and the Director of Equity, State and Federal Programs, and Accountability according to the timeline indicated on the checklist. This facilitates ongoing communication with the supervisor and the district Director of Equity, State and Federal Programs, and Accountability, and assist in monitoring the consistent implementation of the plan throughout the school district. The Superintendent/designee reviews all Principal's Assurances Checklists at the end of the academic year.

Sites are encouraged to use the evaluation criteria above (Figure 11) to conduct self-assessments at their sites to determine strengths and areas of need and make adjustments accordingly. After gathering, analyzing, and discussing the information, each site develops its School Plan for Student Achievement, with objectives, activities, and timelines for addressing the areas of need. The site also compares student outcomes at the site level to the district goals for EL students and uses this information to address identified areas of needed improvement in services to ELs. This information is included in the school's presentation of data results to the board of trustees.

A formal, district-level monitoring review of each site's data results and school plan is conducted each year, providing feedback to site administration. The principal facilitates modifications of the school plan to reflect suggestions from the district-level review. District staff uses these reviews as an additional way to identify site level support needs.

The State Evaluation and Accountability Systems

The California Department of Education (CDE) has established two interrelated systems of accountability, evaluation and continuous improvement for California schools and districts. These are:

- a rubric for evaluating Local Control and Accountability Plans (LCAP See Appendix A), making use of required metrics for evaluating progress in each of the State Priority areas that district LCAP plans must address, and
- an Accountability and Continuous Improvement Program (California School Dashboard) that provides an in-depth, multidimensional picture of school and district performance as well as improvement over time.

Conclusion[AG15][KW16]

River Delta Unified School District is committed to working in concert with administrators, teachers, support staff, district staff, community members, students, and parents to provide effective instruction for all English learners. The district is committed to closing the achievement gap for all students. English learners must receive ongoing, systemic support through the cycle of instruction, assessment, monitoring, and evaluation. By regularly monitoring student achievement data, RDUSD leaders will be able to address student academic needs as well as identify and support the implementation of effective instructional strategies for ELs in a systematic way.

Accountability work is something we all do. This includes students, parents, and all personnel at the site and district level including teachers, counselors, support staff, and administrators. Rather than considering evaluation as a specific event or an annual report, we must consider it to be a part of our daily work. We are all responsible for ensuring that EL programs are optimally effective. It is with unwavering commitment that RDUSD has created a transformational *Master Plan for English Learner Success* that will cohesively guide the district's efforts and resources to continuously improve outcomes for our students.

The educators and leaders of River Delta USD, together with parents and community stakeholders, have defined a bold Vision for English Learners that RDUSD will strive to encourage, support and obtain in the years to come. Through this process, the district has engaged in a long-term commitment to systemic reform in service of our English learner students and their families who are depending on us to ensure they all graduate with multiple opportunities for success. The district has intentionally engaged in a deep process of learning and inquiry; observed EL students' learning opportunities; examined the systems, practices, and results that comprise our current reality; and seen clearly where RDUSD needs to improve. It is with unwavering commitment that RDUSD has created a transformational *Master Plan for English Learner Success: Unlocking the World of Multilingualism* that will allow opportunities for everyone to know and do better and will cohesively guide the district's efforts and resources to continuously improve.

Appendix A: Policies and Practices

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Initial Identification and Placement

It is important that all students entering RDUSD schools are assessed and placed in the most appropriate instructional setting to meet their needs. The following section outlines the process for initial identification of English learners and the process for instructional model placement.

STEP 1: Registration, Including Completion of the Home Language Survey

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children, which is included in the school registration packet as part of the district's enrollment procedure. The results are maintained in student records and entered by school site registrars into the California Longitudinal Pupil Achievement Data System (CALPADS) and will assist schools in providing appropriate instruction for all students.

If the student is enrolling in a California school for the first time, the parent/guardian completes the Home Language Survey.

- If the answers to items 1, 2, 3, and 4 on the HLS are "English", the student is classified as English Only (EO) and the student is placed in the Academic Language and Literacy (ALL) model with no further language acquisition supports.
- If the home language is determined to be other than English, the student is assessed for English proficiency (Continue to Step 2).

If the student has a prior enrollment in a California school, then the Home Language Survey results from the prior school are used to determine if the student has a primary language other than English. The student's primary language and language proficiency data may be obtained from the state's CALPADS database.

During enrollment at the school site, the parent/guardian completes and signs an Annual Parent Notification Form which includes a description of the Academic Language and Literacy (ALL) instructional model and any other instructional models the district is offering/considering offering.[AG17][KW18]

STEP 2: English Language Proficiency Assessment for California

State regulations require that if the student's Home Language Survey indicates that a language other than English is used in the home, the student's English language proficiency must be assessed within 30 calendar days of initial enrollment. Students' English language proficiency is assessed as part of the enrollment process by trained personnel, with assistance provided by the district's Coordinator of English Learners. [AG19][KW20] Every effort will be made to make the

enrollment and initial assessment process as convenient as possible for parents/guardians and students.

The assessment used to determine inital English proficiency is the English Language Proficiency Assessments for California (ELPAC). The ELPAC is a standardized language proficiency test, based on the California English Language Development (ELD) Standards (2012), designed to measure the English proficiency of non-native speakers. All students are assessed in the domains of reading, writing, listening and speaking. The ELPAC includes two types of assessment: Initial and Summative. The Initial ELPAC is used at the time of initial enrollment in California, and the Summative ELPAC is taken each year thereafter, to assess growth.

In RDUSD, new enrollees are tested at the school site for their English proficiency skills within 30 calendar days and primary language skills within 90 calendar days of their initial enrollment date. The goal is to make the enrollment and initial assessment process convenient and streamlined for parents and students.

Students with disabilities: If a student has an Individual Education Plan (IEP), the ELPAC or any of its parts may be waived if that student's IEP provides for an alternative assessment in place of all or part of the ELPAC. The IEP team determines if the ELPAC may be taken with designated supports or accommodations. In RDUSD, the Ventura County Comprehensive Alternate Language Protocol (VCCALPS) [AG21] [KW22] is administered most frequently with students in moderate to severe placements but may also be appropriate for students in other placements. The EL Site Coordinators will assist the Special Education caseworkers in the process of appropriate placement of special education students who have language proficiency needs.

If the student is enrolling in a California school for the <u>first</u> time, trained LARC personnel will administer the ELPAC and the results of the assessment will be used to determine the student's English language proficiency. Based on the Initial ELPAC results, the student is classified as either initially fluent in English (I-FEP) or as English learner (EL). A student is classified as I-FEP if the ELPAC overall score is Level 4 (Well Developed). Students scoring at Levels 1 to 3 are classified as English learners. A preliminary score is calculated for the purpose of determining the student's placement. The results are sent to parents/guardians within 30 days of receipt by the district. ELPAC results are maintained in the student's EL folder inside the CUM folder, and in the district's student information system for future use in monitoring student progress and in program evaluation.

If the student has a prior enrollment in a California school, the district will obtain data on the student's language classification, English proficiency, and prior program participation from CALPADS and use that information to make an appropriate determination regarding the student's language classification and instructional model in which the student will be placed.

Table A.1. Criteria for Classifying a Student as Either Initially Fluent in English Proficiency (I-FEP) or English Learner (EL)

Home Language Survey	Initial ELPAC Performance	Language Classification
Answers to items 1, 2, 3, and 4 are all "English"	NO ELPAC administered	English Only (EO)
Answer to any question is a language other than English (e.g., Spanish, Hmong, etc.)	 ELPAC administered Minimally Developed (Level 1) Somewhat Developed (Level 2) Moderately Developed (Level 3) 	English Learner (EL)
Answer to any question is a language other than English (e.g., Spanish, Hmong, etc.)	ELPAC administered ■ Well Developed (Level 4)	Initially Fluent English Proficient (I-FEP)

STEP 3: Primary Language Assessment and Determination of Recommended Instructional Model Placement

All identified English learners are assessed for proficiency in listening, speaking, reading, and writing in their primary language within 30 calendar days of initial enrollment at the school site. Whenever possible, a fluent speaker of the student's primary language who is trained in test administration, conducts the assessment. An informal assessment will be administered by a teacher or paraeducator who interviews the parent and/or student with an interpreter if necessary. The following are district-adopted primary language assessment instruments: [AG23] [KW24]

Results of the primary language assessment are placed in the student's EL folder, entered into the district student information system and communicated to parents via the Initial Parent Notification Letter. The results of this survey are used to evaluate the student's literacy development in the primary language and to make program recommendations.

STEP 4: Parent/Guardian Notification of Assessment Results and Placement

As part of the identification process, parents are notified of the results of their child's initial assessments via the Initial Parent Notification Letter, which is mailed to the parent. The purpose of the letter is to explain the English proficiency and primary language assessment results, program options, placement, and the waiver process for an alternative program. Parents are asked to sign and date all documents and return them to the school site. The parents are provided copies of all primary language assessment and ELPAC results. The results are also provided to the child's teacher(s) and verified by the site's administrator or designee

(i.e. Principal, Asst. Principal or EL Site Monitor). The school secretary, under the direction of the site administrator or designee, enters the assessment results for each student tested in the district's Student Information System. The school site personnel prepare the English Learner Folder and places the Home Language Survey, Initial Parent Notification Letter and the assessment results in the folder. The English Learner Folder becomes a part of the student's cumulative record file (CUM).

The Initial Parent Notification Letter explains the program options and gives parents a written description of the Academic Language and Literacy instruction model, currently the only offering in RDUSD.

English learners are tested annually with the ELPAC until they qualify for reclassification status. Parents will receive an Annual Parent Notification Letter informing them of their child's assessment results and their level of English proficiency. This letter will also serve as a reminder of the program options for placement and the Parental Exception Waiver. Parents may request the Parental Exception Waiver at any time.

STEP 5: Program Placement

The principal or designee assigns the English learner to an appropriate placement based on the student's assessment data and the parent's/guardian's preference. All students identified as English learners will be placed in RDUSD's Academic Language and Literacy (ALL) instructional model and will receive appropriate additional supports to meet their language development needs including designated English language development classes, before and after-school supports as appropriate, primary language support when possible, and academic interventions.

Parents/guardians of pupils enrolled in the school may choose the instructional model that best suits their child. Schools in which the parents/guardians of 30 pupils or more per school, or the parents/legal guardians of 20 pupils or more in any grade, request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Proposition 58, Sections 305 & 310. English learners with parental/guardian requests shall be given an opportunity to go to another school within the district if their site does not have sufficient number of parental/guardian requests at their site.

Copies of Initial Parent Notification forms are kept on file by the site principal. The original is placed in the cumulative record of the student. The information is entered into the district student information system for electronic storage.

Kindergarten Registration, Assessment, and Placement

A special process is used for assessing the language proficiency of new Transitional

Kindergarten (TK) and kindergarten students at the beginning of each school year.

Pre-registration begins in March of the school year preceding the child's entrance into PK or kindergarten. When the parent/guardian pre-registers the child, the Home Language Survey is completed and used to determine whether language assessment is required.

During the official assessment period (beginning July 1 and continuing until all assessment of new kindergarteners is completed, but no later than 30 days from when classes begin), staff trained in ELPAC and primary language assessment procedures is assembled to complete ELPAC testing of PK/kindergartners.

Assessment results are processed as quickly as possible by the school district personnel. Parents will be notified by the district and/or school site of the results and the options for placement for the child. The same procedures related to parent/guardian notification and program placement that are used for other students are used for kindergartners. Parent/guardian meetings are arranged to inform them about River Delta's Academic Language and Literacy instructional model and explain parental/guardian choice rights. All information is provided in written form in English and Spanish, and in other languages as feasible. Group meetings will be arranged to orient parents and explanation of the waiver process, as needed.

Transfer Students

When students transfer between schools in the district, all relevant data regarding the student's English learner assessment history including current scores, current student placement, academic progress and interventions are sent to the receiving school. The site principal or designee is responsible for reviewing the information in the student information system to make sure the student is properly placed in his or her new class(es).

Transfers Between District Schools

When students transfer between schools in the district all relevant data regarding the student's EL assessment history, current scores, current placement, records of academic progress, and interventions are sent to the receiving school. The site principal, or designee, at the receiving school are responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be properly placed in his or her new class(es), as specified in the student's current records, before approving the intra-district transfer request. All intra-district transfers are subject to space availability at the site requested.

Transfers from Other California Schools

Students who arrive from another California school with records of a Home Language Survey (HLS) and initial language status (EO, EL, and FEP) need not go through the RDUSD identification

process. Students transferring from another California school often have records of a Home Language Survey, scores on the mandated assessments, and an initial language status. Records are accepted from the previous school and data is entered into the Student Information System. The student's transcripts are reviewed to determine prior placements and academic history. If the student's prior records cannot be acquired from CALPADS or the prior district within ten (10) days of enrollment, English language assessment proceeds and the identification, notification, and placement process is implemented per the above description in Steps 1-5.

Transfers from Out-of-State or from Other Countries

The five-step identification, notification, and placement process described above and shown in Figure 11 will be followed when enrolling students who are new to the state or from another country. All relevant assessment, academic progress, and placement information will be entered into the Student Information System at the time of enrollment. Transcripts are reviewed to determine the student's prior placements and academic history.

The date the student is enrolled in the district is entered into the student's records and the student database system and is used to mark the date they first enrolled in a California school and (if appropriate) the date they first enrolled in a US school.

Professional Development for Staff and Administrators on Initial Identification, Placement, and Parental/Guardian Options and Informed Consent

To facilitate informed decision-making and improve school-to-home communication regarding program options and placement, the district will provide ongoing training for staff and administrators on procedures relating to initial identification, placement, and all legal requirements and district policies related to the implementation of this *Master Plan for English Learner Success*, including procedures for:

- initial identification;
- assessment;
- program placement options and district procedures;
- parents'/guardians' rights to information related to identification, assessment and program placement through a method/language that is comprehensible to them; and
- parents'/guardians' rights to agree with or decline recommendations regarding program placement and other EL services (Right to Informed Consent).

EL Site Coordinators will assist the Special Education caseworkers in the process of appropriate placement of special education students who have language proficiency needs.

Figure A.2: Initial Language Proficiency Assessment, Identification, and Placement Process

Step 1: Parent goes to school site for registration

- If the student is enrolling for the first time in a California school, complete the Home Language Survey (HLS) with assistance from a trained staff member.
- If the student was enrolled in a California school before, obtain primary language and language proficiency data from CALPADS.
- Parent completes and signs the Program Preference form.

HLS: Indicates language **other than English** on **any** question

or

CALPADS: Shows a **primary** language **other than English**

Step 2: English Proficiency Assessment

- If the student is enrolling for the first time in a California school, assess with ELPAC Assessment must be done by trained personnel.
- If student has an IEP, the IEP Team determines the appropriate assessment.
- If the student has a prior enrollment in a California school, obtain data on language classification from CALPADS.



ELPAC: Overall score is 1, 2, or 3

or

CALPADS: Indicated the student is classified

EL

Step 3: Language Classification

- Classify as English learner (EL).
- Assess the student's primary language proficiency ASAP within 30 days of enrollment.
- For transfer students, review available information to determine prior type of instructional model student has participated in, identified language proficiency level and academic progress.
- All students are placed in the Academic Language and Literacy (ALL) Instructional Model and necessary supports for diverse ELs are identified:
 - Newcomer supports if ELPAC is 1–2 and student has been in U.S. school <24 months (secondary)

HLS: Indicates English only on all four questions

or

CALPADS: Shows that **English** is the **primary** language

Language Classification: EO - English Only

- Notify the parent that the placement will be in the Academic Language and Literacy (ALL) Instructional Model.
- Enroll student in the Academic Language and Literacy Instructional Model.

ELPAC: Overall score is Level 4 (Fully Functional Skills) or VCCALPS **Language Classification:** IFEP (Initial FEP)

- Enroll student in the Academic Language and Literacy (ALL) Instructional Model.
- If parent indicates interest in a Dual Language Instructional Model, school shall provide parent with a Dual Language Instructional Model preference form.

Step 4: Parent Notification

- Notify parents of language classification and explain the ALL instructional model and benefits
- Also provide written explanations
- Complete Parent Notification letter with instructional model placement.

Step 5: Program Placement

 Place student in the Academic Language and Literacy (ALL) Instructional Model



Monitoring of Student Progress and Reclassification

Student achievement and progress is monitored regularly as part of the RDUSD system of curriculum implementation. When an English learner attains specific levels of academic achievement and language proficiency, they qualify to be reclassified from an EL to an RFEP student. If an EL student is not making adequate progress, additional support, intervention and action are necessary. The individualized EL Support Plan for this type of student is designed to help students meet English proficiency and academic achievement goals.

To ensure success for all students, it is essential to monitor ELs' academic performance at school sites, K-12, using formative assessments in order to identify and proactively address any developing academic deficits and provide appropriate supports to ensure student success. This monitoring of academic and language proficiency continues by trimester at the elementary level and quarterly at the secondary level for current English learners and for four years following a student's reclassification to ensure that students continue to meet expected academic growth. District-adopted assessments provide information that informs instruction and alerts teachers to students that may not be making adequate progress.

The district monitors, for a minimum of four years, the progress of reclassified students to ensure correct classification, placement, and additional academic support, if needed. The district maintains key data on the progress and assessments in the student's permanent documentation records (CUM). Each English learner who meets the established reclassification criteria is Fluent English Proficient (RFEP). After four years of progress monitoring, each RFEP who has demonstrated English language proficiency comparable to that of the average native English speakers is classified as FEP and can participate equally with the native English speakers in the regular instructional program.

Starting in the fall of each year, the English Learner Student Assistance Team (ELSAT) which includes the school administrator, EL Specialist, and staff members with relevant information, reviews the ELPAC scores and classroom performance of all ELs and identifies students meeting reclassification criteria, meeting growth expectations but not meeting reclassification criteria, and students not meeting growth expectations. Appropriate next steps are taken for all four groups of students, as demonstrated in the table below.

TableA.3.

Identification Type	Next Steps
Reclassified Fully English Proficient (RFEP) Students	The district monitors progress for a minimum of four years.
Students meeting reclassification criteria	Student enters the reclassification process
Students meeting growth expectations but have not yet met reclassification criteria	Student continues to be monitored for language proficiency and academic achievement by formative and annual district and State assessments
Students not meeting growth expectations	Student receives an individualized EL Support Plan, developed to meet his/her specific language and academic achievement needs

State, District, and Formative Assessments

Student progress is monitored at least annually, using both state- and district-mandated assessments. The assessments are shown in Figure XX and are used to determine students' English language proficiency and academic performance.

District-adopted assessments, such as NWEA-MAP, are used regularly during the year to monitor students' progress in English language development (listening, speaking, reading and writing), language arts, and math. Curriculum embedded assessments in language arts are taken in English in the ALL instructional model. If a language group increases in size to the point where dual language instructional models are necessary or desirable, then assessments in that language will be adopted.

English learners are administered formative and summative assessments equivalent to those used by English Only (EO) and Initially Fluent English Proficient (I-FEP) to monitor academic performance. Summative assessments such as the California Assessment of Student Performance and Progress (CAASPP), California Alternate Performance Assessment (CAPA), California Modified Assessment (CMA) tests are given to all students regardless of language and classification. Formative assessments such as curriculum-embedded, district benchmarks in English/Language Arts are taken in English.

The ELPAC is administered to all English learners annually to measure English language development progress. English learners who have been in U.S. schools for less than 12 months and whose primary language is Spanish will be given the Standards Test in Spanish (STS) to measure academic performance. ELPAC and STS are for English learners only and are taken as annual assessments.

Students on Individualized Education Programs (IEPs) may be given alternative assessments in place of the CAASPPs and ELPAC as allowed by the state and identified on their IEP. In RDUSD, the Ventura County Comprehensive Alternate Language Protocol (VCCALPS) is administered most frequently with students in moderate to severe placements. It may also be appropriate for students in other placements, which can be determined by the IEP team in collaboration with the EL Specialist.

Annual Notification of Language Status and Assessment Results

English learners are tested annually with the ELPAC until they qualify for reclassification status. Parents will receive an Annual Parent Notification Letter informing them of their child's test results. This letter will also serve as a reminder of the current program options for placement and the Parental Exception Waiver. Parents may request the Parental Exception Waiver at any time.

Monitoring Progress of English Learners with Benchmarks

RDUSD has developed yearly benchmarks to monitor progress of ELs in language acquisition and academic content. The benchmarks provide a way to monitor ELs from the first day of enrollment in the district. ELs are expected to improve every year in language acquisition and academic content. RDUSD believes that by committing to and implementing the *Master Plan for English Learner Success*, building instructional and leadership capacity through ongoing professional learning, and focusing on the Strategic Goals and High-leverage Action Steps articulated in the Theory of Action, all EL students across the district will meet reclassification criteria and achieve success. [AG25]

The benchmark reports:

- assist in monitoring students' language and academic growth.
- can be modified for students with special needs within the IEP for monitoring progress and achieving expected growth goals.

The benchmarks establish clear expectations of growth in English proficiency and academic performance and performance for each year an English learner is enrolled.

Table A.4. Expected Benchmarks for English Learner Students

Overall ELPAC Level at Time of Entrance to the Program	Level 1	Level 2	Level 3	Level 4 with Subtests Level 1 or 2	Level 4 and Subtests Level 3 or 4	Reclassified or Post Reclassification
Timeline toward	1st year	2nd year	3rd year	4th year	5th year	6th year
reclassification based on ELPAC overall		1st year	2nd year	3rd year	4th year	5th year
score at time of initial			1st year	2nd year	3rd year	4th year
enrollment year				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on CAASPP (ELA)	Level 1	Level 1	Level 2	Level 3	Level 3 or 4	Level 3 or 4
Expected Performance Level on CAASPP (Math)	Level 1	Level 1	Level 2	Level 3	Level 3 or 4	Level 3 or 4
Expected Performance Level on Standards-based Test in Spanish (STS)	Proficient or Advanced					

How EL Benchmark Reports Are Used

The English Learner Support Team will generate benchmark reports electronically on a semester basis. The benchmark reports will be used by teachers, counselors and site administrators in planning student course placement, parent/student conferences and to determine student participation in intervention programs. If students do not meet the benchmarks, they may be placed in an intervention program before/during/after school tutoring, and/or summer school.

Site administrators and staff will review the results and students who are, and are not, meeting the expected benchmarks. Students who are meeting benchmarks will continue to be monitored until they are able to be reclassified as fully English proficient (RFEP). Students who are not meeting expected benchmarks will be provided additional support immediately. At grades K–6, ELD/ELA teachers will review benchmark reports with parents during parent conferences.

Use of Assessment Data for Instructional Planning

Teachers use the language arts and mathematics curriculum embedded assessment data to

analyze student progress every 6 to 8 weeks; results drive differentiated instruction and provide a basis for classroom interventions as appropriate. Formative assessment practices aligned to the CA ELD Standards should be used in all classrooms to evaluate and monitor the English language development of EL students. The results and information gathered through these processes should guide the formation of designated ELD groupings and provide the basis for designated ELD instruction by proficiency level for all ELs.

ELPAC data (supplemented by curriculum embedded, and benchmark assessment results) are used for instructional groupings in ELD at the elementary level, and student placement in appropriate ELD courses at the middle and high schools. Teachers must also use formative assessments to identify areas of ELD progress and need for individual students as well as for groups of students, and to modify instruction accordingly.

CAASPP and NWEA/MAP assessment results are to be used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of interventions and assign them to appropriate instructional schedules. Students who meet or exceed benchmarks for growth on these assessments are accelerated and/or moved to more advanced groups/classes at appropriate junctures throughout the year.

Reclassification Process

Annually, the ELSAT, led by the Director of English Learner Services collects and reviews the CAASPP test results, ELPAC scores, student grades, and any other relevant assessment data for all EL students and identifies those students who are eligible for reclassification. Additionally, the district has articulated a Pathway to Reclassification for students with IEPs who do not meet standard reclassification criteria. The district's criteria are shown in Table XX on p. XX. In alignment to California's Department of Education guidance, the criteria include multiple measures of:

- English language proficiency (listening, speaking, reading and writing);
- Academic achievement in reading, and writing, measured in English;
- Teacher's evaluation of student's curriculum mastery as demonstrated by successful participation and achievement in grade-level classes; and
- Consultation with parents/guardians for their opinion and input during the process of reclassification.

When a student has met the above assessment criteria, the principal or designee notifies parents and guardians of their right to participate and be consulted in the decision to reclassify their child. The school provides an opportunity for the parent or guardian to attend the reclassification meeting. The meeting will be scheduled at a time convenient for the parent/guardian and translation will be provided if needed. If they are unable to attend, the

parent/guardian may communicate his/her opinion in writing or via phone call. The parent's/guardian's input is documented on the reclassification form.

Parental/guardian participation and support is essential to ensure the maximum number of RDUSD students are reclassified. To this end, site and district leaders will make multiple attempts to inform and involve parents in understanding the reclassification process. Sites are encouraged to take additional steps to involve parents/guardians in the reclassification process, including:

- Discussing the importance of reclassification, and the process to reclassify, at ELAC meetings;
- Meeting individually with parents/guardians of ELs who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal; and,
- Inviting parents/guardians to a group meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for up to four additional years. Students are also included in this meeting/celebration.

The River Delta Unified School District has adopted the following reclassification process to enable students initially identified as English learners to exit specialized EL program services and participate without further language assistance as Reclassified Fluent English Proficient (RFEP) students. ELs shall be reclassified when they have acquired the English skills necessary to receive instruction and achieve academic progress in English only at a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the school's regular instructional program. The reclassification criteria validate each student's readiness to exit from specialized English learner (EL) programs, by demonstrating achievement and mastery of grade-appropriate standards of:

- English language proficiency, including reading, writing, speaking and listening; and
- Academic achievement in reading and English language arts

The table below outlines the expectations for the level of achievement that students should attain as they progress through RDUSD schools. Note that the table is built around two main parameters 1) the student's ELPAC level and 2) the number of years in school and encompasses all of our high-quality instructional models. Students are expected to move through the language proficiency levels (at least one per year) and are expected to reclassify within six years. If a student enters mid-year, then s/he is placed and monitored in her/his entering proficiency level but will not be expected to move in the first six months.

The reclassification decision is made by district and school personnel, including the English Learner Student Assistance Team (ELSAT) after considering the evidence regarding the student's performance, and in full consultation with the parent/guardian (See Figure 10). The membership of the ELSAT includes: the site administrator or designee, the EL Site Coordinator, content classroom teacher(s), ELD teacher, and any other relevant specialists. The process for reclassification is as follows:

- 1. The process of student identification for reclassification will begin in the Fall of each school year and is ongoing throughout the year.
- The site administrators and EL Site Coordinator will review data on the academic performance of English learners and generate a list of potential candidates for reclassification.
- 3. The Reclassification forms for potential candidates will be completed by the principal or EL Site Coordinator.
- 4. The English Learner Student Assistance Team (ELSAT) makes arrangements to consult with parents to review the student's progress and the reclassification criteria. Translation services will be available upon request, and forms will be made available in Spanish, or other home languages as needed. During the meeting, the student's progress is discussed as well as the recommendation to reclassify the student to Fluent English Proficient (RFEP). If the parent is unable to come to the school, a person speaking the parent's primary language will consult with the parent on the phone or by mail and document the conversation on the Initial Reclassification Form.
- 5. Once a student is approved for reclassification, the site administrator or designee will change the student's status to RFEP in the Student Information System.
- 6. The site administrator or designee places the original Initial Reclassification Form and a copy of the Initial Reclassification Parent Notification in the student's EL folder. The outside of the student's EL folder is marked "RFEP" and dated in large black letters. A copy of the original Initial Reclassification Form along with the Parent Reclassification Notification will be sent to parents and to the Director of EL Services.
- 7. The reclassified student will no longer receive designated ELD support classes or services. While changes in placement may occur at any time, the normal procedure is to make the placement at a natural instructional break (i.e. beginning of a semester or a trimester).

Table A.5. RDUSD Reclassification Criteria 2019-2020

	Grade Level Measures		
Multiple Criteria	1st and Fall 2nd Grade	Winter/Spring 2nd Grade	3rd-12th Grade
English Language Proficiency (ELPAC)	ELPAC Proficiency: Overall score of: 4-well developed	ELPAC Proficiency: Overall score of: 4-well developed	ELPAC Proficiency: Overall score of: 4-well developed
Academic Achievement	"Meets Expectations" at Grade Level for Reading in English during most recent assessment window	NWEA MAP RIT Reading Score at or above the district average during most recent assessment window, but not below yellow band (Student Profile Report)	CAASPP English Language Arts at or above the midpoint of "Nearly Met" (Level 2) OR NWEA MAP RIT Reading Score at or above gradelevel district mean during most recent assessment window, but not below yellow band (Student Profile Report) OR NWEA MAP RIT Reading Score at or above 10th grade end of year mean
Teacher Evaluation	Report Card indicates that student is at or above grade- level standards in all English Language Arts.	Report Card indicates that student is at least approaching standards in English Language Arts.	Report Card indicates that student is at or above grade level and a minimum of "C" in English Language Arts.
Parent Input and Consultation	Parental opinion and consultation	Parental opinion and consultation	Parental opinion and consultation

Monitoring Procedures for RFEP Students

Students who have been reclassified as RFEP will receive follow-up monitoring for a minimum of four years after reclassification. The school's English Learner Student Assistance Team maintains a roster of RFEP students who need to be monitored while attending their school. Follow-up occurs 90 days, and each year for a total of four years after the initial date of the student's reclassification. Reclassified students who have difficulty in the core curriculum will have access to the support services and interventions offered at the site to all students who are not meeting academic standards. Those support services are outlined in the Single Plan for Student Achievement and will be reviewed with parents at the time of the parent conference or scheduled meeting. If the student's grades fall below grade level or the student is not making adequate progress in any academic class, the site ELSAT is convened to evaluate the student's progress. Using the district's EL Support Plan, appropriate intervention measures are recommended, which may include but are not limited to any of the following:

- Student/teacher/parent conference
- Tutoring
- Specialized reading, writing, or mathematics instruction
- Placement in reading, writing, or mathematics support class

The progress of ELs and reclassified students will be examined annually in comparison with the data of the average native English speaker. A process of evaluating the effectiveness of program elements will be used to examine the impact of programs on the academic progress of all EL students.

Figure A.6. The Reclassification Process

The annual reclassification process begins as soon as official ELPAC and CAASPP results are received by the school.

Step 1: Annual Review of Progress

Upon receiving ELPAC and CAASPP data, Principal/designee reviews data

Student's results meet State reclassification criteria when:

- ELPAC: Overall Level 4
- CAASPP:

or

IEP Team recommends Individualized Reclassification for student with IEP

Student ELPAC results or CAASPP results do not meet Criteria

- Student continues as English learner
- Proceed with review for possible Intervention plan development
- Convene ELSAT if necessary, to determine next steps
- Provide intervention program as needed
- Continue to monitor student progress



Step 2: Teacher Evaluation of curriculum **Mastery meets Criteria**

Grades 2-6:

- Teachers complete the consultation form (to be developed) and attaches student work that demonstrates curriculum mastery by demonstrating successful participation and achievement in gradelevel ELA.
- Report card indicates that student is at least approaching standards in ELA.

Grades 7–12:

- Performance at or above grade level
- Minimum of "C" in academic areas on most current report card
- Teachers complete the consultation form (to be developed) and attaches student work that demonstrates curriculum mastery by demonstrating successful participation and achievement in grade-level



Teacher Evaluation of Curriculum Mastery

Does not meet Criteria



Teacher Evaluation of Curriculum Mastery

Does meet Criteria



Step 3: Convene the **Reclassification Team**

- Discussion is held regarding all collected data in the presence of the parent
- Present to parent the information gathered as part of the consultation

Parent and team decide not to reclassify the student.



Parent is informed that reclassification is appropriate

After reviewing the data with explanation and participating in a discussion (at parent option), the parent may provide input/comments which are documented on the reclassification form.



Step 4: Student is Reclassified to FEP

Principal/designee:

- Completes forms.
- Submits forms to the EL Coordinator
- Department staff changes language classification in student information system to RFEP and enters date.

EL Support Plans

River Delta Unified School District is committed to closing the achievement gap for English learners. When EL students are identified as not meeting expected proficiency growth in English or in the content areas by the ELSAT, an individualized EL Support Plan is instituted.

No later than October of each year, the ELSAT reviews the results of the spring testing (end-of-year results on district-identified assessments for Kindergarten, first and second graders) and develops or revises an EL Support Plan for each student not meeting the growth expectations. No later than the fall parent/guardian conference, the EL Support Plan is discussed with the parent/guardian, amended to include the parental/guardian input, and documented on the appropriate forms. This plan includes interventions to be provided, identifies the language(s) to be used, and timelines.

The student is then provided with the intervention programs/services as specified in the EL Support Plan. His/her progress is carefully monitored throughout the school year, at each assessment interval. Adjustments and modifications to the plan are made when the data continues to show slow progress or no progress. All records, including a copy of the plan, are kept in the student's EL Folder as an addendum to the CUM.

In the spring of each year, the ELSAT assesses the effectiveness of the implemented interventions and achievement of students with EL Support Plans. If a student continues to make inadequate progress, a meeting is held with the ELSAT, which includes the parent/guardian. Teachers, program and settings are monitored for regular, systematic implementation of best practices and effectiveness of effort. During this meeting, the following things are discussed:

- The teacher identifies all interventions that have been implemented, using a Pre-Referral Checklist [AG26] as a guide;
- The team reviews and modifies the list of interventions to beimplemented;
- Modification of instructional practices, grouping, language of instruction, and effective design are also considered;
- An EL Support Plan is developed, to be implemented through the first quarter of the following year. This plan identifies the intervention and acceleration schedule for the individual student. Use of additional time (intersession, summer school, before and after-school) is also considered and defined in this plan; and,
- The parent/guardian will be contacted to inform them of the lack of progress, to discuss
 the individualized acceleration/intervention plan and invite them to review and inform
 forthcoming discussions and invite them to participate on the team in the decisions and
 actions of the ensuinginterventions.

The revised EL Support Plan is developed based on the analysis of the student's needs and the results of the evaluation from the previous interventions.

Group data are disaggregated and examined to measure the effectiveness of the various intervention programs for different groups of English learners.

If the student continues to make inadequate progress, he/she is referred to the Student Study Team (SST) for a more comprehensive examination to diagnose his/her needs and planning of an appropriate program. The student's progress continues to be monitored. The implementation of program, settings and implementation of best practices continues to be monitored by the principal, and the district. For students with IEPs, the team may determine that further interventions are inappropriate based on astudent's qualifying condition.

The district Coordinator of English Learners working with other departments, as appropriate, will provide ongoing guidance and professional development to schools on how to manage the process of developing and monitoring effective EL Support Plans. This department will also provide training on how to efficiently conduct monitoring reviews and implement planning sessions.

Identifying ELs Who Are Not Meeting Expected Growth

The district employs a number of measures to monitor student progress. The EL Specialists at each school develops a list of all students who are not meeting expectations.

The teacher completes the Pre-Referral Checklist [AG27] for an EL Support Plan (Form 11) and submits it to the ELSAT. The ELSAT convenes and prescribes appropriate interventions for the individualized EL Support Plan. In addition to in-school and/or school-sponsored interventions, the student may be placed in instructional resources that extend beyond the school's curricular day.

Monitoring of EL Support Plan Effectiveness

The ELSAT at each site will regularly monitor the progress of the referred student by doing the following:

- At minimum, the team will meet twice a year (recommended timeframe: October– January; April–May) to review the most recent assessment data for the referred student(s). At this time, the ELSAT will possibly modify, extend, or replace interventions, when required.
- The classroom teacher, EL Specialist, and/or any other persons who have been assigned responsibility while developing the student's English Learner Support Plan will closely and regularly monitor the student's work to determine the efficacy of the selected interventions.

If the interventions are not successful, the ELSAT will pursue other avenues of support
until a correct match has been found for the referred student or other specialized
assistance (i.e. Student Study Team for possible referral for Special Education testing)
has been explored.

Documentation of the EL's Support Plan will be filed in the green folder in the student's cumulative file.

Training on the EL Support Plan

Each year, all teachers serving EL students with EL Support Plans [AG28][KW29]will work collaboratively with an EL Specialist to understand the current plan and the associated roles and responsibilities of staff to ensure student success.

Special Education Services for the English Learner

English learners have access to Special Education services just as all other students in RDUSD. Careful review by the Coordinator of Special Education and the School Psychologist of all referrals takes place first, to determine whether Special Education assessments (speech, language, social, emotional, or academic) are warranted or if student performance/behaviors are related to expected patterns of second language acquisition. When it is determined that an English learner needs to be assessed, whether it be speech, academic or cognition, the testing will be initiated upon parent's written approval. As appropriate, assessments will be conducted in the primary language of the student, English, or both languages, making certain that cultural differences are taken into consideration when determining eligibility.

Instructional decisions related to student's language acquisition status must be described in the Individualized Education Plan (IEP) to the extent that the student's English Language Development program relates to his/her need for Special Education services. The IEP must include a goal that addresses ELD. English learners in grades K–12 with an IEP continue to receive high-quality ELD instruction in both integrated and designated ELD settings from all teachers. Special Education staff, including Special Day Class staff, will receive the same training as general education staff in working with ELs. English learners may also be served through mainstreaming with authorized teachers. In SDC classes, the authorized Special Education teacher provides ELD instruction to the student. Bilingual paraeducators may also be assigned to the program to provide direct support to English learners with an IEP.

Pathway to Reclassification for Special Education Students

English learners who receive Special Education services may not receive different treatment than those who do not receive Special Education services (34 C.F.R. section 104.4(b)(l)(i)-(iv)

and 28 C.F.R. section 35.130(b)(l)(i)-(iv).

If an English learner student has an Individualized Education Program (IEP) the following procedures are followed. River Delta USD will continue to seek guidance from the CDE as recommendations for reclassification procedure continue to evolve and assessments for both academic achievement and English language proficiency are calibrated across the state and country.

RDUSD will ensure that reclassification criteria for dually classified students (EL and Special Education) provide the most appropriate range of support services for the student, and do not prevent any student from being reclassified because of their identified disability. For these reasons, RDUSD will follow guidance⁶ provided to consider reclassification for three distinct groups of students: 1) students with disabilities who are able to access all four domains of the ELPAC with or without appropriate accommodations; 2) students with significant cognitive disabilities and must be assessed using an alternate English language proficiency assessment (not ELPAC); and 3) students with disabilities that preclude assessment in one or more of the domains on the ELPAC or alternate assessment.

The IEP Reclassification Team should consist of at least one expert on the student's English language acquisition (such as the designated ELD teacher, EL site coordinator, or RtI teacher), a special education teacher who works with the student, a regular education teacher (if applicable), and one or both of the child's parents.

Table A.7. The Reclassification Process for EL Special Education Students

Student Groups	Reclassification Process
Group 1: Special Education students who are able to take the ELPAC	Same as for EL students in the general education setting with appropriate modifications for academic achievement based IEP recommendations
Group 2: Special Education students who are not able to take the ELPAC, but can participate in an alternate ELP assessment	Determined by the IEP Reclassification Team, based on progress on language proficiency assessment and academic achievement assessment (CAASPP or CAA)
Group 3: Special Education students whose disabilities preclude them from taking the ELPAC or VCCALPS in one or more domain	English language proficiency progress on the assessable domains, in addition to state guidance on other additional criteria for non-assessable domains

⁶ Guidance taken from: CCSSO Framework on Supporting Educators to Prepare and Successfully Exit English Learners with Disabilities from EL Status. The Council of Chief State School Officers, January 2019.

Group 1: Students with disabilities who are able to access all four domains of the ELPAC, with or without appropriate accommodations

The reclassification process used for students with IEPs who are being instructed using the general education curriculum and assessed with the ELPAC, with or without appropriate accommodations, is the same process used for general education students. K-12 students with IEPs are considered for reclassification each year by reviewing their progress on ELPAC in conjunction with their annual IEP as part of the "Pathway to Reclassification". If the student's achievement does not meet district reclassification criteria due to their diagnosed disability, the IEP team may recommend the student be reclassified based on factors other than performance on achievement assessments.

This "Pathway to Reclassification" includes the student's Case Manager as the head of the Reclassification Team. If a student in this situation fails to meet the standard reclassification criteria within the expected time frame, an IEP team will determine further services needed, including assessment accommodations, to be used. Prior to making this determination a thorough assessment is conducted and the IEP must include a statement of the student's development of proficiency in English. The principal or designee at the school site, and district staff from the Department of English Learner Services and the Department of Special Education will be involved in, and must concur with, the determination. Services and monitoring continue until the student is reclassified. The majority of dually classified students should fall into this group of students.

Group 2: Students with the most significant cognitive disabilities who must be assessed using an alternate English language proficiency assessment

These students are those who participate in the California Alternate Assessment (CAA) rather than the CAASPP and the VCCALPS instead of the ELPAC. A small segment of the overall EL population should be eligible for the alternate ELP assessment. Since measurement of their skills is often difficult, the district will consider the reclassification of these students after careful review of individual progress and needs. Reclassification to Fluent English Proficient means the student has learned English sufficient to participate in English in their program and can remedy any and all deficits that may have been incurred in the academic content. Because these students typically receive medical care for many years, special consideration is given so that the language classification (EL or R-FEP) determination does not cause physical, emotional, or other harm to the student's well-being. The decision shall be made in a manner that provides the best benefit to the student and their family. The IEP team reviews the data and makes the decision about reclassification.

Group 3: Students with disabilities that preclude assessment in one or more of the domains on the ELPAC or alternate assessment

Title I regulations state, "If an English learner has a disability that precludes assessment of the student in one or more domains of the English language proficiency assessment required under for the affected domain(s) (e.g., a non-verbal English learner who because of an identified disability cannot take the speaking portion of the assessment), as individual or team designated by the LEA to make these decisions under Title II of the ADA, a State must assess the student's English language proficiency based on the remaining domains in which it is possible to assess the student (34 CRF § 200.6(h)(4)(ii))."

Pursuant to this regulation, for a very small number of ELs with disabilities who are not able to access one or more domains and for whom there are no appropriate accommodations take the speaking portion of the state ELP assessment" [34 CRF § 200.6(h)(4)(ii)], ELP must be assessed using the remaining domains.

Special Education Services: Gifted and Talented Education (GATE)

The River Delta Unified School District is committed to ensuring equity in its Gifted and Talented Education (GATE) program. Many culturally and linguistically diverse students do not attain high scores on achievement tests and are therefore overlooked for eligibility in gifted programs. RDUSD ensures equal access to all students through its identification, referral process, testing and teaching methodologies in its GATE programs.

Multiple criteria are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. This allows for students from all ethnic groups to be identified for the services provided through the GATE program. A parent or teacher may refer a student for GATE testing. English learners may be identified, along with native English speakers, based on their ability or talent in one of the following areas: intellectual, creativity, academics, or visual and performing arts.

All English learners participating in the GATE program must continue to receive English Language Development and appropriate second language services to provide access to the core curriculum.

Staffing

River Delta Unified School District is committed to providing high-quality instruction to all English learners we serve. We believe all teachers must be knowledgeable about, and proficient in, implementing research-based best instructional practices for English learners, such as those described in our RDUSD Language Development Approach. In order to do this, the district hires

appropriately credentialed teachers and instructional aides, and provides ongoing, focused, effective and research-based professional development to all administrators, teachers and staff. By recruiting, hiring and retaining quality talent throughout our district, we will prepare and empower educators with the instructional and leadership skills required to work effectively with English learners.

Staffing and Certification

Our students are guaranteed to be served by teaching personnel who hold appropriate credentials necessary to instruct English learners. River Delta Unified School District actively recruits and hires teachers who are fully authorized or "actively pursuing" the required credential. Every effort is made to hire fully-credentialed teachers, but if candidates are not available, teachers in training can fill the positions as long as they complete all requirements within a specified time. All newly hired teachers who do not have appropriate authorization are required to sign a Commitment Letter as part of their contract with Department of Human Resources indicating their intentions to complete their credentialing requirement and identify an expected completion date (3 years for CLAD/CTEL and 3-5 years for the BCLAD).

All teachers providing ELD must be authorized with a Cross-cultural Language and Academic Development (CLAD) credential, California Teacher of English Learners (CTEL), or equivalent. All teachers who provide primary language instruction must be appropriately authorized with a Bilingual Cross-cultural Language and Academic Development (BCLAD) credential, or equivalent. Annual progress towards achieving EL Authorization will be monitored by the Director of Human Resources and Educational Services.

Whenever open teaching positions require BCLAD/CLAD certification, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions. If fully credentialed candidates holding the BCLAD/CLAD are not available, teachers in training for B/CLAD may fill the positions as long as they acquire an emergency BCLAD/CLAD and complete all requirements within the required time specifications.

Each spring, the Human Resources Department collects information from teachers on their progress in fulfilling the requirements. New teachers in training are considered to be on interim assignment and teachers without a CLAD/CTEL or BCLAD will not receive Tenure status until all required authorizations are completed.

Teacher authorizations are monitored to ensure that all staff members working with English learners receive relevant professional development and support. The Department of Human Resources monitors the progress of teachers in training until they fulfill their agreements to complete EL authorizations.

Recruitment Procedures - Teachers

Teacher hiring and placement decisions are based on student and program need, including EL enrollment data, and other relevant factors.

The English Learner Staffing Annual Report will be completed each April by the Director of Personnel. It will be shared with the Department of Ed Services, presented to the DELAC and kept on file. The report will monitor the district's progress toward full certification of all teachers working with English learners until all shortages of qualified teachers are remedied. The EL Annual Staffing Report will document the number of teachers who are fully certified and those in training, as well as results of hiring and staff training efforts each year.

The district's Department of Ed Services works closely with the Director of Personnel on issues of recruitment, interviews, and recommendations to site administrators. The following yearly actions constitute the district's approach to recruitment of teachers for English learners.

Each spring, the district develops a district EL staffing plan based on the number of EL students reported on the annual Language Census report, and takes into consideration the parent and guardian expressed interest in alternative instructional models for ELs, the number of English learners in special education programs, ELD, primary language support, primary language instruction, and the number of current teachers who need to complete authorizations. The Department of Human Resources, the Department of English Learner Services, in partnership with site and district leaders collaborate to identify district staffing needs. Principals are then informed regarding the needs for adequate numbers of qualified teachers to fully implement the school's instructional model.

Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, the Director of Personnel and site administrators assign properly credentialed and EL authorized teachers to specific programs requiring their specialized expertise. When there are not a sufficient number of EL authorized teachers available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary EL authorizations within an identified timeline.

Advertising and aggressive recruitment efforts are undertaken, internally and externally, until all positions are filled. Job announcements will be widely published in:

- Teacher training programs at college and university campuses;
- County Offices of Education;
- School sites and the River Delta Unified School District office;
- Web-based advertising agencies, such as EDJOIN, and social media;

- National Education Association (NEA), California Teachers Association (CTA), American Federation of Teachers (AFT) and California Federation of Teachers (CFT) publications;
- Local newspapers, including foreign language, organizational newsletters and publications;
- Recruiting booths, annually, with an active member of named professional groups on the recruiting team (such as take a teacher member of CABE to CABE conference to recruit), at conferences such as:
 - National Association for Bilingual Education (NABE) when the conference is held in California;
 - o California Association for Bilingual Education (CABE);
- Career Day events at local colleges/universities and secondary schools, where the
 district provides information concerning needs for dual language teachers and
 paraprofessionals, employment opportunities and procedures for hiring;
- Use of informal contacts in the community and/or local community organizations to identify potential local candidates; and
- The Human Resources Department will encourage classified employees to pursue teaching careers/ credentials and inform them of opportunities to do so.

The district will provide information concerning district needs for ELD, bilingual teachers, and other employment opportunities. Announcements will indicate that River Delta Unified School District is seeking bilingual educators in the languages most highly represented in the district as needed.

Hiring Priorities and Procedures

Teachers

Highest priority is given to the hiring of BCLAD teachers.

The second priority is given to the hiring of CLAD or equivalent certified teachers who have capacity to speak languages other than English that are represented in our student population. These teachers should be placed in classrooms with English learners when possible. They may receive support from bilingual paraeducators who use their primary language to clarify, explain, motivate and direct students.

The third priority is given to a bilingual teacher who does not yet have BCLAD authorization and who may be assigned to designated bilingual classrooms as a Bilingual Teacher-in-Training.

These potential BCLAD teachers must gain BCLAD authorization within 5 years.

The fourth priority is given to teachers who are in the process of obtaining a CLAD or equivalent authorization. Such teachers have 3 years to complete the CLAD authorization.

The Director of Personnel manages job applications, eligibility interviews, and processing procedures for both teaching and paraeducator positions. Applicants meeting the district's screening requirements are available to the site principal for interviewing and placement in an appropriate position.

Human Resources will provide principals a list of certificated teachers and their particular authorizations to serve English learners. Teachers are placed according to student program needs. Teachers who are assigned to classrooms requiring EL authorization but are not actively pursuing appropriate authorization are notified that if completion of needed authorization is not pursued, they may be reassigned or displaced.

Administrative Staff

In order to support the implementation of EL programs and services at the school sites, the district makes it a hiring priority to staff school sites with administrators who possess the BCLAD, CLAD, or equivalent authorization or who are taking part in a staff development plan as part of their professional development. Currently employed administrators are highly encouraged to complete the appropriate EL authorization.

Bilingual Paraeducators

To support student access to core curriculum, River Delta Unified School District employs qualified bilingual paraeducators. The district also encourages these staff members to pursue a teaching credential.

Site administrators and staff will plan staffing of paraeducators based on the need for primary language support. The number of English learners, site and district categorical budget, and the need for primary language support services at the school, are all of the factors that must be considered when making staffing decisions. The RDUSD employs a number of bilingual paraeducators who provide support with intake, assessment, and instructional services at the school sites, as well as, districtwide interpreting and translating support. Bilingual paraeducators are available to interpret and translate documents for their assigned sites based on their availability and the appropriate allocation of school site categorical funds when work is requested outside of the paraeducator's work hours. The Department of Ed Services employs a district interpreter and translator to facilitate services needed at the district offices. Requests for interpretation and translation services from the district translator are submitted to the Director of Ed Services for processing.

Recruitment of bilingual paraeducators is done through the district website, EDJOIN and internal and external announcements at:

- School sites;
- Local colleges and universities; and
- Other community organizations

Announcements will indicate that River Delta Unified School District is seeking bilingual paraeducators in the languages most represented and needed in order to better serve RDUSD's multilingual and multicultural community. Applications are continuously accepted and, when a pool of applications is collected, proficiency testing takes place [AG30] [KW31].

Bilingual paraeducators are an integral part of an EL Program. Paraeducators contribute specialized skills and work closely with the full instructional team to plan for the needs of the students. When the teacher does not hold a BCLAD, the bilingual paraeducator works with the CLAD teacher to provide primary language support to motivate, clarify, direct, support and explain facts and concepts to the English learner. It is essential, therefore, that the bilingual paraeducators be assigned to classrooms to work with ELs of greatest need during core content instruction in English/Language Arts, Math, Social Studies and Science. They support the classroom instruction in many ways but are not responsible for ELD instruction. Appropriate student supports include, but are not limited to:

- Previewing and reviewing lessons in primary language;
- Providing one-on-one or small group follow-up and/or reinforcement of English instruction; and
- Using primary language instructional materials to facilitate the understanding of concepts, directions, assignments, and content delivered during English instruction.

Paraeducators also assist with a variety of language needs outside of the classroom. Due to the valuable nature of their direct student supports, clerical duties outside of the classroom may not constitute more than 20 percent of their job description. Appropriate tasks outside of the classroom include, but are not limited to:

- interpreting for Parent-Teacher Conferences and notifications;
- attending and interpreting at ELAC and DELAC meetings;
- ELPAC testing;
- primary language testing; and
- providing interpretation and translation services in additional situations that may not be named above.

English Learner Specialists

An EL Specialist will be assigned to each school based on current enrollment of ELs. They are required to hold a BCLAD or CLAD credential. Other qualifications include:

- Demonstrated knowledge of effective practices for educating ELs;
- Thorough familiarity with district programs and services for ELs;
- Ability to work in a collegial manner with other teachers, administrators and staff:
 - Work closely with site principals and district staff on site organization of services to ELs;
 - Maintenance and usage of assessment data for the purposes of leading grade-level and individual teacher discussions;
 - Monitoring of student progress and reclassification;
 - o Collaboration with teachers, including provision of content expertise and peer coaching.

EL Specialists are selected using a process that includes both district and site personnel. They are provided training and support by the district necessary to carry out the duties of the position.

Parent/Guardian and Community Engagement

Communication in the Home Language

It is the goal of the River Delta Unified School District that parents of English learners at all schools will participate meaningfully in the education of their children. To support this goal, RDUSD will make every effort to effectively communicate with parents and guardians of English learner students. Whenever possible, the school will provide translations of school information for all language groups. In addition, when 15 percent or more of the students enrolled at a school site speak a single primary language other than English as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents will be written in English and the primary language.

Interpretation and translation services will be made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, and English Learner Student Assistance Team (ELSAT) meetings, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level. Site administrators will plan for and provide for primary language through the use of district approved interpreters and translators or other staff.

The district has a number of approved bilingual staff who support districtwide interpreting and translating. They are available to interpret or translate documents for all sites, based on availability and the site's categorical funds if work is requested outside of the translator's work hours. Human Resources will provide a list of district-approved translators and interpreters for sites to contact.

The district has at least one district translator/interpreter to assist with department and parent communication in relation to district level services. All requests for translations and

interpretations need to be submitted to the Department of Educational Services for processing using the RDUSD Translation Services Request Form. [AG32][KW33]

Federal law requires that schools must respond to a parent's request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English. Schools must provide translation or interpretation from appropriate and competent individuals and should not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

Parent Outreach and Engagement

School sites may assign a staff member to provide parental support at the site, and/or may employ a parent liaison to build relationships with parents/guardians. All parent meetings should be parent friendly and mindful of inclusive practices. Meetings should be held at convenient meeting times, in easily accessible locations (at the school site whenever possible), and offer childcare, refreshments, and translation services whenever possible.

Schools can further encourage parent engagement by providing opportunities for parents to volunteer and by providing training on how parents can effectively contribute to their child's education and the school community.

Initial and Annual Notifications of Parent/Guardian Rights and Program Options

The process for initial identification and placement of students in an appropriate instructional model, and the role of the parent/guardian in that process, are shown in Figure 8.

Annually, EL parents/guardians will receive a written notification which includes:

- Their student's annual assessment results (ELPAC);
- Information regarding all the district instructional model placement options; and,
- An opportunity to review the current and proposed (if applicable) instructional model placement options and select the option that best suits their student.

Parent training [AG34] [KW35] sessions shall be provided on parental rights. Parents should be supported, in a variety of ways, to access these rights. Training on school advocacy [AG36] [KW37] may be provided. Such trainings can include informational sessions on school operations and who to go to for assistance related to problems or concerns. All school sites will also review the supports and programs offered within this *Master Plan for English Learner Success* with parents at the beginning of each school year. This will include information about program placement, reclassification, and monitoring of student language and academic progress.

River Delta Unified School District recognizes that parents are a critical component of the successful education of children. As part of the district's effort to more systematically involve parents in their children's education, the district establishes policies and procedures to maximize their involvement. The District English Learner Advisory Committee (DELAC) and the sites' English Learner Advisory Committee (ELAC) will be a source of information to the parents, as required by law. The information disseminated at the committee meetings will be provided in another language(s) when the need arises and is feasible.

Parent/Guardian Advisory Committees

English Learner Advisory Committee (ELAC)

Each school with 21 or more English learners must establish a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

ELAC Requirements:

- Parents/guardians of ELs constitute at least the same percentage of the committee membership as their children represent of the student body (California Education Code (EC) § 52176[b].)
- The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents/guardians aware of the importance of regular school attendance (5 CCR § 11308[c][2]; EC § 52176[c].)
- The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the School Plan for Student Achievement (SPSA) (EC sections (§§) 52176[c], 64001[a].)
- The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities (5 CCR § 11308[d].)

A school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in the second bullet point above. (EC § 52176[b]; 5 CCR § 11308[d].)

The site principal is responsible for establishing an ELAC and monitoring that the ELAC has fulfilled its responsibilities. The principal or a designee will:

- Assist the ELAC membership to develop meeting agendas;
- Assist the ELAC membership in selecting meeting dates;
- Publicize meeting agendas 72 hours in advance in English and other languages, as required;
- Schedule and hold planning and general membership meetings;

- Provide childcare for general membership and planning meetings;
- Submit required documentation to the district's Director of EL Services;
- Conduct elections each year by September 30;
- Monitor the functioning of the ELAC including the following:
 - o Members serve for two years, with half the membership elected each year;
 - o Membership composition reflects the percentage of English learners in the school;
 - Membership may include school staff and community members; however, the number of community and school staff members is fewer than the number of parents/guardians of English learners;
 - If a member must be replaced during the year, the replacement will serve for the rest of the school year. At the beginning of the next year, an election must be held to fill the position;
- Arrange for additional training from the Director of EL Services as needed;
- Review ELAC meeting minutes to ensure that ELAC members have the opportunity to participate in training and discussions, and to provide advice in each area of ELAC responsibility.
- No later than its second meeting of the year, the ELAC elects at least one representative to the District English Learner Advisory Committee (DELAC).

District English Learner Advisory Committee (DELAC)

Since there are 51 or more English learners in this district, there is a functioning District English Learner Advisory Committee (DELAC) in RDUSD. The DELAC provides parents the opportunity to advise the governing Board of Education on at least the following:

- A timetable for and development of a district Master Plan for English Learner Success, taking into consideration the Local Control and Accountability Plan (LCAP), the Local Educational Agency Plan (LEAP) and the School Plans for Student Achievement (SPSA) from the school sites as these plans relate to English learners;
- Development of a districtwide needs assessment on a school-by-school basis;
- The district program, goals, and objectives for programs and services for English learners;
- The plan to ensure compliance with applicable teacher or aide requirements;
- District student reclassification procedures;
- Written parent/guardian notification of assessment results and recommended instructional model placement; and,
- The district's Consolidated Application and Local Control and Accountability Plan (LCAP). Other Areas that may be of interest to the DELAC may include, but are not legally required:

- The findings and conclusions of any evaluation of EL services;
- The results of compliance monitoring reviews (Categorical Program Monitoring or CPM);
- A cumulative report of the number of parent/guardian preference for dual language programs and program placements; and,
- Program evaluation results.

The DELAC meets to plan, discuss, and provide advice on all required items, at least 5 times per year and operates according to guidelines contained in state and federal regulations.

Other DELAC Implementation Provisions Include:

- The DELAC operates according to guidelines contained in its by-laws.
- The EL Coordinator is the district liaison to the DELAC. The EL Coordinator or designee assists with the agenda preparation, meeting notices, arrangements for meetings, and all communications pertaining to the DELAC.
- The DELAC will communicate their ongoing advice to the Superintendent and governing Board of Education via the Director of EL Services. The DELAC will make quarterly reports to the Superintendent and the governing Board of education.
- The DELAC President presides at meetings and signs all letters, reports, and other committee communications with prior approval of the membership. In the President's absence, or in the event of resignation or the inability to perform the duties, the Vice President assumes these duties.
- The district provides all DELAC members with appropriate training, materials, and information needed to carry out their responsibilities and duties.
- DELAC minutes will be forwarded to the Superintendent or designee via the EL Director.

Every employee of the RDUSD is accountable for ensuring that *Master Plan for English Learner Success* is optimally implemented and effective. Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor and the district for approval to ensure that any such modifications meet the standards set by the RDUSD Board of Trustees and that they are consistent with state and federal law.

Funding and Resources

River Delta Unified School District follows funding mandates by the Education Code, state regulations and district policies. Categorical funds are used to supplement the core educational program and not to supplant general fund monies. General fund monies provide the core educational program and an equitable base facilities and materials to all students. Expenditures

are audited annually by the district's Business Services and by both internal and external auditors.

California has developed a system for funding schools and districts, and for holding them accountable for providing programs that address state priorities for improving student outcomes. This system consists of a Local Control Funding Formula (LCFF), combined with a Local Control and Accountability Plan (LCAP), both of which are briefly described below.

The Local Control Funding Formula (LCFF)

State funds are allocated to districts using a three-part funding formula.

- 1. Each district receives a base grant based on the number of students enrolled. The amount of funds per student is adjusted depending on the grade span. Thus, for example, students enrolled in K-3 are funded at a different rate from students in grades 9-12. The total amount of base funds actually allocated to the district is called the adjusted base grant.
- 2. In addition to the adjusted base grant, the district receives a supplemental grant based on the number of students who are English learners, foster youth, or low income. The amount allocated per student equals 20% of the adjusted base grant per-student rate.
- 3. Finally, if the district's enrollment of English learners, foster youth, and low-income students is above 55% of its total enrollment, then the district receives still more funds in the form of a concentration grant in the amount of 50% of the adjusted base grant perstudent rate. The concentration grant is based on the number of English learners and low-income students above 55% of district enrollment.

In determining the number of students who are counted for the supplemental and concentration grants, the state uses an "unduplicated student" count. This means that a student who is both an English learner and a low-income student is counted only once for the purpose of determining the funding level. The supplemental and concentration grant funds must be used to support improved or increased services for English learners, low income students and foster youth.

The Local Control and Accountability Plan (LCAP)

Each district is required to submit a three-year Local Control and Accountability Plan, and to update the plan annually. The plan must be based on a comprehensive needs analysis, and the process of development must include the engagement of parents/guardians, students and other stakeholders, including the DELAC. In the planning process, districts are required to "solicit input on, and … provide to pupils, effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs…"(California Ed Code, Sec. 305).

The plan defines specific, measurable goals for students and improvements that will be made during each of the three years. It demonstrates that improved and increased services will be provided for three specific target groups identified by the State: English learners, low Income students, and foster youth. It includes a description of services that must be clearly related to the identified goals and must focus on how the services will impact student performance. Finally, it includes a budget that shows how the LCFF funds are used to support student performance and address the needs of the special student populations.

The plan must address the following eight state priority areas:

- 1. Basic Services
- 2. Implementation of the Common Core State Standards
- 3. Parent/Guardian Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Access to a Broad Curriculum
- 8. Other Student Outcomes (which may be defined by the local district)

California's system for accountability was designed to not only address state priorities but at the same time to fulfill federal mandates under ESSA for standards-based educational systems, annual measurement and reporting of student academic progress, and providing supplementary services to students, including English learners.

The district will follow California Department of Education guidance on how districts and schools can implement and strengthen comprehensive, research-based programs and services for all profiles of English learners via the LCAP, and provide support for establishing continuous improvement strategies and expectations that enable access to college- and career-ready learning as well as opportunities to attain the State Seal of Biliteracy.

The district will consider alignment of LCAP goals, actions/services and expenditures with the mission, vision and principles of the California English Learner Roadmap and use the Roadmap Principles as a lens for assessing strengths and needed improvements in services, programs and approaches to address the needs of English learners as the LCAP is developed/updated. Also, the LCAP will provide for the implementation of the *Master Plan for English Learner Success*.

Every Student Succeeds Act (ESSA)

This federal legislation began implementation in 2016-17, replacing No Child Left Behind, but continues many of the provisions of the prior federal law, as well as including new approaches. The two sections of the law that are most important for English learners are Title I and Title III.

Title I provides for supplemental instructional services to students at risk of school failure, including English learners and other groups, such as students from low income families. Among authorized activities, Title I funds interventions for students designed to increase their academic achievement and overall success in school.

Title III provides for a variety of services to English learners and immigrant students and their families. These services fall into four categories:

- Identification and implementation of Language Instruction Educational Programs with demonstrated effectiveness;
- Professional development for instructional staff members and administrators to increase their effectiveness in working with and for English learners;
- Parent/guardian, family and community engagement activities;
- Support for different groups of English learners such as preschoolers, immigrant students, long term English learners; former English learners (i.e., R-FEPs); English learners with disabilities, and others.

For planning and funding purposes, each school must develop a School Plan for Student Achievement (SPSA) in consultation with the School Site Council, and the Master Plan Advisory Committee must review the portions of the SPSA that have to do with services provided to English learners. In addition, each district must develop a Local Education Agency Plan (LEAP) that meets federal and state guidelines and shows how the district will support schools in implementing and reaching the goals of their SPSAs. Any federally funded services must be supplemental to, and not supplant, services that the local and state agencies are responsible for providing.

The trio of plans, the SPSA, the LEAP and the LCAP, should inform and support a coherent approach to program improvement in each school and throughout the district. The California Department of Education is currently working on ways to merge the LCAP and the LEAP into one plan.

Planning and Budgeting in the River Delta Unified School District

Developing the LCAP

The Director of Education Services oversees and coordinates the development of the district's LCAP and the annual updates to it. The process for this plan includes the following steps:

STEP 1: Gather data related to each of the 8 priority areas. The information contained in the evaluation plan produces a broad range of useful information related to English learners that will be used to inform the LCAP.

STEP 2: Involve stakeholder groups, including sharing of information, and eliciting input on the

definition of needs, goals and improvement in services for all students. Among the groups to be involved are parents/guardians, district and school personnel, students, community organizations that serve students, families, etc. The DELAC is informed of and involved in the process.

Each school principal also forms a planning group that includes staff, parents/guardians, and community in developing a site level plan (the SPSA) that follows ESSA and LCAP guidelines. The site ELAC and School Site Council are involved in the development of the site level plan, and these plans are integrated into the district level plan.

STEP 3: Analyze and prioritize needs, using the data that has been gathered and the input from the stakeholder groups.

STEP 4: Develop goals in all 8 priority areas, both overall and for each of the following groups that are defined in the California Education Code, Section 52052:

- ethnic subgroups,
- · socioeconomically disadvantaged pupils,
- English learners,
- pupils with disabilities,
- foster youth, and
- homeless youth.

STEP 5: Use needs assessment data to evaluate services and devise increases and improvements in services that will enable the district to meet the defined goals. Develop activities that address the needs of students in each of the subgroups listed in Step 4.

- STEP 6: Share the draft plan with stakeholder groups and solicit input.
- STEP 7: Revise and finalize the plan.
- STEP 8: Submit the plan to the Board for approval.
- STEP 9: Submit the plan to the County Office of Education for review and approval, and then to the State Department of Education.

STEP 10: Revise the district and site plans each year, based on needs assessment data and following the steps.

Appendix B. Data Analysis and Findings

B.1 Quantitative Data

EL Student Demographic and Performance Data Analyses

Introduction

In developing the *Master Plan for English Learner Success*, River Delta USD utilized an inquiry approach to collect and analyze both quantitative and qualitative data. RDUSD sought to illuminate the learning opportunities and outcomes it's ELs were experiencing by asking and answering powerful questions.

The purpose was not to assign fault to any educator or student. Rather, it was to shed light on what students are experiencing in order to clearly understand what is occurring and how best to strengthen the capacity of adults in the system, revise policies and practices throughout the system, and improve services and outcomes for ELs. This Appendix shares key demographic and performance data that were prepared for the Master Plan for English Learner Success Team and to support its efforts to debrief school site visits and derive key areas for the *Master Plan for English Learner Success* focus.

RDUSD English Learner Population

Highlights

The population of English learners in RDUSD⁷ is significant:

- 38.3% of students are EL or former EL (RFEP) students
- 21.6%, more than 1 in 5 current students are English learners; most are who are Spanish-speaking students
- 18% of RDUSD's current EL students are considered Long-Term ELs (more than 6 years as an EL)

1. How many current and former English learners are there in River Delta Unified School District?

As illustrated in Figure B.1, during the 2017–2018 school year, there were 2,322 students enrolled in RDUSD. Of those, 888 were students who were classified as Ever ELs: 387 were former or reclassified ELs (38.3% of all students; 43.6% of Ever ELs); and 501 were current ELs (21.6% of all students; 56.4% of Ever ELs).

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⁷ DataQuest report for 2017–2018 school year

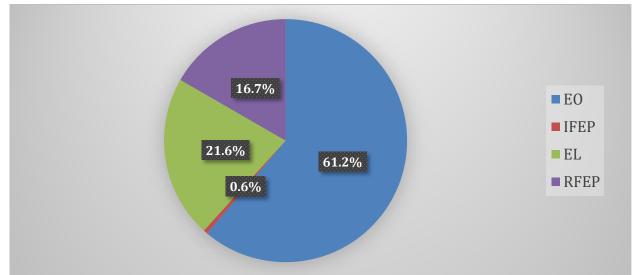


Figure B.1. Percent of RDUSD Students by Language Status (2017–2018)

Total Number of Students = 2,322

1. What is the number of Current and Former ELs? In which grade levels are they?

During 2017–2018, the largest number of Current and Reclassified ELs was in grade 7 (85), followed by grade 9 (82), with grades 6–10 having the most Current and Former ELs (RFEPs).

The fewest number of Current and Former ELs were in grade 12 (903). Grade 2 had the largest number of Current ELs (54), followed by kindergarten (58). Grade 9 had the largest number of RFEP students (56). See Figure B.2.

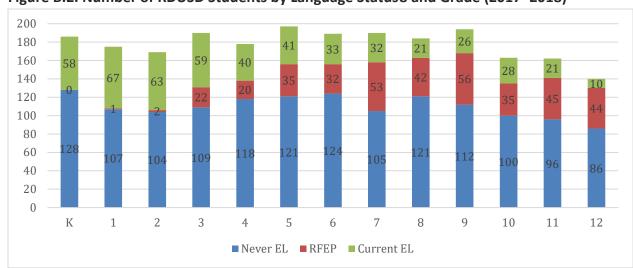


Figure B.2. Number of RDUSD Students by Language Status 8 and Grade (2017–2018)

⁸ The term "Never EL" refers to students who are either English Only (EO) or Initially Fluent English Proficient (IFEP).

2. What is the percent of Current and Reclassified ELs? In which grade levels are they?

During 2017–2018, the largest percentage of Current ELs were in early grades (K–2 at nearly 100%). Grades 7–12 had more RFEP students than ELs.

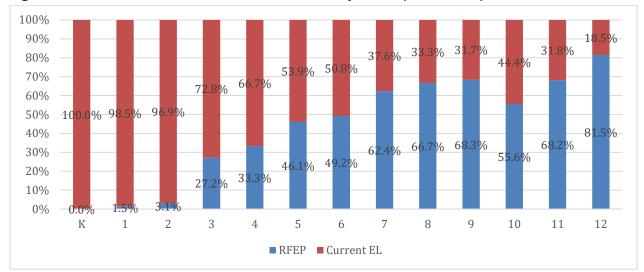


Figure B.3. Percent of Current and RFEP Students by Grade (2017–2018)

Examining Progress in Learning English, Attaining English-Language Proficiency, and Performing Academically

ELPAC as a Measure of English Language Proficiency

Current ELs are grouped into four English language proficiency levels based on their scores on the English Language Proficiency Assessment for California (ELPAC) test, which is designed to measure student progress toward meeting the California English Language Development (ELD) Standards, which describe the English language skills that students need to succeed in school. The four English language proficiency levels are: Beginning Stage (1), Somewhat Developed (2), Moderately Developed (3), and Well Developed (4). Level 4 is needed for reclassification as fluent English proficient (RFEP).

The ELPAC test is composed of four sub-tests: one each in listening, speaking, reading, and writing. Students receive a score on each sub-test. The overall score is a combination of two other scores, an oral language score (Listening and Speaking) and a written language score (Reading and Writing). Table B.4 below shows how the four ELPAC levels relate to the three proficiency levels described in the CA ELD Standards.

Table B.4. Comparison of ELPAC and CA ELD Standards Proficiency Levels

ELPAC Levels	Level 1	Level 2	Leve	el 3	Level 4
ELD Standards Proficiency Levels	Emerging: Requires substantial linguistic support	Expanding: Re moderate ling support	guistic	_	ing: Requires light guistic support

3. How do ELs perform on ELPAC?

In order to protect student privacy, the California Department of Education does not report numbers on test results where 10 or fewer students were tested. Due to the small numbers of students in River Delta USD taking the ELPAC, grade-level breakdowns of the ELPAC results are less informative than the overall number of students scoring at each proficiency level. As illustrated in Table B.5, over half of all RDUSD students performed at an overall Level 3 (Moderately Developed) or Level 4 (Well Developed) on the summative ELPAC assessment in 2018. With the lack of specific data from the state on English language proficiency assessments, it is critical for RDUSD to ensure high-quality formative assessment practices are in place, and tightly aligned to the CA ELD Standards, to ensure regular growth for all EL students.

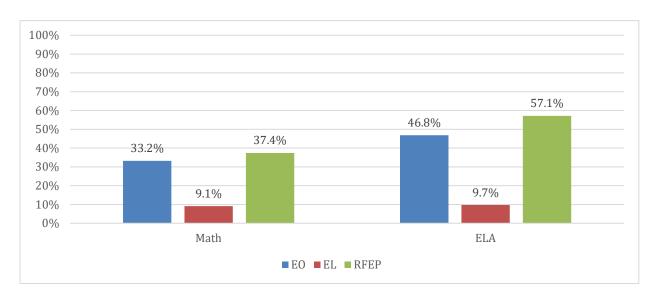
Table B.5. Percentage of EL Students by ELPAC Level (2017–2018)

Level 1	Level 2	Level 3	Level 4
12.07%	17.32%	30.71%	39.90%

4. What proportion of Students met or exceeded grade-level standards on CA State Assessments?

During 2017–2018, results on the CA State Assessments showed that the proportion of ELs that met or exceeded grade-level standards was significantly lower than RFEPs or Non-ELs. As illustrated in Figure B.6, the percentage of ELs that met the performance standard for ELA was nearly identical to the percentage of students that met the performance standard in math, with both being under 10%.

Figure B.6. Percentage of RDUSD Students Scoring Meets or Exceeds Standards on the CAASPP by Language Status (2018)



5. How do ELs vs. Non-ELs perform on the State ELA Assessment?

There are significantly fewer EL students meeting and exceeding the standards on CAASPP than their EO and RFEP peers in both ELA and Mathematics. Fewer than four percent of all EL students at any grade level performed at a Level 4 on either the CAASPP English Language Arts or Mathematics test in 2018. The percentages of EL students at all grade levels meeting the CAASPP standard (Level 3) were far below their EO peers. The majority of EL students at each grade level scored a Level 1 on both the ELA and Mathematics assessments, with the exception of grades 3 and 4 in Mathematics.

Table B.7. Student Proficiency on CAASPP English Language Arts by Language Status (2018)

	English Only				EL			RFEP				
	1	2	3	4	1	2	3	4	1	2	3	4
3	24.19%	22.58%	30.65%	22.58%	53.66%	29.27%	17.07%	0.00%	4.00%	16.00%	44.00%	36.00%
4	28.57%	21.43%	21.43%	28.57%	68.97%	24.14%	3.45%	3.45%	4.00%	20.00%	52.00%	24.00%
5	28.77%	23.29%	34.25%	13.70%	64.00%	24.00%	12.00%	0.00%	15.63%	25.00%	46.88%	12.50%
6	26.47%	23.53%	33.82%	16.18%	52.00%	36.00%	12.00%	0.00%	6.45%	22.58%	58.06%	12.90%
7	29.00%	26.00%	36.00%	9.00%	86.21%	10.34%	3.45%	0.00%	33.96%	32.08%	32.08%	1.98%
8	32.43%	26.13%	31.53%	9.91%	57.89%	36.84%	5.26%	0.00%	15.56%	44.44%	35.56%	4.44%
11	27.17%	27.17%	28.26%	17.39%	66.67%	27.78%	5.56%	0.00%	13.95%	18.60%	44.19%	23.26%
All	28.47%	24.73%	31.32%	15.48%	63.98%	26.34%	9.14%	0.54%	15.75%	27.17%	42.91%	14.17%

Figure B.8. Students Meeting or Exceeding Standard (Levels 3 and 4 combined) on CAASPP English Language Arts by Language Status (2018)

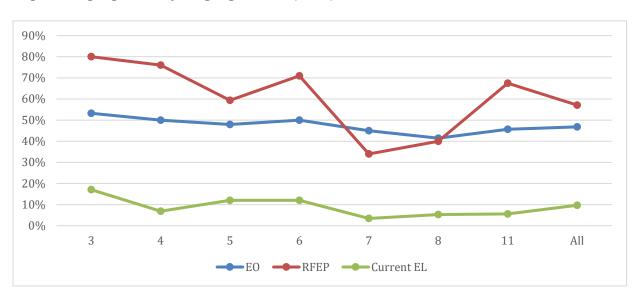
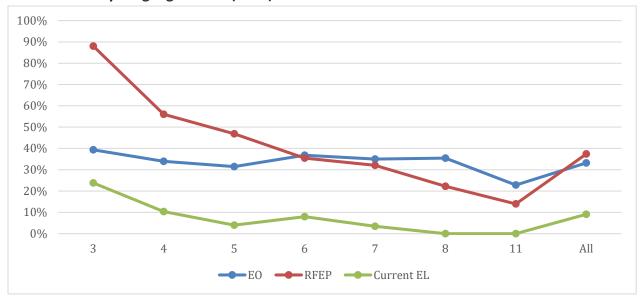


Table B.9. Student Proficiency on CAASPP Mathematics by Language Status (2018)

		English Only				EL			RFEP			
	1	2	3	4	1	2	3	4	1	2	3	4
3	36.07%	24.59%	26.23%	13.11%	45.24%	30.95%	21.43%	2.38%	8.00%	4.00%	52.00%	36.00%
4	26.79%	39.29%	23.21%	10.71%	37.93%	51.72%	10.34%	0.00%	4.00%	40.00%	44.00%	12.00%
5	32.88%	35.62%	12.33%	19.18%	68.00%	28.00%	4.00%	0.00%	12.50%	40.63%	21.88%	25.00%
6	33.82%	29.41%	20.59%	16.18%	72.00%	20.00%	8.00%	0.00%	9.68%	54.84%	16.31%	19.35%
7	36.00%	29.00%	26.00%	9.00%	86.21%	10.34%	3.45%	0.00%	32.08%	35.85%	20.75%	11.32%
8	31.82%	32.73%	18.18%	17.27%	78.95%	21.05%	0.00%	0.00%	42.22%	35.56%	13.33%	8.89%
11	58.70%	18.48%	17.39%	5.43%	100.00%	0.00%	0.00%	0.00%	44.19%	41.86%	13.95%	0.00%
All	37.32%	29.46%	20.36%	12.86%	65.78%	25.13%	8.56%	0.53%	25.59%	37.01%	23.23%	14.17%

Figure B.10. Students Meeting or Exceeding Standard (Levels 3 and 4 combined) on CAASPP Mathematics by Language Status (2018)



6. What proportion of RDUSD students graduate high school?

Students who are classified as English learners at any point during ninth through twelfth grade are more likely to drop out than their peers. The graduation rate for ELs increases significantly when looking at a five-year graduation rate, and nearly mirrors the 5-year graduation rate for all students. Ensuring all English learners have the opportunity to completing high school beyond the traditional 4-year approach can be one way to ensure English learners are adequately prepared to succeed beyond high school.

Table B.11. RDUSD Graduation Rate for All Students and English Leaners (2018)

	4-year Graduation Rate ¹⁰	5-year Graduation Rate ¹¹
All Students	89.6%	91.8%
ELs	84.0%	91.4%

⁹ Students who are marked as EL at any time during the four-year cohort, or the DASS graduation rate, for the class of 2018.

¹⁰ Percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

¹¹ The percentage of students who received a high-school diploma within five years of entering ninth grade. This includes students who graduated in four or five years.

B.2 Qualitative Data

English Learner Shadowing and Classroom Observations

This appendix provides findings from two sources of qualitative data gathered in the 2018–2019 school years during the River Delta Unified School District *Master Plan for English Learner Success* development process.

In the fall of 2018, RDUSD Master Plan for EL Success Leadership Team members shadowed a total of nine English learners. Each educator followed a pre-identified student for three to four hours during their school day, using a tally sheet to record the number of minutes the student was engaged in academic listening, speaking, and other activities. The students were not informed that they would be shadowed that day so that team members could observe them in their natural school environment. The results of the tally sheets were synthesized at a Master Plan for EL Success Leadership Team meeting following the shadowing.

In addition, other team members conducted a total of 18 classroom observations. Each classroom observer used a classroom observation snapshot form to gather data related to the Six Key Principles for EL Instruction and lasted for a minimum of 20 minutes. Below is a summary of these synthesized notes and discussion.

Overall Student Observations

EL students who were shadowed tended to be very compliant, silent, and disengaged. Students spent a minimal amount of time engaging with academic language, about 5% of the total time observed. Most ELs who did talk used short words or phrases in answers when prompted by teachers and the overwhelming majority of questions asked were recall type questions. Students who had the opportunity to work with peers on collaborative tasks deferred to their more English-proficient peers and continued through the tasks with minimal or no peer talk.

Listening Opportunities

- Students engaged in academic listening to teachers most of the time.
- Students listened to a significant amount of teacher talk and a variety of questioning techniques.
- Teachers usually gave directions orally to the whole class.
- Students valued and acknowledged the ideas of their peers.

Speaking Opportunities

- Approximately 11% of class time observed involved students engaged in academic talk.
- Many students were asked to explain their thinking.
- Talk structures included peer conversations, discussing math, discussing texts and working on vocabulary.

- Approximately 2/3 of classrooms observed demonstrated evidence of academic conversations.
- Teachers asked a variety of questions to students, prompting students to explain their thinking, reflect, redirect, and check for understanding.
- Students' home languages were rarely used. Students were not encouraged by teachers to explicitly use their home languages or cultural resources to complete tasks or engage with the content.
- Observers reported missed opportunities for students to engage in academic conversations in nearly 40% of classrooms observed.
- Students offered peers respectful and useful feedback.
- Very few students were observed refining their communication and apprenticing into content-area discussions.

Reading and Writing Opportunities

- Approximately 11% of the observed classroom time was dedicated to grade-level, academic student writing and 11% was dedicated to academic reading.
- Some ELs took notes in a journal or on a graphic organizer.

Other Interactions

- Observers noted a change in student participation and demeanor when switching classrooms.
- Approximately 1/6 of classroom time observed was not spent on academic tasks (reading, writing, listening, or speaking).
- Most of students' off-task behavior was not disruptive to others.
- Nearly all classrooms had evidence of students being respectful and offering feedback to peers.
- 83% of classrooms observed offered an invitation for students to engage in productive struggle, but only 17% experienced productive struggle.
- 30% of classrooms demonstrated evidence of making connections between disciplinary concepts.

Appendix C. The California English Learner Roadmap¹²

CALIFORNIA ENGLISH LEARNER ROADMAP STATE BOARD OF EDUCATION POLICY: EDUCATIONAL PROGRAMS AND SERVICES FOR ENGLISH LEARNERS

This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. Many English learners represent the newest members of our society (including recently arrived immigrants and children of immigrants) who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences. They also bring skills in their primary languages that contribute enormously to the state's economic and social strengths as a talented multilingual and multicultural population.

This policy explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, parent/community involvement, and higher education. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners.

The impetus for this policy comes from a number of important related developments in California as well as nationally. If properly coordinated and articulated as part of a coherent California English Learner Roadmap, these developments can better serve the state's large population of English learners to attain college- and career-ready standards and to further promote the rich linguistic diversity of the state as it thrives in a global economy and culture of learning, innovation, and advanced technology.

The adopted academic State Standards and the Next Generation Science Standards, and corresponding English Language Development (ELD) standards, signal an important shift toward emphasizing academic uses of language for all students, and student engagement with college-and career-ready curriculum using English and other languages. Taken together, these

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¹² California EL Roadmap State Board of Education Policy: Educational Programs and Services for English Learners, Adopted July 12, 2017

standards highlight the tightly interconnected nature of developing disciplinary content understandings, analytical practices, and academic uses of language for all students. This shift enables the educational system to move beyond remediating students' English language skills to simultaneously developing their language and literacy skills while engaging in the full range of academic content learning.

The State Seal of Biliteracy encourages districts to recognize students' biliterate proficiency. Developing assessments in languages other than English that are aligned to state academic standards (e.g., the California Spanish Assessment) are key to recognizing biliteracy and academic achievement in more than one language. The passage of the California Education for a Global Economy Initiative, known as Proposition 58 (amending Proposition 227), moves us beyond improvement efforts focused solely on language of instruction to programs and pathways that effectively develop academic content knowledge, discipline-specific practices and academic language uses, and bilingual-biliterate proficiency.

California's Local Control Funding Formula (LCFF) is premised on local districts providing equitable learning conditions, pupil outcomes, and effective engagement of English learners. Districts are expected to set, with their parent and community partners, meaningful goals and outcomes that require full access to the curriculum, assure English learners' meaningful progress toward attaining academic English proficiency, and closing gaps in academic achievement for students entering as English learners. LCFF provides districts additional resources to build local capacity to implement and support evidence-based practices. State-produced documents provide coherent guidance for districts on implementing more and better comprehensive, research evidence-based services for diverse groups of English learners via the Local Control and Accountability Plan (LCAP) process and provide support for continuous improvement.

Our accountability system is state-determined, and is consistent with federal guidance provided for states to implement the Every Student Succeeds Act (ESSA), which supports our aligning federal and state policies to better integrate and leverage resources, services, assessment and accountability. Consonant with LCFF, ESSA elevates English language proficiency to a central indicator for Title I accountability. It values English language development, which California has identified as both, designated ELD equally with integrated ELD—as presaged in California's English Language Arts (ELA)/ELD Curriculum Framework.

Given ESSA's Title III provisions, California will re-examine standardized, statewide EL entrance and exit procedures and criteria, and report academic performance of key sub-categories of English learners, such as long-term English learners and students with disabilities. The broader federal stance on multiple indicators of performance also complements our system's use of multiple state and locally-collected indicators on academic achievement, EL progress, high

school graduation, chronic absenteeism and student suspension, school climate and parent engagement to advance a more complete picture of district program effectiveness.

This policy also reflects the current national research consensus on second language learning, bilingualism, program effectiveness, and policy research¹³, much of which is consistent with earlier syntheses from the California Department of Education¹⁴.

Findings include the following:

- English language proficiency development is a process that takes five to seven years for those entering with emerging English, benefits from coherent and aligned instruction across that time period, and can take place as an integrated process simultaneous with academic content learning in addition to designated ELD and the development of bilingualism/biliteracy.
- Bilingualism provides benefits from the capacity to communicate in more than one language and may enhance cognitive skills, as well as improve academic outcomes.
- Establishing proper and consistent procedures and criteria for identifying, monitoring, and exiting English learners using appropriate assessment procedures—while developing professional capacity to use assessment results—constitutes a key lever for effective system improvement.
- The diversity of the EL population (e.g., newcomers, long-term English learners, students
 with interrupted formal education, students with disabilities, gifted and talented
 students, and the expected continuous exiting of students from the EL category)
 necessitates pedagogy and educational support services that are differentiated and
 responsive.
- Brain development research reinforces the crucial period of birth through early childhood in the areas of cognitive, social, and language development. There is great need for coherent, aligned support for dual language learners across the preschool and primary grade systems to begin developing their bilingual and biliterate capacities.

The current research evidence base also supports the need to attend to the following instructional factors:

- Explicit literacy instruction especially in the early grades
- Peer-assisted and small-group learning opportunities

¹³ National Academies of Sciences, Engineering, and Medicine (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press. DOI: 10.17226/24677
¹⁴ CDE (1984) Schooling and Language Minority Students: A Theoretical Framework; CDE (1986) Beyond Language: Social and Cultural Factors in Schooling Language Minority Students; and CDE (2010) Improving Education for English Learners: Research-Based Approaches.

- Providing academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development
- Appropriate assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning
- Processes related to social emotional development and identity formation

California is a state that welcomes newcomers and their families, and that addresses their linguistic diversity with a positive, additive orientation. Our schools need to reflect this orientation by affirming, welcoming and responding to a diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

CALIFORNIA'S VISION OF SUCCESS FOR ENGLISH LEARNERS

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

MISSION

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

FOUR PRINCIPLES

Four principles support our vision and provide the foundation of California's English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st century education for our English learners. Underlying this systemic application of the principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio- emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle #2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Principle #4: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

The California State Board of Education will direct the California Department of Education to provide guidance to districts and intermediary support organizations (e.g., county offices of education, California Collaborative for Educational Excellence) on how districts and schools can implement and strengthen comprehensive, research-based programs and services for all profiles of English learners via the LCAP, and provide support for establishing continuous improvement strategies and expectations that enable access to college- and career-ready learning as well as opportunities to attain the State Seal of Biliteracy.

The guidance will invest in and build educators' professional capacity; emphasize collaborative efforts; support effective pedagogy; and develop systemic solutions to create a coherent and positive education system. The guidance will encourage innovative district and school implementation of evidence-based practices for curricula, materials adoption and development, instruction, professional development and leadership that are responsive to the differentiated strengths and needs of English learners, and strengthening appropriate assessment tools and practices. The guidance will be consistent with the requirements set forth in state and federal laws addressing English learners.

Adopted by the California State Board of Education (SBE) on July 12, 2017. To obtain the posted SBE agenda and item, please visit the California Department of Education SBE Web page at http://www.cde.ca.gov/be/ag/ag/yr17/agenda201707.asp.

California Department of Education, July 2017

BOARD OF TRUSTEES RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019 Attachments: X

From: Nicole Latimer, Director of Educational Services Item Number: <u>10.9</u>

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

SUBJECT:

Request to approve the 2019-2020 General Agreement for Nonpublic, Nonsectarian School/Agency (Jabbergym Inc.) to provide physical therapy services for district students at a cost not to exceed \$10,000.

BACKGROUND:

This is a renewal contract. Jabbergym Inc. provides well trained, highly skilled physical therapists for the River Delta Unified School District. Jabbergym has provided services for our district for one year.

STATUS:

The 2018-2019 contract was \$20,000. The 2019-2020 contract is not to exceed \$10,000.

PRESENTER: Nicole Latimer, Director of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$10,000 paid by Special Education Funds.

RECOMMENDATION:

That the Board approve the 2019-2020 General Agreement for Nonpublic, Nonsectarian School/Agency (Jabbergym Inc.) to provide physical therapy services for district students at a cost not to exceed \$10,000.

Time allocated: 2 minutes

SACRAMENTO COUNTY SELPA

Nonpublic, Nonsectarian School/Agency Services

MASTER CONTRACT

2019-2020

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

	District _	RIVER DELTA UNIFIED
		Contract Year 2019-2020
	X	Nonpublic School Nonpublic Agency
Type of X	Contract: Master Contract for fisc term of this contract.	cal year with Individual Service Agreements (ISA) to be approved throughout the
		ract for a specific student incorporating the Individual Service Agreement (ISA) dividual Master Contract specific to a single student.
	of this Interim Contract	tension of the previous fiscal years approved contracts and rates. The sole purpose is to provide for ongoing funding at the prior year's rates for 90 days at the sole et. Expiration Date:
	is section is included as po of Master Contract.	art of any Master Contract, the changes specified above shall amend Section 4

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2019-2020

CONTRACT NUMBER:

LEA:	River Delta Unified School District	
NONPUB	LIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:	Jabbergym Inc.

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into on July 1, 2019, between the <u>River Delta Unified School District</u> (hereinafter referred to as the local educational agency "LEA" or "District") and <u>Jabbergym Inc.</u> (nonpublic, nonsectarian school or agency, hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"), and a Nonpublic Services Student Enrollment form. CONTRACTOR shall work with LEA to complete and return these forms to LEA prior to initiating any services for any student.

Unless otherwise agreed in writing, the ISA and the Nonpublic Services Student Enrollment form shall acknowledge CONTRACTOR'S obligation to provide all services specified in the student's Individualized Education Plan (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR. As available and appropriate, LEA shall make available access to any electronic IEP system and/or electronic database for ISA development, including invoicing.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by LEA student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq. and within the professional scope of practice of each provider's license, certification and/or credential. A current copy of CONTRACTOR'S nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to California Education Code section 56366.2 must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total

student enrollment shall be limited to capacity as stated on the applicable CDE certification. Total LEA student enrollment shall be limited to capacity as stated in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the state of California, a CONTRACTOR that operates a program outside of this state shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this state, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR'S certification, failure to notify LEA and CDE of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and shall also be good cause for the suspension or termination of this Master Contract by LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable Federal, state, and local statutes, laws, ordinances, rules, policies, and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless CONTRACTOR and LEA specifically agree, in writing, that a policy or policies, or a portion of a policy, does/do not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR'S failure to comply with applicable LEA policies (e.g., those policies relating to the provision of special education and/or related services, facilities for individuals with exceptional needs, LEA student enrollment and transfer, LEA student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract, and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2019 to June 30, 2020 unless otherwise stated. (Cal. Code Regs., tit. 5, § 3062(a).) Neither the CONTRACTOR nor LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be renegotiated prior to June 30, 2020. In the event a subsequent Master Contract is not renegotiated by June 30, 2020, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Cal. Code Regs., tit. 5, § 3062(d).) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR'S ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes LEA Procedures and each Individual Services Agreement which are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, LEA may modify LEA procedures from time to time without the consent of CONTRACTOR.

CONTRACTOR shall provide LEA with all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation, and CDE certification. LEA may require additional information as applicable. If the application packet is not completed and returned to LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (Ed. Code §§ 56366(c)(1), (2).) In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of LEA pursuant to California Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.

Any and all changes to a LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and LEA agree otherwise in the ISA. (Ed. Code § 56366(a)(5); Cal. Code Regs., tit. 5, § 3062(e).) In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to an LEA student as a result of lack of provision of services while the student was served by the nonpublic school or agency.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and Federal law unless the parent and LEA voluntarily agree otherwise, or an interim alternative educational setting is deemed lawful by OAH consistent with section 1415(k) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where LEA is located, or

the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

7. **DEFINITIONS**

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood that a representative of the Special Education Local Plan Area ("SELPA") of which LEA is a member is an authorized LEA representative in collaboration with LEA. LEA maintains sole responsibility for the Master Contract, unless otherwise specified in the Master Contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or Pupil Personnel Services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. As defined in Title 5 of the California Code of Regulations section 3001(r), the term "qualified" means that a person has met Federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services (including but not limited to, for example, the requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, California Code of Regulations, title 5, sections 3064 and 3065 and California Education Code section 56366.1(n)(1)), or, in the absence of such requirements, the state-education-agency—approved or recognized requirements, and adheres to the standards of professional practice established in Federal and state law or regulation, including the standards contained in the California Business and Professions Code and the scope of practice as defined by the licensing or credentialing body.) Nothing in this definition shall be construed as restricting the activities or services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations.
- e. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. This includes, but is not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(1).
- f. "Parent" means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations sections 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract

with LEA for the provision of special education or designated instruction and services for a child. (Ed. Code § 56028.)

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Agreement" and may be referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and Federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to pupil records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; chart notes, Medi-Cal logs, daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided by instructional assistants, NPA behavior intervention aides, and bus aides and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held; business licenses held; documents evidencing other staff qualifications including social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; statements of income and expenses; general journals; cash receipts and disbursement books, general ledgers and supporting documents; documents evidencing financial expenditures; Federal/state payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR'S employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from LEA student's record. Such log needs not to record access to LEA student's records by: (a) LEA student's parent;

(b) an individual to whom written consent has been executed by LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records and comply with parents' requests for copies of student records, as required by state and Federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within ten (10) business days to LEA. LEA shall have access to and receive copies of any and all documents required to be maintained by CONTRACTOR within five (5) business days of a request.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Master Contract shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR'S successors and assignees. CONTRACTOR shall notify LEA, in writing, of any change of ownership or corporate control within ten (10) business days of such change.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in the County where LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by LEA to conform to administrative and statutory guidelines issued by any state, Federal or local governmental agency. LEA shall provide CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or an Individual Services Agreement may be terminated for cause. Cause shall include but not be limited to non-maintenance of current nonpublic school certification, failure of either LEA or the CONTRACTOR to maintain the standards required under the Master Contract and/or Individual Services Agreement, or other material breach of this Master Contract by CONTRACTOR or LEA. For purposes of Non Public School placement, the cause shall not be the availability of a public class initiated during the period of the Master Contract unless the parent agrees to the transfer of the student to a public school program at an IEP team meeting. To terminate the Master Contract, either party shall give twenty (20) days prior written notice to the other party (Ed. Code § 56366(a)(4)), or immediately, if CONTRACTOR and LEA mutually agree that there are significant health or safety concerns. At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as provided in Sections 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause, without terminating the Master Contract in its entirety. To terminate the ISA, either party shall also give twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I

A. Commercial General Liability Insurance, including both bodily injury and property damage, with limits as follows:

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$2,000,000 per occurrence
$ 500,000 fire damage
$ 5,000 medical expenses
$1,000,000 personal & adv. injury
$3,000,000 general aggregate
$2,000,000 products/completed operations aggregate
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The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. Business Auto Liability Insurance for all owned scheduled, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

C. Workers' Compensation and Employers Liability Insurance in a form and amount covering CONTRACTOR's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and Federal laws.

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Part A – Statutory Limits
Part B – $1,000,000/$1,000,000/$1,000,000 Employers Liability
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D. Errors & Omissions (E & O)/Malpractice (Professional Liability) Insurance, including sexual molestation and abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

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$1,000,000 per occurrence
$2,000,000 general aggregate
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E. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA as additional insured and shall be endorsed on all policies. Certificate of Insurance, additional insured endorsement and declaration of insurance coverages shall be provided to LEA. All premiums on all insurance policies shall be

paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be disclosed to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services contracted for under this Agreement, the CONTRACTOR's insurance coverage shall be primary insurance as respects to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

<u>PART II</u> – INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is a nonpublic school affiliated with a residential treatment center ("NPS/RTC"), the following insurance policies are required:

- A. Commercial General Liability Insurance of \$3,000,000 per Occurrence and \$6,000,000 in General Aggregate. The policy shall be endorsed to name the LEA and the Board of Education as named additional insureds and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no self-insured retention above \$100,000 without the prior written approval of the LEA.
- B. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime** coverage shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

Except with respect to claims arising from a Party's separate negligence or willful acts, which shall remain that Party's personal obligation, each Party agrees to defend, indemnify and hold harmless the other Party and its directors, officers, employees, agents, attorneys, volunteers, and subcontractors with respect to a claim resulting from or arising out of this Master Contract or its performance and arising from the Party's actual or alleged act, failure to act, error, or omission in the performance of their obligations under this Agreement or any governing law or regulations.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, partnership or principal-agent relationship between LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the Parties or any affiliates of the Parties, or between LEA and any individual assigned by CONTRACTOR to perform any services for LEA.

If LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining final written approval of LEA. Should CONTRACTOR wish to subcontract for special education and/or related services pursuant to this Master Contract, it must provide written notification to LEA before any subcontracting arrangement is made. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR'S original request and CONTRACTOR shall not subcontract for said services.

Should LEA approve in concept of CONTRACTOR subcontracting for services, CONTRACTOR shall submit the proposed subcontract to LEA for approval. CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts to the fullest extent possible. Furthermore, when CONTRACTOR creates subcontracts for the provision of special education and/or related services (including without limitation, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain indemnification and insurance requirements which comply with the provisions of Sections 15 and 16 of this Master Contract, for the duration of the term of each subcontract. If a proposed subcontract is approved by LEA, each subcontractor must furnish LEA with original endorsements and certificates of insurance effective coverage required by Section 15 of this Master Contract. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. Unless otherwise agreed to by LEA, the endorsements are to be on forms provided by the LEA. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured. All endorsements are to be received and approved by LEA before the subcontractor's work commences. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract. No subcontract shall be considered final without LEA approval.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid and disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR'S facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to LEA student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e. before or after LEA student is enrolled in CONTRACTOR'S school/agency) or whether an assessment of LEA student is performed or a report is prepared in the normal course of the services provided to LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, LEA may, in its discretion, not fund services through the evaluator whose IEE LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a nonpublic agency, CONTRACTOR acknowledges that its authorized representative has read and understands California Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within three hundred and sixty five (365) days prior to executing this Master Contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from LEA through due process proceedings. Such action shall constitute sufficient good cause for termination of this Master Contract.

20. NON-DISCRIMINATION

CONTRACTOR shall not unlawfully discriminate on the basis of gender, nationality, race or ethnicity, religion, age, sexual orientation, gender identity, gender expression, or disability or any other classification protected by Federal or state law, in employment or operation of its programs.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION ("FAPE")

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If a LEA student's services are provided by a third party (i.e. a related services provider) CONTRACTOR shall notify LEA, in writing, if the provision of services ceases.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of LEA student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall ensure that facilities are adequate to provide all LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for LEA student to receive a free appropriate public education after: (a) written notification to LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by LEA of the written notification and a written acknowledgment signed by LEA student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for an LEA student to receive a free appropriate public education shall not interfere with LEA student's receipt of special education and/or related services as specified in LEA student's IEP and ISA unless LEA and CONTRACTOR agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR'S general program of instruction shall: (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education ("SBE") - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards-aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency ("LEA"), that contracts with the nonpublic school: (b) college preparation courses; (c) extracurricular activities such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and Federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. When appropriate, CONTRACTOR shall utilize the designated curriculum guidelines for students with moderate to severe disabilities who participate in the State's alternative assessment. These students shall have access to the core content, activities, and instructional materials delineated within these curriculum guidelines. CONTRACTOR'S general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of LEA's graduation requirements.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR'S general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines/certifications and any state licensing requirements and shall be provided as

specified in LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention Services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a contractor that is a licensed children's institution ("LCI"), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver has a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI contractors shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian, or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. Contractors providing Behavior Intervention Services must have on staff individuals trained as the law requires. (Cal. Code Regs., tit. 5, § 3051.23.) It is understood that Behavior Intervention Services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level attending LEA schools and shall be specified in LEA student's ISA developed in accordance with LEA student's IEP.

For students in grades kindergarten through 12, inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be the same as the California Education Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in LEA student's IEP and ISA.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in LEA student's ISA developed in accordance with LEA student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both Parties. This provision does not apply to a nonpublic agency.

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of LEA. Nothing in this Master Contract shall be interpreted to require LEA to accept any requests for calendar changes. In the event LEA adjusts the number of school days for the regular school year and/or extended school year, the approved number of days shall become the total billable days for the nonpublic school or agency. In such a case, an amended calendar shall be provided by CONTRACTOR for LEA approval.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe only the same legal holidays as LEA. As of the execution of this Master Contract, these holidays are: Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to LEA-developed/approved calendar; or as specified in LEA student's IEP and ISA. Unless otherwise specified in LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that LEA student's school of attendance is in session and LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on LEA calendar unless CONTRACTOR and LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR agrees to provide to LEA, all data (including billing information) related to students who are served by the CONTRACTOR. CONTRACTOR agrees to provide all data related to or referenced in any and all sections of this Master Contract if requested by LEA. CONTRACTOR agrees to provide all requested information in the format required by LEA. It is understood that all nonpublic schools and nonpublic agencies shall utilize the Special Education Information System ("SEIS") or comparable program/system approved by LEA/SELPA for all IEP development and progress reporting. Additional

progress reporting may be required by LEA. LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access so that this information may be compiled.

LEA shall provide CONTRACTOR with approved forms and/or format for such data including but not limited to invoicing, attendance reports and progress reports. LEA may approve use of CONTRACTOR-provided forms at its discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options (and/or dual enrollment options if available and appropriate) for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services and goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist LEA in implementing the IEP team's recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, California English Language Development Test ("CELDT"), and the English Language Proficiency Assessments for California ("ELPAC"), as appropriate to the student and mandated by LEA pursuant to LEA and state and Federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to California Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend LEA mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, standardized testing, and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with all requirements of California Education Code sections 56521.1 and 56521.2 regarding positive behavior interventions and supports. Failure to do so shall constitute sufficient good cause for termination of this Master Contract.

LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with Federal and state law and implementing regulations. If the individualized education program ("IEP") team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy consistent with California Education Code section 56521.1 regarding emergency interventions and Behavioral Emergency Reports ("BERs"). Further, CONTRACTOR shall affirmatively inform each of its employees about the policy and provide each employee a copy thereof. CONTRACTOR shall also ensure that all of its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavior management strategies. Training includes certification with an approved SELPA crisis intervention program. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within 6 days of any new hire.

Pursuant to California Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the LEA student or others and that cannot be <u>immediately</u> prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of an emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency, as suitable to the situation.

To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified within one school day, if an emergency intervention is used or serious property damage occurs. CONTRACTOR shall immediately complete and maintain in the file of LEA student a BER which shall include all of the following: (1) The name and age of the individual with exceptional needs; (2) The setting and location of the incident; (3) The name of the staff or other persons involved; (4) A description of the incident and the emergency intervention used, and whether the LEA student is currently engaged in any systematic behavioral intervention plan; and (5) Details of any injuries sustained by LEA student or others, including staff, as a result of the incident. The BER shall immediately be forwarded to LEA for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone.

Consistent with the requirements of California Education Code section 56521.1(g), if a BER is written regarding an LEA student who does not have a behavior intervention plan, the designated responsible administrator shall, within two days, schedule an IEP team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. Consistent with the requirements of California Education Code section 56521.1(h), if a behavioral emergency report is written regarding an LEA student who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

(1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock; (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual; (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) An intervention that is

designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention; (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (7) An intervention that precludes adequate supervision of the individual; (8) An intervention that deprives the individual of one or more of his or her senses. In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and Federal law and regulations.

When CONTRACTOR seeks to remove a LEA student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall submit a written discipline report within 24 hours to LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: LEA student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of California Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school and/or by the nonpublic agency; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (Ed. Code §§ 56366(a)(2)(B)(i), (ii); 56345(b)(4).)

If an LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR or LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR and LEA.

CONTRACTOR shall provide to LEA, at no cost and prior to an annual or triennial IEP team meeting, documentation which shows progress on goals and any and all assessments and written assessment reports (including testing protocols) created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the Special Education Information System ("SEIS") or other comparable program/system as approved by LEA solely at LEA's discretion, for all IEP planning and progress reporting. LEA shall provide training for any nonpublic school and nonpublic agency to ensure access to SEIS or the comparable program/system designated and approved for use by LEA. The nonpublic school and/or nonpublic agency shall maintain confidentiality of all IEP data on SEIS or on the LEA-approved comparable program/system, and shall protect the password requirements of the system. When a student disenrolls from the nonpublic school or stops receiving services from the nonpublic agency, such CONTRACTOR shall discontinue use of SEIS and/or LEA-approved comparable program/system for that student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purpose of considering a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an interim alternative educational setting is deemed lawful and appropriate.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with all LEA surrogate parent assignments. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or Federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR'S program and/or the implementation of a particular student's IEP/ISA.

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination Policy pursuant to Title 5 of the California Code of Regulations section 4960(a); (3) Sexual Harassment Policy pursuant to California Education Code section 231.5; (4) Title IX Student Grievance Procedures pursuant to Title 34 of the Code of Federal Regulations sections 106.8 and 106.9; (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPPA"), 45 C.F.R. § 164.520; and (6) Notification and Complaint Procedures for Disability Access, pursuant to 42 U.S.C. §§ 12101 et seq. CONTRACTOR shall include verification of these procedures to LEA.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents, with a concurrent copy sent to LEA, at least four written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR'S place of business.

CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, chart notes, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support and/or intervention plans. LEA may request copies of such data at any time within five years of the date of service. CONTRACTOR agrees to maintain the information for at least five years and also shall provide this data supporting progress within 5 business days of request. Additional time may be granted as needed by LEA.

CONTRACTOR shall complete academic or other assessment of a LEA student ten (10) days prior to LEA student's annual or triennial review IEP team meeting for the purpose of reporting LEA student's present levels of performance at the IEP team meeting as required by state and Federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. Sufficient copies of reports, projected goals and/or any other relevant documents to be reviewed by the IEP team shall be provided to the District no later than five (5) business days prior to an annual or triennial IEP team meeting. CONTRACTOR shall maintain all supporting documentation including but not limited to test protocols and data collection, which shall be made available to LEA within 5 business days of request.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All other assessments shall be provided by LEA unless LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Such assessment costs may be added to the ISA and/or approved separately by LEA at LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge LEA student's parent(s) or LEA for the development or provision of progress reports, report cards, and/or any assessments, interviews, or attendance at any meetings, including but not limited to IEP meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon LEA student transfer, for LEA students in grades nine (9) through twelve (12) inclusive. CONTRACTOR shall submit all transcripts on LEA-approved forms to LEA student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to LEA names of LEA students and their schools of residence for whom transcripts have been submitted as specified by LEA. All transcripts shall be maintained by CONTRACTOR and furnished to LEA upon request, consistent with the parameters of Sections 9 and 26 of this Master Contract.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of LEA student's change of residence. Within five (5) school days after CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify LEA, in writing, of LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after LEA student's change of residence.

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone, with a follow-up written notification within five (5) business days to LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn without prior notice from school and/or services. CONTRACTOR shall confirm such telephone call on LEA approved forms and submit to LEA and the Department of Education, if required, within five (5) business days of the withdrawal, including a student's change in residence to a residence outside of LEA service boundaries, and the student's discharge against professional advice from a Nonpublic School/Residential Treatment Center ("NPS/RTC"). CONTRACTOR shall assist LEA to verify potential dropouts three (3) times per year.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and LEA student's living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTORS operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and provide travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with California Penal Code section 627.1 *et seq.*, as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

For services provided on a public school campus, sign in/out procedures shall be followed along with all procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the educational program and all nonpublic agency service providers shall work collaboratively with the classroom teacher who shall remain in charge of the instructional program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the

scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to LEA.

CONTRACTOR, if providing services in a student's home as specified in the IEP, shall assure that at least one parent of the child or an adult caregiver with written and signed authorization to make decisions in an emergency is present during the provision of services. The names of any adult caregiver other than the parent shall be provided to LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot be an employee or volunteer associated with the nonpublic school or nonpublic agency service provider. Moreover, for services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent or LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a licensed children's institution ("LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in California Education Code sections 56366(a)(2)(C) and 56366.9, California Health and Safety Code section 1501.1(b), (AB1858, AB490 (Chapter 862, Statutes of 2003)) and the procedures set forth in LEA Procedures. A LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and 2) the educational placement and services specified in each student's IEP at the time of enrollment.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. section 1411 *et seq.* and California Education Code section 56000, *et seq.*; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"), 20 U.S.C. section 1401(29); California Education Code section 56031; Title 5, California Code of Regulations section 3001 *et seq.*, Title 2, California Code of Regulations section 60100 *et seq.* regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in LEA student's IEPs.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by LEA student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state shall be certified or licensed by that state to provide special education

and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

44. MONITORING

CONTRACTOR shall allow LEA representatives access to its facilities for the purpose of periodic monitoring of each LEA student's instructional program, and shall be invited to participate in the formal review of each student's progress. LEA representatives shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR'S site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also a LCI and/or NPS/RTC, CDE shall annually evaluate whether CONTRACTOR is in compliance with California Education Code section 56366.9 and California Health and Safety Code section 1501.1(b). LEA may also conduct its own on-site review of a NPS using the LEA's Quality On-Site NPS Review Rubric.

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standards-focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall fully participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and Federal regulations, and Master Contract compliance. If requested by LEA, CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code Section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice ("CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for all of CONTRACTOR'S employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR'S employees and volunteers shall not come

in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to LEA that none of its employees, volunteers, or subcontractors who will have, or likely may have any direct contact with LEA students, have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

The passage of AB 389 amends California Education Code sections 44237 and 56366.1 as to the verification that the CONTRACTOR has received a successful criminal background check clearance and has enrolled in subsequent arrest notification service, as specified, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. Further this bill deletes the exemption for applicants possessing a valid California state teaching credential or who are currently licensed by another state agency that requires a criminal record summary, from submitting 2 sets of fingerprints for the purpose of obtaining a criminal record summary from the California Department of Justice ("CDOJ") and the Federal Bureau of Investigation ("FBI"). Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service as required by California Penal Code section 11105.2 for all staff shall be provided to LEA upon request.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services are qualified as defined in Section 7(d) of this Mater Contract, including but not limited to holding a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service consistent with California Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58 and Title 5 of the California Code of Regulations, sections 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and/or services to students with the disabling conditions placed in their program/school through documentation provided to the CDE. (Cal. Code Regs., tit. 5, § 3064(a).)

When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* All paraprofessionals, including, but not limited to instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c)

met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving a LEA student shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students as specified in LEA Procedures. Within thirty (30) days, CONTRACTOR shall provide LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within thirty (30) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period during which such person is providing services under this Master Contract. Failure to notify LEA of changes in licenses, certifications or suspensions shall be good cause for termination of this Master Contract by LEA.

Failure to notify LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and shall also suffice as good cause for the suspension or termination of this Master Contract by LEA.

48. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR'S classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage on LEA substitute teacher log. Substitute teachers shall remain with their assigned class during all instructional time. LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section seven (7) of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for his/her student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services

by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and an authorized LEA representative.

49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or nonpublic agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. Such policies and procedures shall be made available to CONTRACTOR upon CONTRACTOR'S request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause to terminate this Master Contract.

For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent or an LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written shall also be provided to LEA. It is understood that unless otherwise agreed to by LEA, a public school credentialed teacher is responsible for the instructional program and all nonpublic agency related service providers shall work collaboratively with the teacher who shall remain in charge of supervising the instructional program.

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable Federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et seq.*, and 49406, and California Health and Safety Code section 121545 regarding the examination of CONTRACTOR'S employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall comply with OSHA Blood Borne Pathogens Standards, Title 29 of the Code of Federal Regulations section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

51. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable Federal, state, and local laws, regulations, and ordinances related, but not limited to disability access, fire, health, sanitation, and building standards and safety, fire warning systems, zoning permits and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 of the California Code of Regulations section 550. During the duration of this Agreement, if CONTRACTOR is subject to fines, penalties and findings of non-compliance,

CONTRACTOR shall assume any and all responsibilities for payment of such financial obligations. CONTRACTOR shall also be fully responsible for any structural changes and/or modifications to CONTRACTOR'S facilities as required to comply with applicable Federal, state, and local laws, regulations, and ordinances. Failure to notify LEA or CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by LEA.

In signing this Agreement, CONTRACTOR certifies that its facilities either comply with Federal and state and local laws regarding disability access, or possesses and has available upon demand, a self-evaluation and/or transition plan in accordance with said laws.

52. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist a LEA student with the administration of such medication after LEA student's parent(s) provide(s) to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify a LEA student's name, the type of medication, the date, time, and amount of each administration, and the name of CONTRACTOR'S employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

In the event there is a LEA student who is on a prescription medication regimen, the CONTRACTOR is to: (a) first obtain a copy of the appropriate medication authorization form available from LEA student's primary regional or site nurse; or (b) in the event the student does not take prescription medication during the school day, but would only take such medication while in the care, custody and control of the CONTRACTOR, prior to the commencement of services to LEA student, CONTRACTOR is to obtain a signed copy of the appropriate medication authorization form from the District. Both the District and CONTRACTOR shall retain a copy of the Authorization.

53. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall electronically submit, within 24 hours, any accident or incident report to LEA. CONTRACTOR shall properly submit accident or incident reports as required by the District.

54. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* and California Education Code section 44691. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to LEA.

CONTRACTOR is to read and become familiar with the District's *Mandated Child Abuse and Neglect Reporting Manual*. In the event there is a suspicion of abuse conducted by anyone (students, staff, contractor or others) on or off campus, CONTRACTOR is to file the appropriate report to the Sacramento County Sheriff. CONTRACTOR is also to confidentially notify the Risk Management Department ("Risk Manager")

of the report. CONTRACTOR is to cooperate with any investigation conducted by the District in connection with such report.

55. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitute sexual harassment and that is prohibited by the CONTRACTOR'S policy, as well as Federal and state law. The policy should include procedures to make complaints without fear of retaliation and procedures for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures.

56. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers and any independent contractor and/or subcontractor authorized pursuant to this Master Contract, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370 et. seq. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to LEA. The written statement shall be submitted as specified by LEA.

FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing, including requirements of electronic billing, as specified by LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and in compliance with LEA Procedures, and will be governed by all applicable Federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this Master Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and, in addition, on a LEA form with signatures in the manner prescribed by LEA. Contractor will submit invoices using the format provided by LEA. At the request of LEA, invoices may require the following information: Name of LEA student for whom service was provided; the type of service provided; (if payment for assessment is approved by LEA pursuant to Section 36 of this Master Contract, the invoice must describe whether the assessment was prepared for an initial, annual, amended, or triennial IEP); month of service; specific dates (date, month, year and times) of services coordinated pursuant to LEA-approved calendar unless otherwise specified in the IEP or agreed to by LEA; name of staff who provided

the service and that individual's licensing and credentials; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of the nonpublic school/nonpublic agency administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this Master Contract; and verification that progress reports have been provided consistent with the ISA (consistent with IEP benchmark dates, unless otherwise specified on the ISA); and name or initials of each student for when the service was provided. In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this Master Contract. At the discretion of LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this Master Contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any re-billing for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of LEA, then no limit is set provided that LEA and CONTRACTOR have communicated such concerns in writing during the twelve-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

58. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice; (e) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received, prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR'S educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA within five (5) days of such confirmation; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student; or (i) CONTRACTOR fails to provide the required liability/insurance documentation as outlined in Section 15 of this Master Contract. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by LEA until completion of a review or audit, if deemed necessary by LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have

been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to LEA student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR'S written request showing good cause, LEA shall extend CONTRACTOR'S time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR'S notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after LEA's response to CONTRACTOR'S notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c)(2).

59. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students.

60. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section Seven (7) of this Master Contract and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in LEA student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of LEA student's unexcused absence, CONTRACTOR shall notify LEA of such absence as specified in LEA Procedures.

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for ADA reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section Seven (7) of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a LEA student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

61. INSPECTION AND AUDIT

CONTRACTOR shall maintain and LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall also provide LEA access to all records contemplated by Section 9 of this Master Contract. CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR'S offices (to be specified by LEA), at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR'S offices for purposes of interviewing CONTRACTOR'S employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to LEA, unless LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a Federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR'S over

billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR'S over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a Federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedules (Exhibits A and B) limit the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code sections 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this Master Contract, shall be as stated in Exhibits A and B.

When CONTRACTOR is a nonpublic school associated with a Residential Treatment Center ("NPS/RTC"), Educationally Related Mental Health Services ("ERMHS") are provided in an integrated, intensive, educationally related therapeutic residential setting which includes social emotional/behavior support through individual counseling, group counseling, family consultation and support, as appropriate. It is a collaborative model which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program. Costs for ERMHS are all inclusive and combined with the daily rate as ERMHS+RB ("ERMHS + Room and Board"). ERMHS plus Room and Board payments are based on positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of 10 days payment per student, per contract year, when a bed is unoccupied, for home visits of a therapeutic nature.

Any Nonpublic School ("NPS") or residential facility requesting a change in rate for any services provided during a subsequent Master Contract year must make a request in writing to the Sacramento County SELPA Directors, with a copy sent to LEA Director, Douglas Phillips, or designee, by January 15th of each calendar year. Increases will only be considered for approval for entities that have received a positive review on the Quality On-Site NPS Review Rubric.

63. DEBARMENT CERTIFICATION

By signing this agreement, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Has/have <u>not</u>, within a three-year period preceding this contract, 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 Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The Parties hereto have executed this Master Contract by and through their duly authorized agents or

	tatives. This Master 2020, unless sooner				day of July 201	9 and terminates at	5:00 P.M. on
CONTR	ACTOR				LEA River Delta I	Unified School Distri	ct
Nonpub	lic School/Agency		and any analysis of the second				***************************************
Ву:				By:			
_	Signature		Date	By:	Signature		Date
	Name and Title of A Representative to CONTRACTOR sh		d to:		Name and Ti Representativ	er, Director of Educatle of Authorized ve	ational Services
Name ar	nd Title					l School District	
Nonpubl	lic School/Agency/R	elated Service	Provider	LE <i>A</i> 445	Nontezuma St	reet	- 11 - 12 m / m / m / m / m / m / m / m / m / m
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EXHIBIT B: RATES - NON-PUBLIC AGENCY ONLY - 2019-2020 CONTRACT YEAR

	TOTAL OF THE PROPERTY OF THE P	2017 2020 COMMICT TEAM	
CONTRACTOR Jabbergym Inc.	CONTRACTOR NUMBER	CDE TOTAL ENROLLMENT ALLOWED	
It may also limit the maximum nu	amber of students who can be provided spe	may be enrolled and the maximum dollar amo ecific services. Special education and/or relate vices during the term of this contract shall be	ed services offered
Payment under this contract Total LEA enrollment may (per Master Contract Section 62	not exceed	\$10,000	
SERVICE	DES	SCRIPTION	RATE
Language and Speech		gned school site for a flat per diem rate based on a full ted if NPA staff works less than a full work day.	\$ Per Diem
Therapy	DIRECT THERAPY 1:1 or small group		
	CONSULTATION: student observation as it re IEP team member training; collaboration with II	elates to program development and/or data collection; EP team member(s)	\$Per Hour
		al of LEA per Section 36 of the Master Contract) nual progress report; benchmark reporting on SEIS; at IEP meetings	
	PER DIEM – NPA provides all services at assign work day for this discipline. Rate will be pro-ra	gned school site for a flat per diem rate based on a full ted if NPA staff works less than a full work day.	\$ Per Diem
	DIRECT THERAPY 1:1 or small group		
Occupational Therapy	CONSULTATION: student observation as it re IEP team member training; collaboration with IF	\$Per Hour	
		requires prior approval of LEA per Section 36 of the Master Contract) port writing; written annual progress report; benchmark reporting on SEIS; equipment; attendance at IEP meetings	
3 .5	PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.		\$ Per Diem
	DIRECT THERAPY 1:1 or small group		
Physical Therapy	CONSULTATION: student observation as it re IEP team member training; collaboration with IE	\$ Per Hour	
	OTHER SERVICES: (requires prior approvation of the services of	Evaluations are \$425 per the first 3 hours and \$110 for each hour thereafter.	
	PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on the work day for this discipline. Rate will be pro-rated if NPA staff works less than the identified work day: Check the applicable work day: □ Full Work Day □ Half Work Day		S Per Diem
Behavior Intervention Services	DIRECT STUDENT AIDE 1:1 or small group,	implementing behavior plan, data collection.	\$ Per Hour
DOI VICES	CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s).		\$ Per Hour
	SUPERVISING CONSULTANT: student obsedata collection; IEP team member training; colla	\$ Per Hour	
		l of LEA per Section 36 of the Master Contract) a annual progress report; benchmark reporting;	\$Per Hour

PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.

Per Diem

445 Montezuma Street Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019 Attachments: X

From: Katherine Wright, Superintendent Item Number: 10.10

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

SUBJECT:

Request to approve the Independent Contract with Lisa Cesario, Retired Superintendent from Los Lomitas School District to provide district Leadership coaching for during the 2019-2020 school year

BACKGROUND:

Lisa Cesario has 32 years of professional experience in Education. Her career started as a teacher for ten years. After six years of serving as a site principal, she served as a Director of Curriculum and Instruction for three years and then as a Director of Educational Services for six years. She recently retired after serving as a Superintendent for Los Lomitas School District for the past seven years.

STATUS:

Mrs. Cesario broad range of successful leadership experience makes her a perfect choice to serve as a district leadership coach. Her major focus is to make classroom observations a top priority. It is her belief that seeing students in action forces all decision made to be for the maximum benefit of the students. Mrs. Cesario is willing to provide leadership coaching for the RDUSD Superintendent as she completes her first year in the role.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$10,000 – General Fund

RECOMMENDATION:

That the Board approves the contract with Lisa Cesario for the FY 2019-2020.

Time allocated: 2 minutes



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(707) 374-1700 Fax (707) 374-2995

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INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

	IIS AGREEMENT is entered into by and between the River Delta Unified School District hereinafter ferred to as "DISTRICT," and Lisa Cesario hereinafter referred to as "CONSULTANT."
ΙΤ	IS HEREBY MUTUALLY AGREED that Consultant will provide services under the following terms and conditions:
1.	<u>TERM:</u> The term of this agreement is from <u>July 1, 2019</u> through <u>June 30, 2020</u> . 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 <u>60</u> 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 leadership coaching to the River Delta Unified School District Superintendent for the 2019-2020 school year.
3.	PAYMENT FOR SERVICES: CONSULTANT shall receive compensation at the rate of: \$ perdayweek month year or perhour_ 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

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.

DISTRICT'S authorized representative. The CONSULTANT shall provide an itemization of costs on submitted

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

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invoice.

- COMPLIANCE WITH LAWS: CONSULTANT shall comply with all applicable federal, state and local laws, rules, regulations and ordinances involving its employees, including workers' compensation and tax laws.
- 8. <u>CONFLICTS OF INTEREST</u>: 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.

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:		
Printed/Typed	d Name	Date	_Katherine Wright Requested By	Date
Social Securi	ty Number/Federal Tax ID	Number	Approval Signature	Date
Address	State	Zip	Budget Code (Name & Coding)	
Contact Phon	ne and Email		Board of Trustees Action	Date
Signature (Co	ontractor/Consultant Authorize	ed Representative)		
Cons	sultant must answer the two	o questions below:		
Printed/Typed Name Date Requested By Social Security Number/Federal Tax ID Number Approval Signature Address State Zip Budget Code (Name & Coding)				
2.	Are you presently an er	nployee of River De	elta Unified School District? Yes No	

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



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(707) 374-1700 Fax (707) 374-2995

HOLD HARMLESS & INDEMNIFICATION AGREEMENT

Lisa Cesario To the fullest extent permitted by law,	
(Contractor/Consultant) agrees to defend, indemnify, hold harmless at against River Delta Joint Unified School District, its Board of Trus (collectively the "District") from and against any and all claims, costs, defees), losses, damages, injuries and liabilities, whether active or passive injury whatsoever or however caused or alleged to be caused Contractor/Consultant to any person or property because of, arising performance of this agreement. Contractor/Consultant shall not be responted to the District. It is understood and agreed that such indemnity shall survive	etees, officers, agents and employees emands, expenses (including attorney's e, arising from any accident, death, or l whether by the District or the out of, or in any way related to the ensible for the sole or willful liability of
Contractor/Consultant shall maintain their own contractual liability insuragreement. This indemnification is independent of and shall not in any othe Contractor/Consultant.	
In the case of Facility Use Agreements, Contractor/Consultant further requirements attachment to that contract and shall name the District endorsement from its insurance carrier, and provide acceptable proof ther	as an additional insured via separate
If the Contractor/Consultant should sublet any work to another party (i.e., guarantees that such subcontractor shall indemnify the District prior to pits work. Contractor/Consultant shall obtain a signed agreement from District as set forth above. In addition, Contractor/Consultant shall resupplier indemnify Contractor/Consultant and the District from any and products, or supplies included in such work.	permitting subcontractor to commence such subcontractor indemnifying the quire in its purchase orders that each
In the case of any conflict with these requirements and the provisions of these provisions shall prevail.	the agreement to which it is attached,
Signature of Authorized Representative	Date Signed
Typed/Printed Name of Authorized Representative	Company Name
Address, Email & Phone:	
1/14/08	



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

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

Description of Duties: To provide leadership coaching to the River Delta Unified School District Superintendent for the 2019-2020 school year. 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 <u>must file the Form 700 annually</u> 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. Kathy Wright, Superintendent Date

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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



445 Montezuma Street Rio Vista, California 94571-1651

(707) 374-1700 Fax (707) 374-2995

www.riverdelta.k12.ca.us

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.

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		

445 Montezuma Street Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date:	August 13, 2019	Attachments:
From: Elizabeth K	eema-Aston	Item Number: 10.11
Type of item: (Actio	n, Consent Action or Information Only	y): Consent Action
SUBJECT:		

Requ

Request approval to apply for the K12HSN-BIIG Grant- Wave 5 for improved internet connectivity – districtwide.

BACKGROUND:

Previously the District participated in the K12HSN (K12 High Speed Network)- BIIG (Broadband Internet Improvement Grant) Grant Wave 2 to increase our bandwidth from 100 MG to 1 GB from Sacramento County Office of Education (SCOE). This is the expected final year of the K12HSN funding which will carry thru to the projects end.

The district looked at participating last year but due to financial restrictions in our contract with Conterra felt it was not in the districts best interest to proceed at that time.

STATUS:

In working with SCOE and K12HSN Administrators, District administration completed and submitted an application to participate in Wave 5. The application deadline was August 2, 2019, which was prior to the board meeting. The application allows us to participate in the hopes of getting fiber to district sites, which will vastly improve the sites internet connections which are unstable during inclement weather. The application process allows the district to participate but does not obligate the district in any way.

PRESENTER:

Elizabeth Keema-Aston

OTHER PEOPLE WHO MIGHT BE PRESENT: N/A

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

That the Board approves the application to participate in the K12HSN – BIIG grant Wave 5.

Time allocated: 5 minutes

445 Montezuma Street Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019 Attachments: None

From: Katherine Wright, Superintendent Item Number: 10.12

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

SUBJECT:

Donations

BACKGROUND:

Donations to Receive and Acknowledge:

Mary and Daniel Wilson \$800 Elizabeth Keema-Aston \$80

Liz Pauls-Diede \$80

The Tyler Uslan Foundation \$1200

Lynne Imel \$80

James and Sally Christie \$160 Richard and Rebecca Elliot \$80 Wilcox Agri Products \$100 Chuck Joy Trust \$100 Caroline G. Werder \$160

John Allerson (in memory of Gary Enger) \$80

Tim Ogleby \$160 Carina Palafox \$160

Susan and Calvin Jones \$80

Industrial Optics \$500

CA Delta Real Estate: Doris Specht \$25

STATUS:

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board acknowledge and approve the receipt of these donations

Time allocated: 3 minutes

445 Montezuma Street Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019	Allachments: X
From: Ken Gaston, Director of MOT	Item Number: 11.
Type of item: (Action, Consent Action or Information Only): Action	
SUBJECT: Request approval to file the Notice of Completion for the Access Road Asphalt Paving Repairs	Rio Vista High School
BACKGROUND: Final completion of the Asphalt Paving Repairs is completed Completion and recording at the County Recorder's Office hold period before final retention can be released.	
STATUS:	
PRESENTER: Ken Gaston,	
OTHER PEOPLE WHO MIGHT BE PRESENT:	
COST AND FUNDING SOURCES: No cost for filing Notice of Con	mpletion
RECOMMENDATION:	
That the Board gives approval to file a Notice of Completion for Asphalt Paying Repairs at Rio Vista High	the Access Road

Time allocated: 3 minutes

	Recording Requested By:	
(Owner - School District	
	When Recorded Mail To:	
	Name River Delta Unified School District	
	Street Address 445 Montezuma Street	
	City & Rio Vista, CA 94571	
	(CA Civil Code §§ 8	SPACE ABOVE THIS LINE FOR RECORDERS USE F COMPLETION 30-8190, 8100-8118, 9200-9208)
	TICE IS HEREBY GIVEN THAT:	
1.	The undersigned is an owner of an interest of estate in the herein Fee Simple Title	fter described real property, the nature of which interest or estate is:
2.	The full name and address of the undersigned owner or reputed of Name Street and No.	(e.g. fee, leasehold, joint tenancy, etc vner and of all co-owners or reputed co-owners are: City State
	River Delta Unified School District, 445 Montezuma S	•
3.	The name and address of the direct contractor for the work of imp Warren E Gomes Excavating Inc. 551 Airport Rd, Rio	
4.	This notice is given for (check one): ☑ Completion of the work of improvement as a whole. ☐ Completion of a contract for a particular portion of the w	rk of improvement (per CA Civ. Code § 8186).
5.	If this notice is given only of completion of a contract for a particul § 8186), the name and address of the direct contractor under that N/A	r portion of the work of improvement (as provided in CA Civ. Code contract is:
8.	The name and address of the construction lender, if any, is: N.A	
7.	On the19thday ofJuly, 20_19, there was conwhole (or a particular portion of the work of improvement as provided RIO VISTA HIGH SCHOOL —Access Road Asphalt Page 10.000.	upleted upon the herein described property a work of improvement as a sed in CA Civ. Code § 8186) a general description of the work provided: ving Repairs.
3.	The real property herein referred to is situated in the City of Rio V State of California, and is described as follows: Rio Vista High School (APN# 0049-120-56	,
).	The street address of said property is: 410 South Fourth Street Rio Vista, CA 94571	
10.	If this Notice of Completion is signed by the owner's successor in N/A	terest, the name and address of the successor's transferor is:
	I certify (or declare) under penalty of perjury under the laws of the	State of California that the foregoing is true and correct.
Date:	By:	

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Signature of Owner of Owner's Authorized Agent

Katherine Wright

Print Name

VERIFICATION

I, Kath	erine Wright	er", etc.) of the Owner identified in the foregoing Notice of Complet	d Signer ("Owner", "Pre	esident",
contents	s thereof; the same	er , etc.) of the Owner identified in the foregoing Notice of Complete is true of my own knowledge.	tion. I have read said Notice of Completion and	d know the
l declare	e under penalty of	perjury under the laws of the State of California that the foregoing i	s true and correct.	
Execute	d on	August 13 _, 2018 . (date), at Rio Vista	(city), (California.
		Signature o	of Owner or Owner's Authorized Agent	
		PROOF OF SERVICE DECLARAT	TION	
,appropria	ite hox):	, declare that I served co	pies of the above NOTICE OF COMPLETION, (che	eck
3. 3.		By personally delivering copies to	(name(s) and title	∋(s)
	_	of person served) at,(date),	(addre,, m. (tir	ess), me)
•		By Registered or Certified Mail, Express Mail or Overnight Delivery by parties at the address shown above on	an express service carrier, addressed to each of th	ie
		By leaving the notice and mailing a copy in the manner provided in § 4 Summons and Complaint in a Civil Action.	15.20 of the California Code of Civil Procedure for	service of
declare u	under penalty of per	ury that the foregoing is true and correct.		
		(city), California, on		(date)
				(
			(Signature of Person Making Service)	
		STATE OF CALIFORNIA		
		COUNTY OF		
		On	(dat	e) hefo
		me,	, (dat	and title
		to me on the basis of satisfactory	evidence to be the person(s) whose name	who prove ne(s)_is/a
		subscribed to the within instrument a	and acknowledged to me that he/she/they ex pacity(ies), and that by his/her/their signature	ecuted t
		instrument the person(s), or the entity instrument.	/ upon behalf of which the person(s) acted, ex	e(s) on the recuted th
		l certify under PENALTY OF PURJU foregoing paragraph is true and corre	URY under the laws of the State of Californ ct.	ia that th
		Witness my hand and official seal.		
		_		
		Daga 2 of 2	ignature	

445 Montezuma Street Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019	Attachments: X
From: Ken Gaston, Director of MOT	Item Number: 12
Type of item: (Action, Consent Action or Information Only): Action	
SUBJECT: Request approval to file the Notice of Completion for the De Parking Lot Asphalt Paving Repairs.	elta High School
BACKGROUND: Final completion of the Asphalt Paving Repairs is complete Completion and recording at the County Recorder's Office s hold period before final retention can be released.	
STATUS:	
PRESENTER: Ken Gaston	
OTHER PEOPLE WHO MIGHT BE PRESENT:	
COST AND FUNDING SOURCES: No cost for filing Notice of Compl	etion
RECOMMENDATION: That the Board gives approval to file a Notice of Completion for the	a Parking Lat Asphalt
Paving Repairs for Delta High School.	e Farking Lot Asphalt

Time allocated: 3 minutes

	Recordi	ing Requested By:
0	wner -	School District
-	When R	ecorded Mail To:
	Name	River Delta Unified School District
	Street Address	445 Montezuma Street
	City & State	Rio Vista, CA 94571

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE OF COMPLETION

	(CA Civil Code §§ 8180-8190, 8100-8118, 9200-9208)
NOT	ICE IS HEREBY GIVEN THAT:
1.	The undersigned is an owner of an interest of estate in the hereinafter described real property, the nature of which interest or estate is: Fee Simple Title (e.g. fee, leasehold, joint tenancy, etc.)
2.	The full name and address of the undersigned owner or reputed owner and of all co-owners or reputed co-owners are: Name Street and No. City State River Delta Unified School District, 445 Montezuma Street, Rio Vista, CA 94571
3.	The name and address of the direct contractor for the work of improvement as a whole is: Warren E Gomes Excavating Inc. 551 Airport Rd, Rio Vista, CA 94571
4.	This notice is given for (check one): ☐ Completion of the work of improvement <u>as a whole.</u> ☐ Completion of a contract for a <u>particular portion</u> of the work of improvement (per CA Civ. Code § 8186).
5.	If this notice is given only of completion of a contract for a particular portion of the work of improvement (as provided in CA Civ. Code § 8186), the name and address of the direct contractor under that contract is: N/A
6.	The name and address of the construction lender, if any, is: N.A
7.	On the14thday ofJuly, 20_19, there was completed upon the herein described property a work of improvement as a whole (or a particular portion of the work of improvement as provided in CA Civ. Code § 8186) a general description of the work provided: DELTA HIGH SCHOOL – Parking Lot Asphalt Paving Repairs
8.	The real property herein referred to is situated in the City of Rio Vista, County of Solano State of California, and is described as follows: Rio Vista High School (APN# 043-250-001-000, 043-250-002-000)
9.	The street address of said property is: 410 South Fourth Street Rio Vista, CA 94571
10.	If this Notice of Completion is signed by the owner's successor in interest, the name and address of the successor's transferor is: N/A
	I certify (or declare) under penalty of perjury under the laws of the State of California that the foregoing is true and correct.
Date:	By:
	Signature of Owner's Authorized Agent
	Katherine Wright
	© Porter Law Group, Inc. 2012 Print Name

VERIFICATION

"Author	herine Wright rized Agent", "Part ts thereof; the sam	ner", etc.) of the Owner ident e is true of my own knowled	, sta ified in the for ge.	ate: I am the <u>Autho</u> regoing Notice of Co	orized Signer mpletion. I have read said N	("Owner", "President", lotice of Completion and know the
l declar	re under penalty o	perjury under the laws of the	e State of Cal	lifornia that the foreg	oing is true and correct.	
Execut	ed on	August 13 _, 2018	(date), at _	Rio Vista		(city), California.
				Signa	ature of Owner or Owner's A	uthorized Agent
		PF	OOF OF S	SERVICE DECLA	RATION	
l,	iate box):			, declare that I ser	ved copies of the above NOTIC	E OF COMPLETION, (check
appropri		By personally delivering co	pies to			(name(s) and title(s)
		on			(date), at	,,m. (time)
b.		By Registered or Certified	Mail, Express N	Mail or Overnight Deliv	ery by an express service carrie	er, addressed to each of the
C.		By leaving the notice and n Summons and Complaint in	nailing a copy i	n the manner provided	in § 415.20 of the California Co	ode of Civil Procedure for service of
l declare	e under penalty of pe	rjury that the foregoing is true a	nd correct.			
Signed a	at		(ci	ty), California, on		,(date).
					(Signature of Persor	n Making Service)
				OF CALIFORNIA		
			ma ()n		, (date), before _, Notary Public (name and title of who proved
			officer) per	sonally appeared		, Notary Public (name and title of who proved
			to me on subscribed same in hi	the basis of satisf to the within instru- is/her/their authorize the person(s), or the	actory evidence to be the ment and acknowledged to ad capacity(ies), and that by	person(s) whose name(s) is/are me that he/she/they executed the y his/her/their signature(s) on the the person(s) acted, executed the
				der PENALTY OF paragraph is true and		of the State of California that the
			Witness my	/ hand and official se	eal.	
			Y	Page 2 of 2	Signature	

445 Montezuma Street Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019	Attachments: X
From: Ken Gaston, Director of MOT	Item Number: 13
Type of item: (Action, Consent Action or Information Only): Action	
SUBJECT: Request approval to file the Notice of Completion for the Pl Paving Repairs at Walnut Grove Elementary School.	layground Asphalt
BACKGROUND: Final completion of the Asphalt Paving Repairs is complete Completion and recording at the County Recorder's Office hold period before final retention can be released.	
STATUS:	
PRESENTER: Ken Gaston	
OTHER PEOPLE WHO MIGHT BE PRESENT:	
COST AND FUNDING SOURCES: No cost for filing Notice of Comp	letion
RECOMMENDATION:	
That the Board gives approval to file a Notice of Completion for the Paying Repairs for Walnut Grove Elementary.	e Playground Asphalt

Time allocated: 3 minutes

Recording Requested By: Owner - School District		
When R	ecorded Mail To:	
Name	River Delta Unified School District	
Street Address	445 Montezuma Street	
City & State	Rio Vista, CA 94571	

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE OF COMPLETION

	(CA Civil Code §§ 8180-8190, 8100-8118, 9200-9208)
NOT	TICE IS HEREBY GIVEN THAT:
1.	The undersigned is an owner of an interest of estate in the hereinafter described real property, the nature of which interest or estate is:
	Fee Simple Title (e.g. fee, leasehold, joint tenancy, etc.)
2.	The full name and address of the undersigned owner or reputed owner and of all co-owners or reputed co-owners are: Name Street and No. City State
	River Delta Unified School District, 445 Montezuma Street, Rio Vista, CA 94571
3.	The name and address of the direct contractor for the work of improvement as a whole is: Warren E Gomes Excavating Inc. 551 Airport Rd, Rio Vista, CA 94571
4.	This notice is given for (check one): ☐ Completion of the work of improvement <u>as a whole.</u> ☐ Completion of a contract for a <u>particular portion</u> of the work of improvement (per CA Civ. Code § 8186).
5.	If this notice is given only of completion of a contract for a particular portion of the work of improvement (as provided in CA Civ. Code § 8186), the name and address of the direct contractor under that contract is: N/A
6.	The name and address of the construction lender, if any, is: N.A
7.	On theday ofJuly, 20, there was completed upon the herein described property a work of improvement as a whole (or a particular portion of the work of improvement as provided in CA Civ. Code § 8186) a general description of the work provided: WALNUT GROVE ELEMENTARY — Playground Asphalt Paving Repairs
8.	The real property herein referred to is situated in the City of Rio Vista, County of Solano State of California, and is described as follows: Rio Vista High School (APN# 146-0170-059-0000,146-0190-031-0000)
9.	The street address of said property is: 410 South Fourth Street Rio Vista, CA 94571
10.	If this Notice of Completion is signed by the owner's successor in interest, the name and address of the successor's transferor is: N/A
	I certify (or declare) under penalty of perjury under the laws of the State of California that the foregoing is true and correct.
Date:	By:
	Signature of Owner's Authorized Agent
	Katherine Wright
	© Porter Law Group, Inc. 2012 Print Name

VERIFICATION

l, <u>Katl</u> "Author content	herine Wright rized Agent", "Parti ts thereof: the sam	, st ner", etc.) of the Owner identified in the fo e is true of my own knowledge.	rate: I am the Authorized Signer pregoing Notice of Completion. I have read said Notice	("Owner", "President", of Completion and know the
		,	lifornia that the foregoing is true and correct.	
			Rio Vista	(city), California.
			Signature of Owner or Owner's Authori	ized Agent
		PROOF OF S	SERVICE DECLARATION	
l,	ate box):		, declare that I served copies of the above NOTICE OF	COMPLETION, (check
а.		By personally delivering copies to		(name(s) and title(s)
		on	,(date), at	(address), _,m. (time)
b.		By Registered or Certified Mail, Express I	Mail or Overnight Delivery by an express service carrier, add	lressed to each of the
C.			in the manner provided in § 415.20 of the California Code of	
l dooloro	under penalty of per	·		
		jury that the foregoing is true and correct.	ity), California, on	(data)
oignou o	•	(0	rty), California, Off	_, (date).
			(Oirenteen I December 1	
			(Signature of Person Maki	ng Service)
		COUNTY	OF CALIFORNIA	
		(On, Not	_, (date), before
		me, officer) per	, Not	ary Public (name and title of
		to me on subscribed same in h instrument instrument.	to the within instrument and acknowledged to me the is/her/their authorized capacity(ies), and that by his/the person(s), or the entity upon behalf of which the p	on(s) whose name(s) is/are nat he/she/they executed the her/their signature(s) on the person(s) acted, executed the
		Witness my	y hand and official seal.	
			Signature	

445 Montezuma Street Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date	e: August 13, 2019	Attachments: X
From: Elizab	eth Keema-Aston, Chief Business Officer	Item Number: 14
Type of item:	(Action, Consent Action or Information Only):	Action
SUBJECT:		
	Request to Approve Resolution #769 authorizing Transfers of Special or Restricted Monies for FY	
BACKGROU	ND:	
	This resolution will allow the district to temporarily borrow funds within those on deposit at the Sacramento County Treasury in River Delta's fund accounts. This is strictly on a short term basis and is allowed by Education Code Section 42603 which provides districts the ability to temporarily borrow between funds to satisfy operating costs.	
STATUS:	Currently, the district has positive balances in var transferred as needed to meet operating costs. E 42603 provides the authorization for districts to be sets limitations on this type of borrowing. The au are stated in the attached resolution.	Education Code Section orrow between funds and
PRESENTER	: Elizabeth Keema-Aston, Chief Business Officer	•
OTHER PEOPLE WHO MIGHT BE PRESENT: NOT APPLICABLE		
COST AND FUNDING SOURCES: NOT APPLICABLE		

RECOMMENDATION:

That the Board approves Resolution #769 authorizing temporary borrowing between funds for FY 2019-20

Time allocated: 3 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 769

ESTABLISH TEMPORARY INTERFUND TRANSFERS OF SPECIAL OR RESTRICTED FUND MONEYS

WHEREAS, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of the River Delta Unified School District, in accordance with the provisions of Education Code section 42603 adopts the following authorization for fiscal year 2019-20 to temporarily transfer funds between the following funds provided that all transfers are approved by the Superintendent or his designee:

General Fund #01
Adult Education #11
Child Development Fund #12
Cafeteria Fund #13
Spec. Reserve (Non-Capital) Fund #17
Building Fund Capital Projects Fund #21
SFID #1 – South (GO Bond) Fund #22
SFID #2-North (GO Bond) Fund #23
Capital Facilities (Developer Fees) Fund # 25
State School Facilities Fund #35
Capital Proj.-Blended Component Fund #49

PASSED AND ADOPTED the 13th day of August 2019 by the Board of Trustees of the River Delta Unified School District of Sacramento County, California, by the following vote:

AYES: NOES: ABSENT: ABSTENTIONS:

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. 769 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.

	<u>August 13, 2019</u>
Marilyn Riley, Clerk	Date
Board of Trustees	
River Delta Unified School District	

445 Montezuma Street Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: August 13, 2019	Attachments: x
From: Elizabeth Keema-Aston, Chief Business Officer	Item Number: 15
Type of item: (Action, Consent Action or Information Only): Action	

SUBJECT:

Request to approve the contractual agreement with Government Financial Strategies, Inc. for financial advisory services in connection to planning the 2020 General Obligation bond measure, post-election and pre-bond issuance services and the issuance of bonds following a successful General Obligation bond measure.

BACKGROUND:

The District is in the midst of a district wide facility needs assessment study. This study will determine the needs for upgrades or improvements to individual school site facilities, and probably lead to a General obligation bond measure. The bond process is a very complex and complicated process and the district would be well advised to use an expert in the field, namely Government Financial Strategies.

STATUS:

Government Financial Strategies has been a leader in their field for decades and as such district administration trusts their work and advise. The District has used their services on a number of other projects and has always received the highest customer service.

The District is seeking approval for the Scope of Work to provide financial advisory services in connection with 2020 General Obligation Bond Measure.

PRESENTER:

Elizabeth Keema-Aston

OTHER PEOPLE WHO MIGHT BE PRESENT: NONE

COST AND FUNDING SOURCES:

\$23,500 for Planning and \$9,500 for Post-Election Services to be paid for Unrestricted General Funds. The remaining cost for issuance would be part of the bond obligations.

RECOMMENDATION:

That the Board approves the contractual Scope of Work with Government Financial Strategies.

Time allocated: 5 minutes



MEMORANDUM

To:

Elizabeth Keema-Aston

From:

Lori Raineri 👭

Jonathan Edwards

Date:

May 28, 2019

Re:

Scope of Work to Provide Financial Advisory Services in Connection with 2020

General Obligation Bond Measure

Beth, below is a scope of work for us to provide financial advisory services in connection with 1) planning for a 2020 general obligation bond measure, 2) post-election and pre-bond issuance services, and 3) the issuance of bonds following a successful general obligation bond measure.

Planning for General Obligation Bond Measure

The services we anticipate providing in connection with helping the District plan for a general obligation bond measure include the following as appropriate:

- Develop and manage bond measure process schedule of events
- Assist with identifying and retaining other services (e.g. public opinion survey firm, bond counsel, etc.)
- Assist with development of facilities planning process and/or review facilities funding needs
- Research and analyze District's property tax base
- Consult with District on revenue sources
- Develop bond financial plans based on the District's facilities funding needs, projected tax base, and legal constraints
- Provide objective advice and communication (presentations, meetings, etc.) regarding the bond financial plan options and bond measure process
- Review and comment on bond measure related documents including public opinion survey questionnaire, resolution, ballot statement, etc.
- Assist with preparation of ballot statement and tax rate statement
- Assist with communicating objective information about the proposed bond measure to outside parties - provide information and data for communications materials, assist with meetings and presentations, etc.
- Participate in and make presentations at meetings as necessary
- Coordinate with District staff, other members of the team (e.g. bond counsel), and other entities (e.g. Counties of Sacramento, Yolo, and Solano)

May 28, 2019
Elizabeth Keema-Aston
Re: Scope of Work to Provide Financial Advisory Services in Connection with 2020
General Obligation Bond Measure
Page 2 of 5



Because it is not possible to know exactly how much time this work would take, and consistent with our role as the District's independent financial advisor, we would work on an hourly basis. Our hourly rate is \$225 (\$112.50 for travel time) plus out-of-pocket expenses (e.g. mileage).

Based on our experience, we believe an appropriate budget is 100 hours (\$22,500) plus \$1,000 for out-of-pocket expenses. We will strive to work as efficiently as possible and if less time is needed, then the District will benefit. If we are approaching this budget, we will consult with you to discuss the appropriateness of adjusting the scope of work and/or budget. At all times, the District's satisfaction will be absolutely paramount.

Post-Election and Pre-Bond Issuance

The post-election and pre-bond issuance services we anticipate providing include the following as appropriate:

- Update bond financial plan based on updates in the property tax base, interest rates, and any changes in the District's facilities funding priorities.
- Assist with bond project cash flow schedule.
- Assist with formation and training of the independent Citizens' Oversight Committee.
- Information presentation to the Board at a Board meeting or workshop.
- Attend staff meetings.
- Other services as needed.

Because it is not possible to know exactly how much time this work would take, we would work on an hourly basis. Our hourly rate is \$225 (\$112.50 for travel time) plus out-of-pocket expenses (e.g. mileage).

We estimate a budget of 40 hours, which equates to \$9,000 for professional services, plus \$500 for out-of-pocket expenses, for a total budget of \$9,500. We will strive to work as efficiently as possible and if less time is needed, then the District will benefit. If we are approaching this budget, we will consult with you to discuss the appropriateness of adjusting the scope of work and/or budget. At all times, the District's satisfaction will be absolutely paramount.

Issuance of Bonds After Successful Election

The financial advisory services we anticipate providing in connection with issuing general obligation bonds following a successful election would include the following as appropriate:

- Advise the District on the type of issuance (public sale or private placement)
- Develop and manage the issuance schedule of events
- Assist with identifying and selecting other members of the financing team, as appropriate (e.g., bond counsel, paying agent bank, credit rating agency, etc.)
- Manage the costs of issuance budget
- Advise the District on structuring the financing to meet its objectives, including funds available for projects and projected tax levies
- Review and comment on the authorizing resolution(s) and legal documents



- Draft the preliminary and final official statements
- Conduct due diligence to confirm information included in the preliminary and final official statements, including a review of the District's compliance with prior continuing disclosure obligations
- Based on GFOA best practices and market research, advise the District regarding the method of sale
 - o If a competitive sale process is selected, conduct a competitive bidding process to select the underwriter of the bonds.
 - o If a negotiated sale process is selected, assist with both selecting the underwriter and negotiating the financing terms
- Coordinate the credit rating process, including preparing materials for and participating in rating calls and/or meetings
- Assist with qualifying the bonds for bond insurance (if appropriate)
- Prepare the closing wire instructions, including coordinating the flow of funds and deposit of proceeds
- Coordinate with Sacramento, Solano, and Yolo Counties to confirm they have the information needed to prepare tax levy calculations
- Provide a post-sale presentation and/or memorandum to the District summarizing the sale process and results
- In connection with the above, provide Board presentation(s), attend meetings, and coordinate with District staff, other members of the financing team, and outside entities as needed

Our fee and expenses for each series of bonds issued will depend on our applicable fee schedule at the time bonds are to be issued. At the end of this memo is our current fee schedule, which shows our current fee and expenses for the issuance of new money general obligations bonds. Our fee and expenses for each series of bonds issued would be payable from bond proceeds (and therefore built into the borrowing amount) when the financing closes. In order to be able to provide independent advice to the District, if the financing process is not completed (e.g. the District decides to not move forward), then our fee would be based on the hours worked (at our rate of \$225) and expenses incurred to that point, but not to exceed the applicable fee and expenses.

Our commitment to our clients is <u>"100 percent satisfaction guaranteed, 100 percent of the time"</u>. It is our goal to provide the best financial advisory services in the most economical fashion. We look forward to continuing to provide the District with this same high level of service.

Beth, if the scope of work is acceptable, please sign and date below and return a copy to us. The approved scope of work will then become an additional attachment to our current contract. Thank you.

May 28, 2019 Elizabeth Kcema-Aston Re: Scope of Work to Provide Financial Advisory Services in Connection with 2020 General Obligation Bond Measure Page 4 of 5



Accepted By	/ :
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Elizabeth Keema-Aston Chief Business officer River Delta Unified School District

Date:_____







Government Financial Strategies Current Fee Schedule for Transactions

	Financial Advisory Services				Official Statement	
	New Money Issues		Refunding Issues		Preparation Services	
Issuance Type	<u>Fee</u>	Expenses	Eee	Expenses	Eee	Expenses
Certificates of Participation	\$54,050	\$1,000	\$58,750	\$1,000	\$9,400	\$500
Lease-Purchase - Real-Property	\$25,850	\$1,000	\$30,550	\$1,000	n/a	n/a
Lease-Purchase - Equipment	\$7,050	\$200	\$9,400	\$200	n/a	n/a
Lease Revenue Bond - Public Offering	\$54,050	\$1,000	\$58,750	\$1,000	\$9,400	\$500
Lease Revenue Bond - Private Placement	\$25,850	\$1,000	\$30,550	\$1,000	n/a	n/a
General Obligation Bond - Public Offering	\$49,350	\$1,000	\$54,050	\$1,000	\$9,400	\$500
General Obligation Bond - Private Placement	\$25,850	\$1,000	\$30,550	\$1,000	n/a	n/a
Tax & Revenue Anticipation Note	\$18,800	\$500	n/a	n/a	\$4,700	\$500
Tax & Revenue Anticipation Note - Private Placement	\$14,100	\$500	n/a	n/a	n/a	n/a
Tax & Revenue Anticipation Note - Add'l Pool Member	\$4,700	n/a	n/a	n/a	n/a	n/a
Mello-Roos Bonds - Public Issue	\$54,050	\$1,000	\$58,750	\$1,000	\$9,400	\$500
Mello-Roos Bonds - Private Placement	\$30,550	\$1,000	\$35,250	\$1,000	п/а	n/a