

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:

June 27, 2023 ♦ General Open Session 6:30pm
Rio Vista High School • Rio Vista, 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

ADDRESSING THE BOARD: Anyone may address the Board regarding any subject that is within the Board's subject-matter jurisdiction [Government Code Section 54954.3 and Education Code Sections 35145.5 and 72121.5]. The Board of Trustees welcomes public participation, consistent with the Brown Act, on items that appear on the agenda and those items that are not appearing on the agenda. **If you wish to address the Board during the Public Comment section of the meeting or during the corresponding item section, you must complete and submit an electronic Public Comment Card or submit a paper Public Comment Card to the Executive Assistant or designee prior to the General Open Session of the meeting.** Individuals are not required to sign in, or otherwise disclose their name or other information as a condition to attend a meeting or address the Board. You will be called upon to speak during the Public Comment section or the specified agenda item you have selected. If you prefer not to provide your name, you will need to provide how you wish to be identified when called upon. If you are attending the School Board meeting via Zoom please make sure that the name on the Public Comment Card matches the name you enter when joining the Zoom Meeting. **However, understand the Board may not take action on any item which is not listed on this agenda** (except as authorized by Government Code Section 54954.2). (BB9323), The Board may ask clarifying questions related to the public comments made on items appearing on the agenda or the Board may refer such matter to the Superintendent or designee. (Education Code 35145.5, Government Code 54954.2). **Individual speakers shall be allowed three minutes to address the Board on any agenda item or non-agenda item. The Board shall limit the total time for public presentation and input on all items to a maximum of 20 minutes.** With Board consent, the Board President may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard and the overall length of the agenda. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323) Anyone may appear at the Board meeting to testify in support of, or in opposition to, any item on this agenda being presented to the Board for consideration. {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.} **If you have a comment or complaint regarding a specific employee, please refrain from making a public comment and contact the employee's supervisor for resolution.**

Listen in English: Meeting ID: 944 4979 3850 Passcode: 961029

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 Stone ____; Member Jelly ____; Member Riley ____; Member Casillas ____;
Member Apel ____; Member Mahoney ____; Member Lamera ____
 - 5.2 Pledge of Allegiance
6. Report of Action taken, if any, during the Closed Session (Government Code Section 54957.1) – Board President Lamera
7. Review and Approve the **Open Session** Agenda
Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

8. **Public Comment: Individual speakers who have submitted a Comment Card 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.** The Board will follow the process for Public Comments listed above.

Special Presentations, Reports, Information

- 9.1 Special Presentations
 - 9.1.1 Recognition of 2022-2023 Retirees – Superintendent Wright
 - 9.2 Board Member(s) and Superintendent Report(s) and/or Presentation(s) –
 - 9.2.1 Board Members’ report(s)
 - 9.2.2 Superintendent Wright’s report(s)
 - 9.3 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 – Tammy Busch, Asst. Superintendent of Business Services; Ken Gaston, Directors of MOT
 - 9.3.1 ADA/Enrollment Report – Tammy Busch, Asst. Superintendent of Business Services
 - 9.3.2 Maintenance, Operations & Transportation Update, Ken Gaston, Director of MOT
 - 9.4 Education Services’ Reports and/or Presentation(s) - Nancy Vielhauer, Asst. Superintendent of Educational Services and Tracy Barbieri, Director of Special Education
 - 9.4.1 Educational Services Update – Nancy Vielhauer, Asst. Superintendent of Educational Services
 - 9.4.2 SCOE Third Quarter Williams Review– Nancy Vielhauer, Asst. Superintendent of Educational Services
 - 9.4.3 School Plan for Student Achievement 2023-2024 Presentations: Isleton Elementary School; Clarksburg Middle and Delta High Schools; and Rio Vista High School – Site Principals
 - 9.5 River Delta Unified Teacher’s Association (RDUTA) Update – Chris Smith, RDUTA President
 - 9.6 California State Employees Association (CSEA) Chapter #319 Update – Patty DuBois, Interim CSEA President
10. **Consent Calendar**
- 10.1 Approve Board Minutes
 - Special Meeting of the Board, March 2, 2023 Revised
 - Regular Meeting of the Board, June 13, 2023
 - 10.2 Receive and Approve Monthly Personnel Reports
 - As of June 27, 2023
 - 10.3 Request the Approval of the Single Plan for Student Achievements for Isleton Elementary School; Clarksburg Middle and Delta High Schools and Rio Vista High School – Site Principals
 - 10.4 Request to Approve the Independent Contract for Services Agreement with Rio Vista CARE for the 2022-2023 School Year at a Cost Not to Exceed \$20,000 – Special Education Mental Health Funds– Tracy Barbieri, Director of Special Education
 - 10.5 Request to Pre-Approve the 2023-2024 ASB, Booster Club, PTC and PTA Fundraisers– Tammy Busch, Asst. Supe of Business Services
 - 10.6 Request to Approve the One-Year Renewal Contract with ABC Mouse Early Learning Academy for the 2023-2024 School Year at a Cost Not to Exceed \$6,080 – Educational Funds – Nancy Vielhauer, Asst. Superintendent of Educational Services
 - 10.7 Request to Approve the AVID Membership Dues for Delta High School, Rio Vista High School, Riverview Middle School, Clarksburg Middle School and Walnut Grove Elementary School for the 2023-2024 School Year – at a Cost Not to Exceed \$29,411 - Educational Service Funds – Nancy Vielhauer, Asst. Superintendent of Educational Services
 - 10.8 Request to Approve the Contract with Edgenuity Web-based Instructional Program Licenses for Use in Alternative Education, Special Education and Adult Education Throughout the District for the 2023-2024 School Year at a Cost Not to Exceed \$62,500 – Educational Services and Adult Education Funds – Nancy Vielhauer, Asst. Superintendent of Educational Services
 - 10.9 Request to Approve the Purchase of Measures of Academic Performance (MAP) Assessments for Students Grades K-10 for the 2023-2024 School Year at a Cost Not to Exceed \$24,011 - Educational Services Funds– Nancy Vielhauer, Asst. Supe of Educational Services

- 10.10 Request to Approve the Renewal with Renaissance Learning Educational Software Licenses for the 2023-2024 School Year at a Cost Not to Exceed \$25,228.88 – Educational Services & After School Program Funding – Nancy Vielhauer, Asst. Superintendent of Educational Services
- 10.11 Request to Approve the Memorandum of Understanding with Sacramento County Office of Education (SCOE) for the 2023-2024 School Year Regarding the Provision of Services to Students with Moderate to Severe or Emotional Disabilities, at a Cost Not to Exceed \$4736 - Special Education Funds – Tracy Barbieri, Director of Special Education
- 10.12 Request to Approve the Purchase of Licenses for Turnitin, LLC Software for the 2023-2024 School Year at a Cost Not to Exceed \$4,416 – Educational Services Funds – Nancy Vielhauer, Asst. Superintendent of Educational Services
- 10.13 Request to Approve the Purchase of NoRedInk for Use at Riverview Middle School for the 2023-2024 School Year at a Cost to Exceed \$3,150 - Educational Services Funds – Nancy Vielhauer, Asst. Superintendent of Educational Services
- 10.14 Request to Approve the Online Software Program of Home Campus an Athletic Clearance Packet Program for Rio Vista High School and Delta High School for the 2023-2024 School Year – at a Cost Not to Exceed \$1,990 – Educational Services Funds - Nancy Vielhauer, Asst. Supe of Educational Services
- 10.15 Request to Approve the Subscription to Teachers Pay Teachers (TPT) School Access to provide District Educators with Essential Teacher Resources and Digital Tools for the 2023-2024 School Year, at a Cost Not to Exceed \$10,575, Educational Services Funds – Nancy Vielhauer, Asst. Superintendent of Educational Services
- 10.16 Request to Approve the Independent Contract for Services Agreement with Acumen Neuropsychology Services for the 2023-2024 School Year at a cost not to exceed \$7,300 - Special Education Funds – Tracy Barbieri, Director of Special Education
- 10.17 Request to Approve the Three-Year Agreement with IXL Learning at a Cost Not to Exceed \$38,759 - Educational Services Funds, Nancy Vielhauer, Asst. Superintendent of Educational Services
- 10.18 Request to Approve the Three-Year Renewal of Lexia Licenses for TK-3 Grade Students at a Cost Not to Exceed \$52,920 – Educational Services Funds, Nancy Vielhauer, Asst. Superintendent of Education Services
- 10.19 Request to Approve the Three-Year Contract of Lexia Licenses for 4-6 Grade Students at D.H. White Elementary School, at a Cost Not to Exceed \$20,450 – DHW State Lottery and S & C Funds, Jennie Gornto, Principal of D.H. White Elementary School
- 10.20 Request to Approve the Agreement with Kontraband Interdiction & Detection Services, Inc (K.I.D.S) for the 2023-2024 School Year, at a Cost Not to Exceed \$2,160 – Nancy Vielhauer, Asst. Superintendent of Educational Services
- 10.21 Request to Approve the Independent Contract for Services Agreement with Deborah Burns McCloskey, MA CCC-SPL to Provide Independent Educational Evaluations (IEE) to District Students for the 2023-2024 School Year, at a Cost Not to Exceed \$3,000 – Special Education Funds, Tracy Barbieri, Director of Special Education
- 10.22 Request to Approve the Two-Year Subscription to Newsela Social Studies and California Ethnic Studies for the 2023-2024 School Year at a Cost Not to Exceed \$13,958 - Educational Services Funds – Nancy Vielhauer, Asst. Superintendent of Educational Services
- 10.23 Request to Approve the Agreement with Loy Mattison Enterprises, E-Rate Consultant to Provide Assistance with the E-Rate Process in FY 2023-2024, at a Cost Not to Exceed \$10,000, Unrestricted General Fund – Tammy Busch, Asst. Superintendent of Business Services
- 10.24 Request to Approve the Contract with Ryland School Business Consulting for Various Financial and Business Office Services for FY 2023-2024 – at a Cost Not to Exceed \$2,000 – Unrestricted General Funds – Tammy Busch, Asst. Superintendent of Business Services
- 10.25 Request Permission to Apply for the Agricultural Incentive Grant for the 2023-2024 School Year – Nancy Vielhauer, Asst. Superintendent of Educational Services
- 10.26 Request to Approve the Purchase of Radio Equipment to Upgrade Aging and Obsolete Radio Communication System for the Transportation Department at a Cost Not to Exceed \$16,617.55 – Transportation Funds – Ken Gaston, Director of MOT
- 10.27 Request to Approve the Independent Contract for Services Agreement with Carina Grandison, Ph. D. for the 2023-2024 School Year at a Cost Not to Exceed \$7,700 – Special Education Funds – Tracy Barbieri, Director of Special Education

10.28 Request to Approve the Independent Contract for Services Agreement with Sabrina Fiora-Beach for Theater Instruction to Isleton Elementary School 4-6th Grade Students at a Cost Not to Exceed \$2,000 Site Funds – Stacy Wallace, Principal

10.29 Donations or Receive and Acknowledge

Isleton Elementary School

Isleton PTA and Community Members – Miscellaneous School Supplies and Chromebooks

Isleton PTA – Crumbl Cookies for Promotions

Isleton PTA – Transportation for Water Park Field Trip

Delta High School

Laura Paulsen – Piano

Bates Elementary School – Greenhouse and Related Materials

Olam Farming Inc. - \$10,000

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

Action Items -- Individual speakers who have submitted a Comment Card shall be allowed three minutes to address the Board on any agenda item. The Board shall limit the total time for public presentation and input on all items to a maximum of 20 minutes including the Public Comments made previously in this meeting. The Board will follow the process for Public Comments listed above.

11. Request to Approve and Adopt the 2023-2024 Local Control and Accountability Plan (LCAP) for River Delta Unified School – Nancy Vielhauer, Asst. Superintendent of Educational Services

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

12. Request to Approve and Adopt the Proposed 2023-2024 District Budget for River Delta Unified School District – Tammy Busch, Asst. Superintendent of Business Services

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

13. Request to Approve Resolution #849 the 2023-2024 California State Preschool Renewal Contract EED-3404 for the River Delta Unified School District State Preschool at Isleton Elementary School – Stacy Wallace, Principal

Motioned: _____ Second: _____

Roll Call Vote:

Member Stone ___; Member Jelly ___; Member Riley ___; Member Mahoney ___; Member Casillas ___; Member Apel ___; Member Lamera ___

14. Request to Approve Resolution #850 Authorizing FY 2022-2023 Expenditures from Education Protection Act Funds (Proposition 30) – Tammy Busch, Asst. Superintendent of Business Services

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

15. Request to Approve the Creation of a Course Description for “Introduction to Law” and the “Rule of Law for All” Curriculum for Both Delta High and Rio Vista High Schools Beginning in the Spring Semester 2023-2024 at Delta High School – Craig Cornelson, Principal

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

16. Request to Authorize Superintendent Wright to Approve the Conditional Appointment of the Vacant Administrative Positions – Katherine Wright, Superintendent

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

17. Request to Approve the DH White Elementary School Administrative Building Modernization Consultant Contracts with HKIT Architects and RGM Kramer, Inc., Project Program and Master Budget at a Cost Not to Exceed \$5,094,000 Measure J Bond Funds- Tammy Busch, Asst. Superintendent of Business Services

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

18. Request to Approve the Isleton Elementary School Administration Modernization and Expansion, Cafeteria Restrooms and Seismic Retrofit. Project Program and Master Budget, Consultant contracts with HKIT Architects, RGM Kramer, Inc., Universal Engineering Sciences and Warren Consulting Engineers, Inc., at a Cost Not to Exceed \$6,883,000 Measure J Bond Funds - Tammy Busch, Asst. Superintendent of Business Services

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

19. Request Authorization for the Superintendent or Designee to Award a Contract for Delta High School Boiler Replacement with a Cost Not to Exceed \$378,000 - Measure K Bond Funds – Tammy Busch, Asst. Superintendent of Business Services

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

20. Request to Approve the Agreement for Legal Services with Burke, Williams & Sorensen, LLP for FY 2023 2024 – Tammy Busch, Asst. Superintendent of Business Services

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

21. Request to Approve the Five-Year Lease Agreement with the YMCA Organization on the Bates Elementary School Property in Courtland, Tammy Busch, Asst. Superintendent of Business Services

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

22. Request to Approve the District Office Front Parking Lot Improvements with Warren E Gomes Excavating, Inc., not to exceed \$60,000, Maintenance Funds – Tammy Busch, Asst. Superintendent of Business Services
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
23. Request to Authorize the Superintendent or Designee to Enter into Contract with Catalyst Kids to Facilitate Before and After School Programs, Funding From ELOP and ASES - Tammy Busch, Asst. Superintendent of Business Services
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
24. Re-Adjourn to continue Closed Session, if needed
25. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) - Board President Lamera
26. Adjournment
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Abstentions: _____ Time: _____

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

AFFIDAVIT OF NOTICING AND POSTING:

I, Jennifer Gaston, Executive Assistant to the Board of Trustees, declare that a copy of this Regular Meeting Agenda/Notice was posted in the bulletin board in front of the District Office and that the Board of Trustees Members, District administrative offices and schools, the community libraries were provided notice or caused to be provided notice via fax, e-mail and/or hand delivery on Friday, June 23, 2023, by or before 5:30 p.m.

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

ATTACHMENT
RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Regular Meeting of the Board of Trustees

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

June 27, 2023 ♦ Closed Session 5:35pm
Rio Vista High School • Rio Vista, CA

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

A Closed Session will be held beginning at 5:35 p.m. on June 27, 2023, at the Rio Vista High School, Rio Vista, California (which is prior to the full Open Session). Any formal action taken by the Board will be reported in the Open Session of this regular meeting of the Board of Trustees [Government Code Section 54957.1]. As needed, this Closed Session may be reconvened following the full Open Session. Any formal action taken by the Board will be reported in Open Session prior to adjournment.

4. CLOSED SESSION

4.1 **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 (Parker & Covert, LLC; Edwards, Stevens & Tucker LLP; Burke, Williams & Sorensen, LLP) – Pending or Anticipated Litigation/Potential Case(s) Update(s)

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

4.2.1.1 Development Discussion with Counsel (Parker & Covert, LLC) and SCI Consulting Group, the River Delta Unified School District’s Lead Negotiator

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

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

Public Employee(s) Evaluation:

4.3.1 Superintendent

4.3.2 Asst. Superintendent

4.3.3 Certificated

4.3.4 Classified

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

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

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

4.3.7.1 RDUTA

4.3.7.2 CSEA

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

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

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 9.1.1

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

SUBJECT:

River Delta Unified School District 2022-2023 Retirees Recognition

BACKGROUND:

These dedicated employees have served our staff, students and their families over the years and have either held different positions or worked at different sites throughout the District.

Administrator retiree:

Victoria Turk (39 years of service) started working as a substitute teacher in 1984. She was contracted in 1986, at Isleton Elementary School as a Physical Education and Science Teacher, and also served as a Coach, and Student Body Advisor. In 1994 she served as a Teacher and Coach at Rio Vista High School. In 1997 she was hired as the Teaching Vice Principal of Mokelumne High School. In the Summer of 1998, she served as the Summer School Principal for Isleton Elementary. In March of 2000, she was contracted as the Principal of Bates Elementary and Mokelumne High School, adding River Delta Community Day School in approximately 2005-06. In July of 2009, she became Principal of Rio Vista High School where she served until her retirement.

Certificated retirees are:

Lea Cates (7 years of service) was contracted at D.H. White Elementary in August of 2016 as a second grade teacher. She served at D.H. White Elementary teaching first and second graders until her retirement.

Classified retirees are:

Renee Hunter (7 years of service) started working for the River Delta USD as a Certified Occupational Therapist Assistant in August of 2016 where she served until her retirement.

Doug Reynolds (18 years of service) started working as a Senior Custodian for River Delta USD in November of 2004 where he served until his retirement.

STATUS:

Please join us in wishing each retiree well in their retirement. The District will present each retiree with a gift of appreciation in recognition of their time served in the District.

PRESENTER:

Katherine Wright, Superintendent

RECOMMENDATION:

That the Board receives this information and recognizes the 2022-2023 retirees.

Time allocated: 10 minutes

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Tammy Busch, Asst. Superintendent of Business Services Item Number: 9.3.1

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

SUBJECT: Monthly Enrollment and ADA Report (JUNE MONTH 11)

BACKGROUND:

Each month district staff compiles attendance and enrollment data for all school sites. The attached summary shows enrollment and ADA for 2021-2022 compared to current year 2022-2023.

STATUS:

District-wide enrollment **decreased by 57** students compared to the same month of school year 2021-22, decreasing from 1,825 to 1,768 (does not include Adult Ed).

District-wide enrollment **increased by 9 students** compared to **last month from 1,759 to 1,768**. (Does not include Adult Ed)

District-wide attendance **decreased by 21 ADA** compared to the same month of school year, 2021-22, decreasing from 1,622 to 1,601 (does not include Adult Ed).

District-wide attendance **decreased by 17 in ADA** compared to **last month, from 1,618 to 1,601**. (Does not include Adult Ed)

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

RECOMMENDATION:

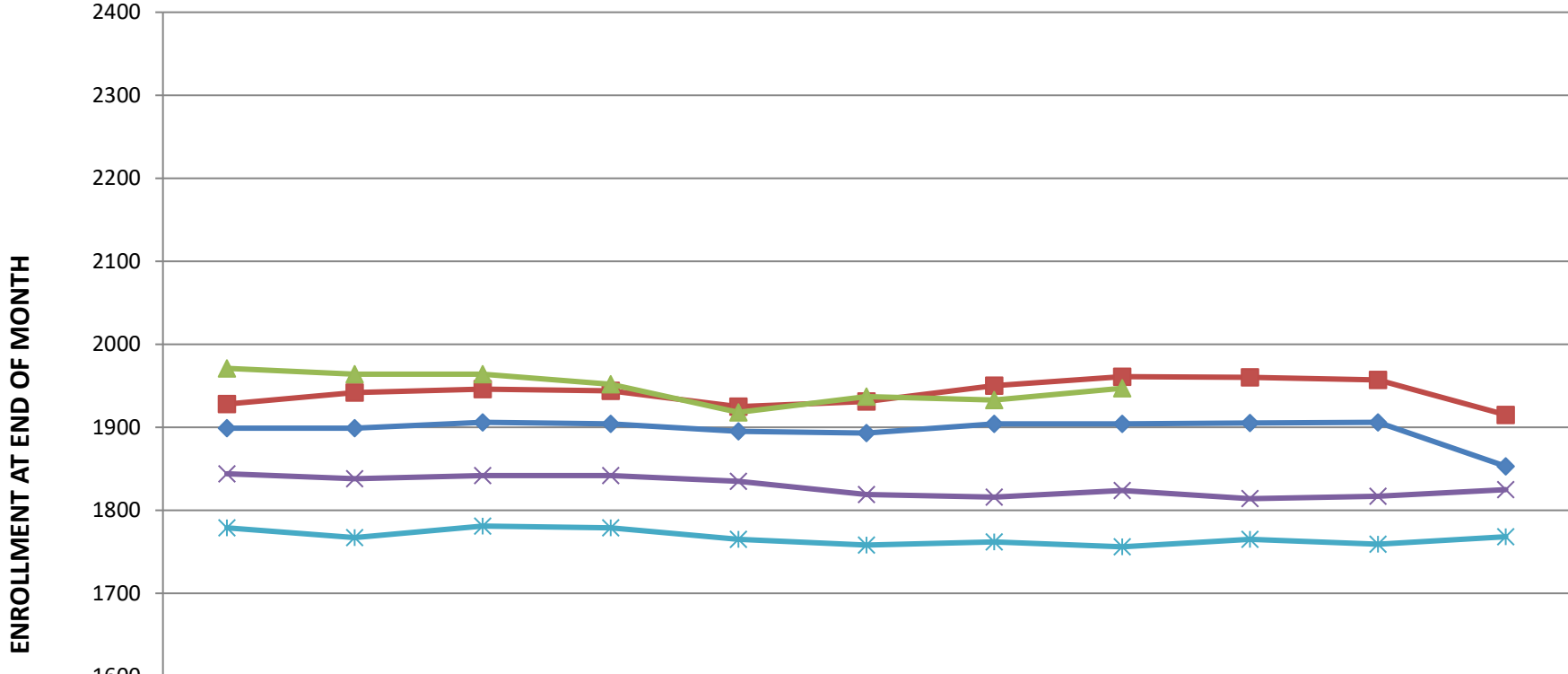
That the Board receives the information presented

Time allocated: 3 minutes

SITE		AUG	AUG	% of ADA		SEPT	SEPT	Incr/Decr	% of ADA	OCT	OCT	Incr/Decr	% of ADA	NOV	NOV	Incr/Decr	% of ADA	DEC	DEC	Incr/Decr	% of ADA	JAN	JAN	Incr/Decr	% of ADA	FEB	FEB
		21-22	22-23			21-22	22-23	From Pr Month		21-22	22-23	From Pr Month		21-22	22-23	From Pr Month		21-22	22-23	From Pr Month		21-22	22-23	From Pr Month		21-22	22-23
BATES	ENR	89	83	94.0%		90	83	0	95.2%	90	83	0	95.2%	88	82	-1	92.7%	85	74	-8	105.4%	88	82	8	93.9%	89	81
	ADA	85	78			84	79	82		79	83	76		82	78	76		77	80	78							
CLARKSBURG (7th & 8th Gr)	ENR	149	138	89.1%		149	137	-1	94.2%	147	136	-1	95.6%	148	138	2	86.2%	145	137	-1	93.4%	145	137	0	91.2%	144	137
	ADA	139	123			142	129	138		130	140	119		139	128	125		125	133	129							
ISLETON	ENR	158	174	92.5%		155	178	4	93.3%	158	176	-2	93.8%	157	177	1	91.0%	152	177	0	86.4%	150	175	-2	91.4%	156	181
	ADA	141	161			149	166	139		165	147	161		147	153	132		160	143	167							
RIVERVIEW	ENR	192	168	90.5%		187	165	-3	92.1%	185	165	0	91.5%	188	164	-1	91.5%	174	163	-1	87.7%	184	163	0	92.0%	181	163
	ADA	169	152			172	152	168		151	170	150		168	143	150		150	155	145							
WALNUT GROVE	ENR	167	156	88.5%		167	136	-20	105.9%	168	153	17	94.1%	167	153	0	87.6%	161	155	2	76.8%	170	157	2	85.4%	172	155
	ADA	149	138			153	144	150		144	152	134		150	119	138		134	157	143							
D.H. WHITE	ENR	390	394	89.6%		383	398	4	90.7%	383	403	5	89.6%	382	400	-3	86.8%	351	394	-6	88.3%	385	406	12	92.1%	384	402
	ADA	342	353			352	361	341		361	340	347		342	348	313		374	334	362							
ELEMENTARY SUB TOTAL	ENR	1,145	1,113			1,131	1,097	-16		1,131	1,116	19		1,130	1,114	-2		1,068	1,100	-14		1,122	1,120	20		1,126	1,119
	ADA	1,025	1,005			1,052	1,031	1,018		1,030	1,032	987		1,028	969	934		1,020	1,002	1,024							
CLARKSBURG (9th Grade)	ENR	76	62	93.5%		76	64	2	93.8%	77	63	-1	95.2%	78	64	1	85.9%	77	64	0	93.8%	77	62	-2	93.5%	78	64
	ADA	73	58			72	60	70		60	72	55		73	60	66		58	71	60							
DELTA HIGH	ENR	217	211	87.7%		215	206	-5	93.7%	213	204	-2	94.1%	215	204	0	89.7%	206	204	0	93.6%	205	196	-8	96.9%	203	194
	ADA	205	185			203	193	196		192	201	183		197	191	168		190	184	185							
RIO VISTA HIGH	ENR	380	367	91.3%		378	367	0	89.1%	379	365	-2	89.9%	378	362	-3	88.1%	362	363	1	86.0%	371	352	-11	90.3%	371	346
	ADA	345	335			344	327	340		328	342	319		342	312	286		318	322	307							
HIGH SCHOOL SUB TOTAL	ENR	673	640			669	637	-3		669	632	-5		671	630	-2		645	631	1		653	610	-21		652	604
	ADA	623	578			619	580	606		580	615	557		612	563	520		566	577	552							
Mokelumne High (Continuation)	ENR	4	1			4	4	3		4	4	0		4	4	0		3	3	-1		3	2	-1		3	8
	ADA	2	0			2	41	1		2	2	1		1	1	1		1	1	3							
River Delta High/Elem (Alternative)	ENR	22	25			34	29	4		38	29	0		37	31	2		29	31	0		31	26	-5		35	31
	ADA	11	22			19	25	23		26	27	26		29	27	25		23	31	27							
Community Day	ENR	0	0			0	0	0		0	0	0		0	0	0		0	0	0		0	0	0		0	0
	ADA	0	0			0	0	0		0	0	0		0	0	0		0	0								
TOTAL K-12 LCFF Funded	ENR	1,844	1,779			1,838	1,767	-12		1,842	1,781	14		1,842	1,779	-2	88.3%	1,745	1,765	-14	88.4%	1,809	1,758	-7		1,816	1,762
	ADA	1,661	1,605			1,692	1,677	1,648		1,638	1,676	1,571		1,670	1,560	1,480		1,610	1,611	1,606							
Wind River- Adult Ed	ENR	0	8			0	-8			0	9	9		6	10	1		6	10	0		11	10	0		11	11
TOTAL DISTRICT	ENR	1,844	1,787			1,838	1,767	-20		1,842	1,790	23		1,848	1,789	-1		1,751	1,775	-14		1,820	1,768	-7		1,827	1,773

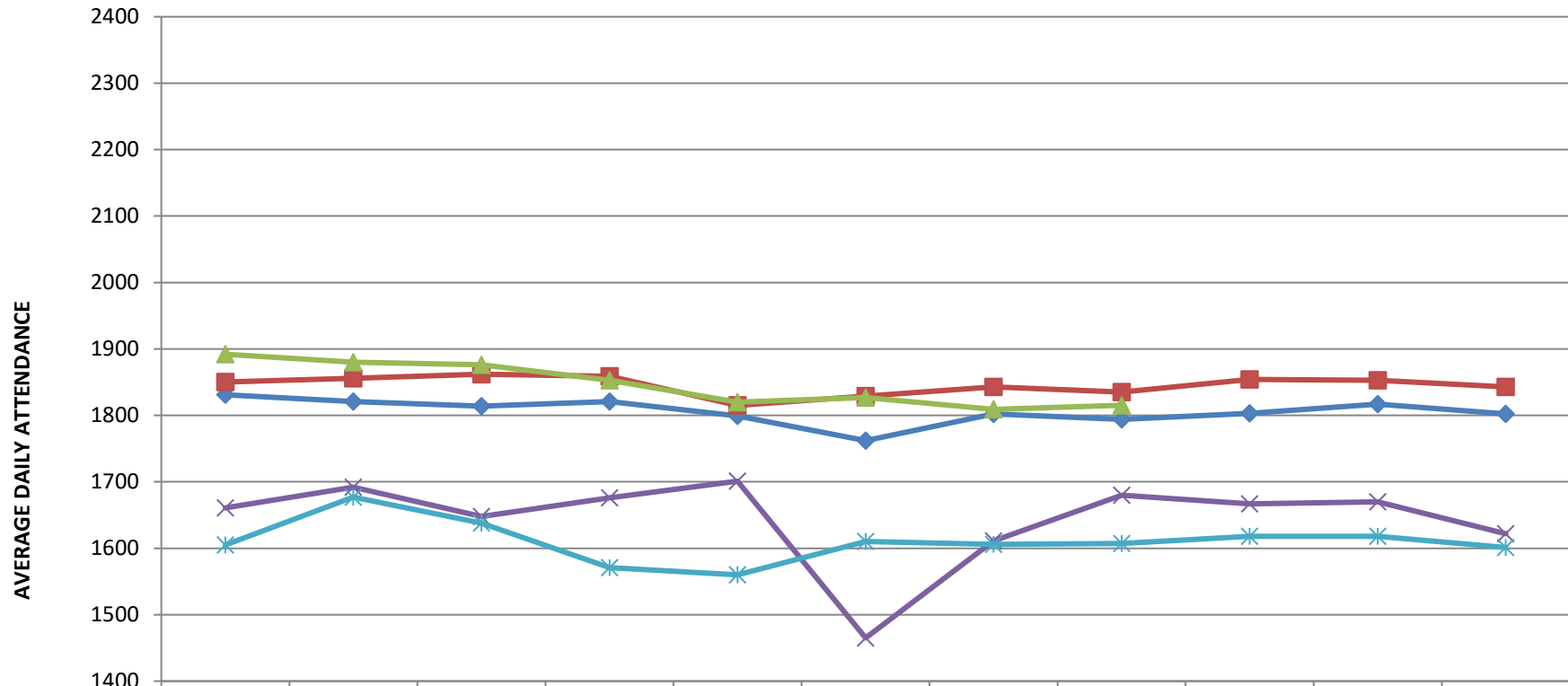
SITE	Incr/Decr From Pr Month	% of ADA	MAR		Incr/Decr From Pr Month	% of ADA	APR		Incr/Decr From Pr Month	% of ADA	MAY		Incr/Decr From Pr Month	% of ADA	JUNE		Incr/Decr From Pr Month	% of ADA
			21-22	22-23			21-22	22-23			21-22	22-23			21-22	22-23		
BATES	ENR	-1	89	82	1		87	82	0		87	83	1		87	83	0	
	ADA		96.3%	85	78		95.1%	84	79		96.3%	84	80		96.4%	83	78	0
CLARKSBURG (7th & 8th Gr)	ENR	0	145	136	-1		144	137	1		144	136	-1		145	136	0	
	ADA		94.2%	137	127		93.4%	136	128		93.4%	135	129		94.9%	133	128	0
ISLETON	ENR	6	156	183	2		156	182	-1		156	182	0		156	181	-1	
	ADA		92.3%	144	166		90.7%	148	174		95.6%	145	170		93.4%	146	170	-1
RIVERVIEW	ENR	0	185	162	-1		180	161	-1		181	160	-1		181	159	-1	
	ADA		89.0%	166	147		90.7%	163	144		89.4%	170	146		91.3%	157	143	-1
WALNUT GROVE	ENR	-2	176	155	0		174	155	0		177	155	0		178	157	2	
	ADA		92.3%	162	139		89.7%	157	140		90.3%	164	142		91.6%	158	143	2
D.H. WHITE	ENR	-4	386	403	1		388	406	#REF!		385	407	1		389	407	0	
	ADA		90.0%	355	364		90.3%	351	365		89.9%	352	368		90.4%	346	368	0
ELEMENTARY SUB TOTAL	ENR	-1	1,137	1,121	2		1,129	1,123	2		1,130	1,123	0		1,136	1,123	0	
	ADA		1,049	1,021			1,039	1,030			1,050	1,035			1,023	1,030		
CLARKSBURG (9th Grade)	ENR	2	76	64	0		76	65	1		74	65	0		76	64	-1	
	ADA		93.8%	73	61		95.3%	70	61		93.8%	71	62		95.4%	69	60	-1
DELTA HIGH	ENR	-2	202	193	-1		200	192	-1		200	192	0		200	193	1	
	ADA		95.4%	186	180		93.3%	189	182		94.8%	187	183		95.3%	178	175	1
RIO VISTA HIGH	ENR	-6	373	345	-1		372	347	2		375	341	-6		374	349	8	
	ADA		88.7%	342	310		89.9%	337	314		90.5%	330	306		89.7%	321	303	8
HIGH SCHOOL SUB TOTAL	ENR	-6	651	602	-2		648	604	2		649	598	-6		650	606	8	
	ADA		601	551			596	557			588	551			568	538		
Mokelumne High (Continuation)	ENR	6	4	4	-4		1	5	1		1	4	-1		2	5	1	
	ADA			1	5			2	3			1	2		1	2		
River Delta High/Elem (Alternative)	ENR	5	32	29	-2		36	33	4		37	34	1		37	34	0	
	ADA			29	30			30	28			31	30		30	31		
Community Day	ENR	0	0	0	0		0	0	0		0	0	0		0	0	0	
	ADA			0	0			0	0			0	0		0	0		
TOTAL K-12 LCFF Funded	ENR	4	1,824	1,756	-6		1,814	1,765	9		1,817	1,759	-6		1,825	1,768	9	
	ADA		1,680	1,607			1,667	1,618			1,670	1,618			1,622	1,601		
Wind River- Adult Ed	ENR	1	11	15	4		14	44	29		14	44	0		14	45	1	
TOTAL DISTRICT	ENR	5	1,835	1,771	-2		1,828	1,809	38		1,831	1,803	-6		1,839	1,813	10	

ENROLLMENT



	1	2	3	4	5	6	7	8	9	10	11
◆ 17/18	1899	1899	1906	1904	1895	1893	1904	1904	1905	1906	1853
■ 18/19	1928	1942	1946	1944	1925	1931	1950	1961	1960	1957	1915
▲ 19/20	1971	1964	1964	1952	1918	1937	1933	1947			
× 21/22	1844	1838	1842	1842	1835	1819	1816	1824	1814	1817	1825
* 22/23	1779	1767	1781	1779	1765	1758	1762	1756	1765	1759	1768

ACTUAL ATTENDANCE



	1	2	3	4	5	6	7	8	9	10	11
◆ 17/18	1831	1821	1814	1821	1799	1762	1802	1794	1803	1817	1802
■ 18/19	1850	1856	1862	1859	1815	1829	1843	1835	1854	1853	1843
▲ 19/20	1892	1880	1876	1853	1820	1827	1809	1815			
× 21/22	1661	1692	1648	1676	1701	1465	1611	1680	1667	1670	1622
* 22/23	1605	1677	1638	1571	1560	1610	1606	1607	1618	1618	1601

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services Item Number: 9.4.2

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

SUBJECT:

Sacramento County Office of Education (SCOE) Third Quarterly Williams Review Report for 2022-2023.

BACKGROUND:

Education Code section 1240(c)(2)(C) requires the county superintendent of schools to send quarterly reports regarding the results of the school site visits and reviews to the governing boards of school districts with Williams schools. Riverview Middle School is required to receive Williams visits and reviews.

STATUS:

During the third quarter of Fiscal Year (FY) 2022-2023, the Sacramento County Office of Education did not conduct any site reviews of instructional materials or facilities. SCOE reviewed the District's SARC's for accuracy. SCOE did not conduct any reviews of teacher vacancies and misassignments. There were no complaints filed in the district under the Uniform Complaint Procedure during the quarter ending March 31, 2023.

PRESENTER:

Nancy Vielhauer, Assistant Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

No cost to the district.

RECOMMENDATION:

That the Board receives and acknowledges this information as fulfillment of Williams Settlement Requirements.

Time allocated: 2 minutes



Sacramento County Office of Education
EDUCATION EMPOWERS

David W. Gordon
Superintendent

May 18, 2023

Via Electronic Mail

Board of Education

Paul A. Keefer, MBA, Ed.D.
President

Heather Davis
Vice President

Joanne Ahola

O. Alfred Brown, Sr.

Mariana Corona Sabeniano

Harold Fong, MSW

Bina Lefkovitz

Marcial Lamera, President
Board of Education
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571-1651

Katherine Wright, Superintendent
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571-1651

Re: Third Quarterly *Williams* Review Report for Fiscal Year 2022-2023

Dear President Lamera and Superintendent Wright:

(916) 228-2500
www.scoe.net

The *Williams Settlement* requires county offices of education like Sacramento County Office of Education (SCOPE) to visit schools in their county that have been identified by the Superintendent of Public Instruction pursuant to recently revised criteria in Education Code section 1240 (*Williams* schools).¹ Education Code section 1240(c)(2)(C) requires the county superintendent of schools to send quarterly reports regarding the results of school site visits and reviews to the governing boards of the school districts with *Williams* schools. The results of the visits and reviews can then be made public at a regularly scheduled and noticed meeting of each district's governing board.

This letter serves as the 2022-2023 Third Quarterly Report for the River Delta Unified School District (District). SCOPE encloses a chart (Exhibit A) that provides a detailed breakdown of the information included in this report for each school reviewed in the District. A summary of that information is provided below.

Instructional Materials and Facilities

During the third quarter of Fiscal Year (FY) 2022-2023, SCOPE staff did not conduct any site reviews of instructional materials or facilities.

¹ In accordance with Ed. Code, § 1240(c)(2)(A), the Superintendent of Public Instruction compiles a list of schools 1) identified for comprehensive/additional targeted support and improvement pursuant to the Every Student Succeeds Act, or identified as low performing under the Elementary and Secondary Education Act of 1965, or any subsequent amendments to that act, and 2) where 15% or more of its teachers are holders of any authorization that is a lesser certification than a preliminary or clear teaching credential. Commencing with the 2021-2022 fiscal year, charter schools may be included on the list under the new criteria.

School Accountability Report Card

SCOE reviewed the School Accountability Report Card (SARC) of the District's *Williams* school for accuracy as required by Education Code section 1240(c)(2)(E)(iii). The District submitted a self-generated facility inspection report to SCOE, which SCOE used to evaluate the accuracy of the facility conditions information.

Facilities Information: The information contained in the school's SARC concerning safety, cleanliness, and adequacy of school facilities was clear, current, and accurate.

Textbook and Instructional Materials Information: The District's SARC was missing some required information.

In order to provide assistance in preparing your District's SARCs for next year, SCOE encloses a chart (Exhibit A) that provides detailed suggestions for improving the District's SARCs.

Teacher Vacancies and Misassignments

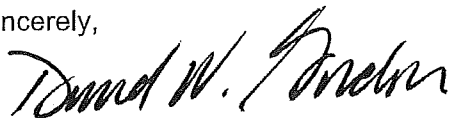
SCOE conducted no reviews of teacher vacancies and misassignments in the third quarter.

Uniform Complaints

Finally, according to the District's report to SCOE, there were no complaints filed in the District under the Uniform Complaint Procedure during the quarter ending March 31, 2023.

We are looking forward to working with your District for the remainder of the year. If you have any questions regarding the above report, please contact Barbara Liebert, Associate General Counsel at (916) 228-2754 or by email at bliebert@scoe.net.

Sincerely,



David W. Gordon
Sacramento County Superintendent of Schools

DWG/BJL/ebf

Attachment: Exhibit A (School Accountability Report Card for River Delta Unified School District)

EXHIBIT A
Sacramento County Superintendent of Schools
WILLIAMS SETTLEMENT LEGISLATION
THIRD QUARTERLY REPORT FOR RIVER DELTA UNIFIED SCHOOL DISTRICT
2022-2023 FISCAL YEAR

SCHOOL ACCOUNTABILITY REPORT CARD:

School districts are required to publish and post on their website the annual School Accountability Report Card (SARC) by February 1 of each year. We reviewed Riverview Middle School’s published SARC to determine the accuracy of the information reported regarding the sufficiency of textbooks and instructional materials, and the safety, cleanliness, and adequacy of school facilities, including “good repair.” In order to assist the District with future SARCs, we provide the following comments:

School	SARC Review Date	Instructional Materials	Facility Conditions
Riverview MS	April 2023	<ul style="list-style-type: none"> • <u>No Current Public Hearing Information.</u> Within eight weeks of the first day of school, the District is required to hold an annual public hearing to determine whether each student has sufficient textbooks and instructional materials, pursuant to Education Code section 60119. This date should be within the 2022-2023 school year. The date on the SARC is from the prior academic year (9/14/2021). • <u>No Foreign Language Class Information.</u> If Foreign Language classes are offered, the SARCs should address whether there are sufficient textbooks and instructional materials with their adoption dates. 	<ul style="list-style-type: none"> • <u>Accurate Information.</u> The information concerning good repair was accurate and based upon the most current Facility Inspection Tool (FIT) reports. • <u>Good Coverage of Required Elements.</u> The District staff should be commended for covering all elements from the California Department of Education’s SARC Data Element Definitions and Sources.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Ed. Services

Item Number: 9.4.3

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

SUBJECT:

Presentation of the Districts' Single Plan for Student Achievement for Isleton Elementary School; Clarksburg Middle School; Delta High School and Rio Vista High School for the 2023-2024 school year.

BACKGROUND:

River Delta Unified School District (RDUSD) school sites have been working steadfast and diligently to continue to provide our students with opportunities for excellence in education and experiences that are rich in rigor, technology and campus culture.

STATUS:

During the June 27, 2023, regularly scheduled meeting of the RDUSD Board of Trustees, principals from Isleton Elementary School; Clarksburg Middle School; and Rio Vista High School will share successes, challenges and areas for continued growth as identified by each Single Plan for Student Achievement (SPSA).

PRESENTER:

Site Principals

OTHER PEOPLE WHO MIGHT BE PRESENT:

Nancy Vielhauer, Asst. Superintendent of Ed. Services

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

That the Board receives the presentations of the Districts' Single Plan for Student Achievement for the 2023-2024 school years.

Time allocated: 15 minutes

Isleton Elementary

School



Halloween Parade & Trunk or Treat

Pumpkin Donations

Color Run Day

Family Game Night

Winter Program

Santa Present Donation

Basketball Tournament

Character Ed Assemblies

Pastries for Parents (2 events)

Water Park Field Trip

Field Day

Kinder / 6th Grade Promotions

Awards Night

Sly Park Field Trip

Egg Drop

Open House



Go Tigers.....ROAR!!



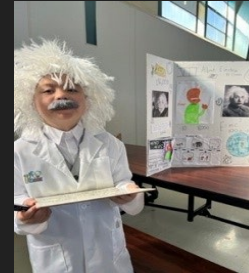
- Parent Engagement and Parent Volunteers increased.
- Academic Achievement Celebrations and English Learner Progress
- Enrichment /Engagement Opportunities for students and staff.



Areas of Focus.....

- **Social Emotional Learning with a FOCUS on Restorative Practices**

- With the implementation of a School Counselor, reinstate social-emotional learning lessons in classrooms
- With the guidance of the School Counselor train and incorporate peer mediators to help solve peer conflict.
- Expand Staff Training on Restorative Justice Practices
- Expand our Coordination of Services Team, that meet bi-weekly to address social-emotional, academic and attendance issues that arise to try to reduce the barriers for student success.
- Implement positive office referrals and positive phone calls home.
- Continue our work with the Kindness Club and the Friendship Group



- **Closing the Achievement Gap**

- Continue Intervention Implementation and Differentiated Instruction
- 68% score meet or exceed in ELA and 63% in Math summative assessments.
- Data Wall Student Tracking conversations quarterly as a staff
- Reduce the students scoring in “standard not met” by 10%
 - Monitor their progress throughout the year.
- Reclassify 25% of our EL students.



- **Reducing Chronic Absenteeism**

- Reduce Chronic Absenteeism by 10% again this school year.
- SARB process engagement
- Celebrate Perfect Attendance at Monthly Assemblies
- Introduce a celebration at the semester to celebrate Perfect Attendance
- Through Student Engagement
 - Arts Integration: Visual and Performing Arts, After School Program Sports, School Clubs and Activities
- As well as Continue Parent Engagement opportunities
 - Increase Parent Involvement by 10% again this year (parent who attend 3 or more activities a year).
 - Increase Parent Educational Family Nights with Teachers



SPSA Presentation

Delta High School
Clarksburg Middle School

RIVER DELTA UNIFIED
SCHOOL DISTRICT



Presented by Craig Cornelson



Delta High School and Clarksburg Middle School

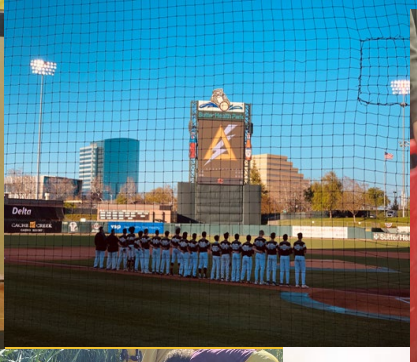
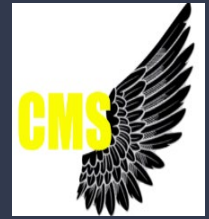
Accomplishments

- Social/emotional counselor implemented full PBIS program for both school sites
- Academic forums, sports banquets, community meetings, student recognitions promoted family engagement
- Amazing Aladdin Junior theatre arts performance and fall and spring concerts highlighted DHS/CMS Visual and Performing Arts programs
- FFA continues to do outstanding work and represents our schools at fairs and other events phenomenally





Saints and



Areas of Focus...



Academics:

- Administrative walk throughs during the year will be calendared and focus on teaching to instructional norms..
- Professional development will provide effective support and enrichment practices for teachers
- Scheduled student sessions focusing on the development of educational plans and review of educational pathways
- Increased technology supports in the classrooms with the addition of monitors and resupply of student devices

Community Involvement:

- Family event nights
- Use of paper and digital technology to facilitate ongoing year long school community feedback/suggestions
- School committees to analyze, support, and implement effective change at both school sites
- Parent/guardian volunteer opportunities

School Climate:

- Structured advisory schedule implemented year long with specific focus areas covered throughout the school year
- Social and emotional lessons to promote resilience
- Elective and club opportunities
- Continue PBIS and Restorative Practices through our counseling department

Thank you.

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 10.1

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

SUBJECT:

Request to Approve the Minutes from the Regular meeting of the Board of Trustees held on June 13, 2023 and the revision of the Special meeting held on March 2, 2023.

BACKGROUND:

Attached are the Minutes from the Regular meeting of the Board of Trustees held on June 13, 2023 and the revised March 2, 2023 Special Meeting Minutes. The Minutes for the March 2, 2023 meeting were mislabeled as a Regular meeting.

STATUS:

The Board is to review and approve.

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: 2 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT

MINUTES

SPECIAL MEETING

March 2, 2023

1. **Call Open Session to Order** – Board Vice President Stone called the Open Session of the meeting of the Board of Trustees to order at 3:30 p.m. on March 2, 2023 at River Delta Unified School District - District Office, Rio Vista, California.
2. **Roll Call of Members:**
 - Marcial Lamera, President (Absent)
 - Jennifer Stone, Vice President
 - Randall Jelly, Clerk (Arrived 3:58pm)
 - Marilyn Riley, Member
 - Rafaela Casillas, Member (Absent)
 - Wanda Apel, Member
 - Dan Mahoney, MemberAlso present: Katherine Wright, Superintendent
3. **Review, Approve the Closed Session Agenda**
 - 3.1 Board Vice President Stone announced items on the Closed Session Agenda
 - 3.2 Public Comment on Closed Session Agenda Items. – None to report
4. **Approve Closed Session and Adjourn to Closed Session**
 - 4.3 Board Vice President Stone asked for a motion to approve the Closed Session agenda and Adjourn the meeting to **Closed Session @ 3:31 pm**
Member Riley moved to approve, Member Apel seconded. Motion carried 4 (Ayes: Stone, Riley, Apel, Mahoney): 0 (Nays): 3 (Absent: Lamera, Casillas, Jelly)
5. **Open Session was reconvened at 4:06 pm**
 - 5.1 Roll was retaken. Members Lamera and Casillas were absent, all other members were present. Also present: Katherine Wright, Superintendent; Tammy Busch, Assistant Superintendent of Business Services, and Jennifer Gaston, Recorder.
 - 5.2 Pledge of Allegiance was led by Board Vice President Stone
6. **Report of Action taken, if any, during the Closed Session** (Government Code Section 54957.1)
Board Vice President Stone reported that the Board received information; no action was taken during Closed Session.
7. **Review and Approve the Open Session Agenda**
Board Vice President Stone asked for a motion to approve the Open Session Agenda
Member Mahoney moved to approve, Member Riley seconded. Motion carried 5 (Ayes: Jelly, Riley, Apel, Mahoney, Stone): 0 (Nays): 2 (Absent: Lamera, Casillas)
8. **Public Comment:** No public comments were received.
9. **Receive and Approve Monthly Personnel Reports**
As of March 2, 2023
Member Mahoney moved to approve, Member Jelly seconded. Motion carried 5 (Ayes: Jelly, Riley, Apel, Mahoney, Stone): 0 (Nays): 2 (Absent: Lamera, Casillas)
10. **Request to Approve the First Reading of the Updated or New Board Policies, Administrative Regulations and Exhibits Due to New Legislation, Mandated Language, Citation Revisions and/or alignment of District procedures regarding Transportation BP3250 Transportation Fee (Delete), AR3541 Transportation and BP/AR 6158 Independent Study - Tammy Busch, Asst. Superintendent of Business Services**
Member Apel moved to approve, Member Jelly seconded. Motion carried 5 (Ayes: Jelly, Riley, Apel, Mahoney, Stone): 0 (Nays): 2 (Absent: Lamera, Casillas)

11. Request to Approve Resolution #842 Relative to the Reduction or Elimination of Particular Kinds of Classified Services or Final Notice of Layoff Because of Reduction of Particular Kinds of Services
- Katherine Wright, Superintendent

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

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

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

13. Adjournment: There being no further business before the Board, Board Vice President Stone asked for a motion to adjourn.

Member Jelly moved to approve, Member Riley seconded. Motion carried 5 (Ayes: Jelly, Riley, Apel, Mahoney, Stone): 0 (Nays): 2 (Absent: Lamera, Casillas)

The meeting was adjourned at 4:16 pm

Submitted:

Approved:

Katherine Wright, Superintendent and
Secretary to the Board of Trustees

Randall Jelly, Clerk, Board of Trustees

By: Jennifer Gaston, Recorder

End

RIVER DELTA UNIFIED SCHOOL DISTRICT

MINUTES

REGULAR MEETING

June 13, 2023

1. **Call Open Session to Order** – Board President Lamera called the Open Session of the meeting of the Board of Trustees to order at 5:30 p.m. on June 13, 2023, at Walnut Grove Elementary School, Walnut Grove, California.
2. **Roll Call of Members:**
 - Marcial Lamera, President
 - Jennifer Stone, Vice President
 - Randall Jelly, Clerk
 - Marilyn Riley, Member
 - Rafaela Casillas, Member (Absent: Arrived 5:31pm)
 - Wanda Apel, Member
 - Dan Mahoney, Member (Absent)Also present: Katherine Wright, Superintendent
3. **Review, Approve the Closed Session Agenda**
 - 3.1 Board President Lamera announced items on the Closed Session Agenda
 - 3.2 Public Comment on Closed Session Agenda Items. – None to report
4. **Approve Closed Session and Adjourn to Closed Session**
 - 4.1 Board President Lamera asked for a motion to approve the Closed Session agenda and Adjourn the meeting to **Closed Session @ 5:31 pm**
Member Stone moved to approve, Member Riley seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Casillas, Mahoney)
5. **Open Session was reconvened at 6:38 pm**
 - 5.1 Roll was retaken. Member Mahoney was absent, all other members were present.
Also present: Katherine Wright, Superintendent; Tammy Busch, Assistant Superintendent of Business Services; and Jennifer Gaston, Recorder
 - 5.2 Pledge of Allegiance was led by Board President Lamera
6. **Report of Action taken, if any, during the Closed Session** (Government Code Section 54957.1)
Board President Lamera reported that the Board received information; no action taken during Closed Session.
7. **Review and Approve the Open Session Agenda**
 - 7.1 Board President Lamera asked for a motion to approve the Open Session agenda
Member Apel moved to approve, Member Stone seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)
8. **Public Comment:** Lisa Mitchell, Educational Specialist for students at Walnut Grove Elementary, Bates Elementary and Mokelumne Continuation High Schools. She currently is teaching a Summer STEAM Program at Bates Elementary School which focuses on elements of the GLAD training provided by the District along with project based learning. They will be focusing on insects, native species, along with an enriched outdoor experience with hands-on learning. She expressed her deepest gratitude to the River Delta Unified School District (RDUSD) administrative leadership for providing an early districtwide summer school, allowing equitable access for all RDUSD students. She mentioned that, as the current administration evolves, she feels deeply supported as a teacher due to the proactive, engaged momentum that the Leadership Team consistently delivers. She has the opinion that the District Leadership Team are “problem solvers”, whether during the Covid-19 crisis, their dedicated steps toward the River Delta Unified Teachers Association or developing an evacuation plan in record time when Walnut Grove faced a levee breach during the winter storms. It is her opinion that the recently appointed Leadership expertly guided the Special Education program which directly impacts her. These problem solvers understand the importance of valuing their teachers and attract new Leadership with similar mindsets. She mentioned that she is witnessing a positive cycle in motion at a direct level, serving the needs of employees. She is proud to be part of such a dynamic team.

Arelly Moreno expressed her gratitude for the opportunity to apply for the Aspiring Teacher Program. She noted that this chance comes at a moment in her life that will positively impact her situation. It will offer her valuable skills, knowledge, access to mentorship and guidance from experienced educators. It will also allow her the necessary time and flexibility to focus on passing exams required to be eligible for an intern program to pursue a teaching career and ultimately achieve her dream of making a meaningful impact on the lives of students.

Veronica Whiteley, Bates Elementary School teacher, expressed her gratitude for the opportunity to serve in an administrative role for the Summer School Program. She noted that the dedicated teachers are providing a learning opportunity to students during the summer and the students are excited to be participating. Ms. Whiteley thanked the Board and mentioned that she recently obtained her administrative credential and expressed her gratitude to the District Office providing her first principal position.

Dr. MJ Kiwan Gómez, Principal of Bates Elementary and Mokelumne High School, gave praise of the excellent leadership at the District level and for the high-performing Superintendent, as she has clear qualities that are immediately apparent. He stated that Superintendent Wright focuses on creating and maintaining safe schools, recruiting highly qualified faculty and staff, and demonstrates gains for all students in the areas that can influence through reflective instruction, practice and leadership at our sites. He stated that with the depth and breadth of her responsibilities comes the need to make important decisions at any moment. These decisions may apply to everyone, may please some, and may create the need for a change in others. Occasionally, the messages that Superintendent Wright must deliver are difficult. He has witnessed her lead through various challenging situations this year and has noticed she relies on facts to support her observations. When consensus is reached, she welcomes her Leadership Team into the discussion. When situations call for discretion, she relies on her Cabinet and legal team. It appears to him that she is aware yet unmoved by rumors. In making these important decisions, she refers to her own experiences as a child in the Delta community, a teacher in our schools, and a principal who also faced great challenges. Mr. Kiwan Gomez noted that Superintendent Wright perseveres because she believes in what is best for our children, what is good for the community, and what is right for everyone to feel included, respected, protected and inspired to give their best.

Amy Bettencourt, parent of a D.H. White Elementary School student, stated that she and her family have publicly supported the District both personally and socially as much as possible without fail. She spoke of the school year starting with a substitute teacher in her daughter's class, staying positive and reassuring other parents the District would resolve this situation quickly. When a second substitute took over in her daughter's classroom she reached out with suggestions and support. She was told an internal committee was working to resolve the issue. When it appeared that daily substitute teachers were going to finish out the remainder of the year in the classroom, she recruited a family friend, who took over the role in the class. Mrs. Bettencourt noted that several teachers from the District have contacted her directly, stating that due to budgetary issues there would be combination classes next year. She mentioned that she remained positive with staff and parents in conversations. However, the recent actions of the Board and District Administration have made it impossible for her to stand in support. It is her opinion that the District administration was angered by Mrs. Turk's support to the student outcry of the denial of Vice Principal, Katie Ingalls', application for the Principal of Rio Vista High School. She noted that, as a result of this frustration, emotions took over and bias had taken place. In Mrs. Bettencourt's 18 years of administration, eleven of these years at the district level, she has had the unfortunate experience of placing administrators on admin leave pending an investigation. Never in these experiences has an investigation been opened and closed within three days or wasted district resources by changing the locks of the administrator's office. She feels that placing Mrs. Turk on administrative leave in the last week of her career was personal, irresponsible and abuse of positional power. Mrs. Bettencourt has heard that Superintendent Wright is sharing that her actions were the result of direction from the Board. She stated that if this is true, she feels the Board has lost its way. She encouraged the Board to reengage with its constituents, engage in listening campaigns and listen to their stakeholders instead of engaging in personnel matters outside their scope of responsibilities. Ms. Bettencourt noted that 24 employees have reached out to her personally with their desire to leave the District and the fear of speaking out at this meeting due to retaliation if they voice their opinion. Mrs. Bettencourt truly believes that the harm that has been caused can be restored by genuine care and effort on behalf of the Board. She indicated that, it would take each member of the Board listening with an open heart and open mind and if anyone of these members can't do this, then maybe it's time to allow another to take their role in this community.

Kendall Murphy, D. H. White Elementary School teacher, indicated that the grassy field at D.H. White Elementary is in horrible condition. She mentioned that they have a wonderful PE teacher, Aimee Smith, who has to hold her PE classes on the playground during the same time other classes are on recess. She also indicated that there are four piles of dirt from the construction project and wondering if the piles would be removed. She invited the members of the Board to observe the grass area and bark box, as she feels the bark box needs additional bark. Lastly, Ms. Murphy congratulated the retirees of River Delta and thanked Vicky Turk for being an administrator that had a school who embraced students that are different. She stated that, as a parent, her son's experience at Rio Vista High was the most wonderful time he had during his years at River Delta Unified School District.

9 Special Presentations, Reports, Information

9.1 Special Presentations

- 9.1.1 Solar Presentation – Nate Schlegel, Syserco Energy Solutions, Inc. explained that his company is developing the solar and energy project for the District. The presentation included a brief overview of the project. He noted Government Code Section 4217.10-4217.18 Allows public agencies the ability to use Design-Build in order to complete energy projects. However, they must meet the following criteria: energy savings must meet or exceed the cost of the project – No Capital Expenditure, Bond Funds or Budget Increase. The terms of financing not to exceed the life of the product.

Mr. Schlegel noted that some of the energy saving projects could be done using Bond Funds; however, since they have been working with the architects during the modernization projects and to maximize Bond Funds, the District can apply for tax rebates for the solar projects allowing Bond dollars to be spent on other projects.

- 9.1.2 Measure J & Measure K Budget Update Presentation – Katherine Wright, Superintendent reported that the Measure J and Measure K summary reports are provided to the Board as a reference guide showing the site, project number, status of each project, the amount budgeted, and the remaining amounts left in each SFID. This document can be used when making decisions or answering questions regarding the many projects that have been approved throughout the District. Superintendent Wright reviewed all the approved projects by school site including the budgeted amount associated with each project.

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

Board Members' report(s) President Lamera reported that as the school year ended, many of the Board members attended commencements. He attended Delta High School's graduation. He congratulated both Delta High and Rio Vista High School's graduating classes and wished them luck in the future. He also attended Clarksburg Middle School's eighth grade promotion. He wished the eighth grade classes at Clarksburg Middle and Riverview Middle Schools the best heading into ninth grade.

Board President read a statement on behalf of the Board of Trustees. President Lamera expressed public support of the District's Superintendent, Katherine Wright. He stated that the Board believes that Superintendent Wright has been subjected to unfair criticism and they would like to clarify for the record about how our District operates.

First, he emphasized that Ms. Wright works at the direction of the Board. Her job duties and oversight are established by official Board policies, which can be reviewed on the District's website. As the Chief Executive Officer of the District, her primary responsibility is to implement decisions and policies adopted by the Board. The Board exercises general oversight over all areas of operation under the Superintendent's authority. He stated this means they have the opportunity to review her decisions and the authority to direct her actions if they so choose. He stated again to the public that the Board has full confidence in Ms. Wright's performance. They commend her for her tact handling difficult, sensitive matters in the operation of the District.

Second, President Lamera clarified what paid administrative leave is and how it works, emphasizing that it is not a punishment. When allegations are made against an

employee, the District is legally obligated to conduct an investigation to determine if there is a basis for the allegations. While the investigation is pending, the District places the employee on paid administrative leave to give them a break. It would be unfair to expect an employee to come into work for the District and perform while knowing that the administration is conducting an investigation in the background. Additionally, giving an employee the opportunity to step away from work protects them from unfair scrutiny at the workplace from other employees and the public. Paid administrative leave is not intended to be vindictive. It is intended to respect the privacy and well-being of an employee while the District fulfills its legal obligations. Superintendent Wright is expected to carry out our directives to conduct an investigation and place our employees on paid administrative leave.

President Lamera indicated that if anyone had questions or concerns, to please feel free to reach out. The Board would be happy to explain the District's procedures.

Member Apel reported that she attended four promotions and two graduations over the past few weeks. She attended D.H. White Elementary School's sixth grade promotion, noting their tie-dyed shirts; Riverview's eighth grade promotion, mentioning that it was a fun time watching their picnic and activities; Walnut Grove Elementary School's sixth grade promotions, stating that the traditions were heartwarming; the alternative school's graduation, which included Mokelumne High and River Delta High Schools, she noted that these student's success was very near and dear to her heart. She also attended both Delta High and Rio Vista High Schools' graduations. She thanked everyone who has helped these students achieve success.

Member Stone reported that, as the school year winds to an end, there is always a ton going on. She attended the Dixon May Fair where our Rio Vista FFA and 4-H participants presented their animal projects. Rio Vista did very well this fair season. Azaria Maffei took home the Supreme Champion Title for her pen of three rabbits, Hannah Patin took Reserve Supreme Champion with her pen of three and her 1st year Rio Vista 4-H member Hailey Dutra took 3rd place with her pen of three rabbits. Rio Vista 4-H also had a win with market goats, Madison Reis took home the Supreme 4-H champion spot, Rio Vista's FFA Gavin Haley ended his first year with an FFA champion goat and the Rio Vista group took 1st place for the best three goats in the fair. Emily Ogelsby had a win with her FFA Reserve Champion market lamb. Member Stone stated that there were huge accomplishments by all and congratulated all who competed.

Member Stone also participated in the Sacramento County Fair, where Madilyn Kann, a first year 4-H member, received a Grand Champion placement for her single fryer. She was able to watch the small animal competition and spoke to Mr. Rooney, the Delta FFA teacher, noting that Delta's FFA did very well. Member Stone congratulated the FFA and 4-H participants.

Member Stone announced that she was able to attend multiple graduation and promotion ceremonies throughout the District. She announced that it's always the most exciting part when you can see the students celebrate their accomplishments. She congratulated all the 2023 Grads!

Lastly, Member Stone reported that she took part in the Lions Club Scholarship luncheon and was fortunate to have Ms. Wright as her guest. Also in attendance was Rio Vista High School's Vice Principal, Katie Ingalls and Yesenia Alduenda, the school counselor. The luncheon was hosted for scholarship recipients and their families. The Lions Club awarded 14 scholarship recipients with their certificates. She stated that each student informed the attendees of their future plans. Member Stone noted that these young recipients have some amazing plans ahead of them and they were very excited to help them on their journey.

- 9.2.1 Superintendent Wright's report(s) Superintendent Wright relinquished to her time to the principals to present their 2023-2024 Site Plans for Student Achievement.

9.3 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 – Tammy Busch, Asst. Superintendent of Business Services; Ken Gaston, Directors of MOT

- 9.3.1 ADA/Enrollment Report – Tammy Busch, Asst. Superintendent of Business Services reported the District-wide the enrollment has decreased by 58 students compared to the same month in FY2021-2022 and decreased by 6 student compared to last month. The District-wide ADA compared to the same month last year has seen a decrease of 52. However, there has been no change in ADA from last month.
- 9.3.2 Monthly Financial Report – Tammy Busch, Asst. Superintendent of Business Services reported that this report was not included in the packet as the Draft Budget will be reviewed during the Public Hearing.
- 9.3.3 Maintenance, Operations & Transportation Update, Ken Gaston, Director of MOT reported that other than the report submitted. His team has started the summer projects: Cleaning, window washing, moving teachers into different classrooms, etc. Mr. Gaston noted that, although it is a very busy time of year, it is also the busiest time when his staff takes vacation. Stating that they encourage the employees to take their vacation during the summer when students are on break.

Mr. Gaston announced that Bond projects are in various stages at most of the school sites limiting his team's access to work on their routine summer projects. These summer cleaning projects will be put somewhat on hold until the Bond projects are completed allowing access and ability to clean. The end of summer will be a mad dash in preparation for the beginning of the new school year.

Mr. Gaston addressed the grassy area at D.H. White Elementary School. He stated that the teacher was not wrong in her assessment. Mr. Gaston informed the Board that the District has hired an outside company to fix the existing issues as the scope of work is outside the District's capacity. However, the employee scheduled to complete the project left his employment. A second employee assigned to the project left his employment as well. The District is working to find a company who is willing to come to Rio Vista and work on this project.

9.4 Education Services' Reports and/or Presentation(s) - Nancy Vielhauer, Asst. Superintendent of Educational Services and Tracy Barbieri, Director of Special Education.

Superintendent Wright provided an Educational Services report on behalf of Nancy Vielhauer. The report included a letter from Chandra Drury informing the Board of the Year-End Report for the Adult Education Program for the District. Ms. Drury is very proud of the opportunities that are available to the community through the adult education program and the accomplishments the program has overcome in the 2022-2023 school year. Superintendent Wright thank Mrs. Drury for all her work for the program.

- 9.4.1 School Plan for Student Achievement 2023-2024 Presentations: D.H. White Elementary School; Walnut Grove Elementary School; Bates Elementary and Mokelumne High Schools; Riverview Middle School; River Delta High/Elementary School – Site Principals. Each principal shared highlights of their successes, challenges and areas for continued growth as identified their Single Plan for Student Achievement (SPSA).

9.5 River Delta Unified Teacher's Association (RDUTA) Update – Chris Smith, RDUTA President, reported that over the past year the RDUTA membership has grown 15%. He attributes this to something for the members to vote on. He feels that things are going well and he reiterated a comment from Principal, Marcy Rossi, that we have good people working in the District. He is honored to be representing RDUTA and is looking forward to next school year.

9.6 California State Employees Association (CSEA) Chapter #319 Update – Patty DuBois, Interim CSEA President, reported that CSEA and the District have made huge progress on revising the CSEA job descriptions. She stated that it has a big endeavor on the District's part, researching and revising these job descriptions. She is happy to continue with this projects and is looking forward to bringing

them to the Board after they have completed the 610 process. She wanted to celebrate the two CSEA members who have retired.

9.7 Public Hearing Regarding the Proposed 2023-2024 LCAP and Dashboard Local Indicators: LCAP Adoption Will Be Held at The Regular June 27, 2023 Board Meeting – 6:30 pm – Katherine Wright, Superintendent

Open Public Hearing: 8:25 pm

Public Comments: Superintendent Wright explained the purpose for having a Public Hearing for the District's LCAP and to hear comments from the public. No comments were given.

Close Public Hearing: 8:27pm

9.8 Public Hearing Regarding the Proposed 2023-2024 District Budget, Adoption will be held at the Regular June 27, 2023 Board Meeting – 6:30 pm – Tammy Busch, Asst. Supe of Business Services

Open Public Hearing: 8:28 pm

Public Comments: Tammy Busch, Asst. Superintendent of Business Services present information concerning the Budget Proposal for FY 2023-24. The Budget indicates the District will maintain positive certification, meeting its projected financial obligations in the current year and two subsequent fiscal years, the 2023-24 Proposed Budget will be available for review and action will be taken at the June 27, 2023 Board Meeting. No public comments were received.

Close Public Hearing: 8:40 pm

10. Consent Calendar

10.1 Approve Board Minutes

Regular Meeting of the Board, May 9, 2023

Special Meeting of the Board May 31, 2023

10.2 Receive and Approve Monthly Personnel Reports

As of June 13, 2023

10.3 District's Monthly Expenditure Report

May 2023

10.4 Request the Approval of the 2023-2024 Single Plan for Student Achievements for D.H. White Elementary School; Walnut Grove Elementary School; Bates Elementary and Mokelumne High Schools; Riverview Middle School; River Delta High/Elementary School – Site Principals

10.5 Request to Approve Royce "Craig" Cornelson, Principal and Jeff Brown, Athletic Director as Delta High and Clarksburg Middle Schools Representatives to California Interscholastic Federation (CIF) Leagues for the 2023-2024 School Year – Katherine Wright, Superintendent

10.6 Request to Approve Clarence Isadore, Interim Principal; Katherine Ingalls, Vice Principal and Drake Sherman, Athletic Director as Rio Vista High School's Representatives to California Interscholastic Federation (CIF) Leagues for the 2023-2024 School Year – Katherine Wright, Superintendent

10.7 Request to Authorize for the Superintendent to Enter Into Contract with the Preliminary List of Special Education Contracts for the 2023-2024 School Year – Tracy Barbieri, Director of Special Education

10.8 Request to Approve the D.H. White Elementary School 6th Grade Students to Attend the Sly Park Science Camp from March 11, 2024 to March 15, 2024 – Jennie Gornto, Principal

10.9 Request to Approve the Purchase of (25) Dell desktop computers for the Teacher Pathway at Rio Vista High School at a cost not exceed \$53,000 Specialized Secondary Programs (SSP) Funding – Tammy Busch, Asst. Superintendent of Business Services

10.10 Request to Approve the Independent Contract for Services with Jibber Jabber Speech, LLC to Provide Speech-Language Therapy Services for the 2023-2024 School Year at a cost not to exceed \$43,000, Special Education Funds – Tracy Barbieri, Director of Special Education

10.11 Request to Approve the Independent Contract for Services Agreement with Meladee McCarty to Provide Program Specialist Services for the 2023-2024 School Year at a cost not to exceed \$11,000, Special Education Funds – Tracy Barbieri, Director of Special Education

10.12 Donations Receive and Acknowledge

Bates Elementary School – Student Field Trips

Pump House Ranches, Inc. - \$100

Rio Vista High School – Roller Shades in Cafeteria & (Television, Apple TV, sound bar, Ipad, and monitoring) for six classrooms

Harvey L. and Maud C. Sorensen Foundation

Delta High School Ag Mechanics/ Welding Shop

Delta Ag Boosters – 3 Welders, Welding Equipment and Supplies - \$10,293.65

Delta High School Ag Mechanics/ Welding Shop

Delta Ag Boosters – 2-100 qt. Coolers & 22” Briggs & Stratton Propelled Mower -\$890.53

President Lamera acknowledged the donations and thanked them for their continued support.

Member Casillas moved to approve, Member Jelly seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)

Action Items -- Individual speakers who have submitted a Comment Card shall be allowed three minutes to address the Board on any agenda item. The Board shall limit the *total time* for public presentation and input on *all items* to a maximum of 20 minutes including the Public Comments made previously in this meeting. The Board will follow the process for Public Comments listed above.

11. Request to Approve the Second and Final Reading of the Updated or New Board Policies, Administrative Regulation and or Exhibits Due to New Legislation or Mandated Language and Citation Revisions as of March 2023 – Katherine Wright, Superintendent

Member Stone moved to approve, Member Casillas seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)

12. Request to Approve the Purchase of a 2018 Ford Transit Connect Passenger Van to Replace the Failing Delivery Driver’s Van at a cost of \$30,647.93 plus applicable fees, Transportation Funds – Ken Gaston, Director of Maintenance, Operations and Transportation

Member Stone moved to approve, Member Jelly seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)

13. Request to Approve the Purchase of a New Kubota RTV-X900G-A 4WD Utility Vehicle to Replace a 2000 F150 Chevrolet Pickup Truck, at a cost not to exceed \$16,766.38, Maintenance and Operations Funds – Ken Gaston, Director of Maintenance, Operations and Transportation

Member Casillas moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)

14. Request the Authorization for the Superintendent or Designee to Approve the Purchase of a Ten Passenger Van to Provide To and From School Transportation to District Students, a cost of \$50,000 – Ken Gaston, Director of MOT

Member Casillas moved to approve, Member Apel seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)

15. Request to Approve the Contract with Parker and Covert LLP for Legal Services for FY 2023-24 and 2024-2025 – General and Bond Funds – Tammy Busch, Asst. Superintendent of Business Services

Member Apel moved to approve, Member Stone seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)

16. Request to Approve Memorandum of Understanding between the California School Employees Association and its River Delta Chapter #319 (CSEA) and the River Delta Unified School District Regarding the State Preschool Teacher and Corresponding Job Description – Katherine Wright, Superintendent

Member Stone moved to approve, Member Casillas seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)

17. Request to Approve the Memorandum of Understanding between the California School Employees Association and its River Delta Chapter #319 (CSEA) and the River Delta Unified School District Regarding the State Preschool Associate Teacher and Corresponding Job Description – Katherine Wright, Superintendent
Member Jelly moved to approve, Member Casillas seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)
18. Request to Approve the Student Placement Agreement with California State University, Sacramento for Allied Health - Speech Language Pathologist Assistants (SLPA) Interns for the 2023-2024 School Year– Tracy Barbieri, Director of Special Education
Member Casillas moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)
19. Request to Approve the “Declaration of Need” for Fully Qualified Educators” for the 2023-2024 School Year – Katherine Wright, Superintendent
Member Stone moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)
20. Request to Approve the Provisional Internship Permits as Authorized by the Commission on Teacher Credentialing for 2023-2024 School Year – Katherine Wright, Superintendent
Member Stone moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)
21. Request to Approve Change Order #1 to Vanden Bos Electric, a Credit of \$13,522.82 and Approval of Notice of Completion for the Walnut Grove Fire Alarm Project, Measure K Bond Funds - Tammy Busch, Asst. Superintendent of Business Services
Member Stone moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)
22. Request to Approve the Proposal for Purchase and Installation of Replacement Speakers at Rio Vista High School, cost not to exceed \$87,151.05, Measure J Bond Funds - Tammy Busch, Asst. Superintendent of Business Services
Member Stone moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)
23. Request to Approve the Proposals from Warren E. Gomes Excavating, Inc. for Removal of Storm Debris at Bates Elementary School and Delta High School, with a total cost of \$19,345, FEMA Funds - Tammy Busch, Asst. Superintendent of Business Services
Member Stone moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)
24. Request to Approve and Award Contract to Warren E. Gomes Excavating, Inc. for the Storm Damage Slide Repair at Rio Vista High School, cost not to exceed \$81,900 FEMA Funds - Tammy Busch, Asst. Superintendent of Business Services
Member Stone moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)
25. Request to Award the Contract for the Delta High School / Clarksburg Middle School Cafeteria Modernization Project to Bobo Construction and Approval of the Final Master Budget, \$3,973,300 Measure K Bond Funds - Tammy Busch, Asst. Superintendent of Business Services
Member Stone moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)
26. Request to Award the Contract for the Rio Vista High School New Science and Culinary Classroom Projects to Diede Construction, Inc. and Approval of the Final Master Budget, cost not to exceed \$4,866,000 Measure J Bond Funds - Tammy Busch, Asst. Superintendent of Business Services
Member Jelly moved to approve, Member Casillas seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)

27. Request to Approve the Contracts for Project Inspector and Special Inspections Services for the New Science and Culinary Classroom Building at Rio Vista High School, total cost not to exceed \$220,970 Measure J Bond Funds

Member Stone moved to approve, Member Apel seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)

28. Request to Approve Resolution No. #847 Requesting The Board Of Supervisors Of The County Of Sacramento To Establish Tax Rate For Bonds Of The School Facilities Improvement District No. 1 Of The River Delta Unified School District Expected To Be Sold During Fiscal Year 2023-2024 – Tammy Busch, Asst. Supe of Business Services

Member Riley moved to approve, Member Jelly seconded. Motion carried by roll call vote 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)

29. Request to Approve Resolution No. #848 Requesting The Board Of Supervisors Of The County Of Sacramento To Establish Tax Rate For Bonds Of The School Facilities Improvement District No. 2 Of The River Delta Unified School District Expected To Be Sold During Fiscal Year 2023-2024 – Tammy Busch, Asst. Supe of Business Services

Member Stone moved to approve, Member Casillas seconded. Motion carried by roll call vote 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)

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

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

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

Member Casillas moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Apel, Lamera): 0 (Nays): 1 (Absent: Mahoney)

The meeting was adjourned at 9:28 pm

Submitted:

Approved:

Katherine Wright, Superintendent and
Secretary to the Board of Trustees

Randall Jelly, Clerk, Board of Trustees

By: Jennifer Gaston, Recorder
End

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X _____

From: Codi Agan, 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:

Codi Agan, Director of Personnel

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the Monthly Personnel Transaction Report as submitted

Time allocated: 2 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT
PERSONNEL TRANSACTION AND REPORT

DATE: June 27, 2023

ACTION - CERTIFICATED	NAME	POSITION	FTE	SITE/DEPT	EFFECTIVE DATE	VICE
New Hire - Administrative	Tiffany Niitani	Vice Principal	0.50	D.H. White Elementary	8/1/2023	Jane Cronin
Resignation - Administrative	Katherine Ingalls	Vice Principal	1.00	Rio Vista High School	6/30/2023	
New Hire	Michelle Sutorik	Math Teacher	1.00	Riverview Middle	8/4/2023	Alyson Stiles
	Kelly Theroux	Elementary Teacher	1.00	D.H. White Elementary	8/4/2023	Brittany McCormick
Resignation	Veronica Whiteley	Elementary Teacher	1.00	Bates Elementary	6/2/2023	
	Yesenia Alduenda Benitez	High School Counselor	1.00	Rio Vista High	6/16/2023	
	Paul Delgado	Physical Education Teacher	1.00	Clarksburg Middle/Delta High	6/30/2023	
ACTION - CLASSIFIED	NAME	POSITION	FTE	SITE/DEPT	EFFECTIVE DATE	VICE
ACTION - COACHES	NAME	SPORT/POSITION	-	SITE	SEASON	STATUS
Hire - 2023-2024 Seasons	Jeff Brown	Athletic Director	-	Delta High School	Year Round	*
	Drake Sherman	Athletic Director	-	Rio Vista High School	Year Round	*
	Tim Rapp	Varsity Football Coach	-	Delta High School	Fall	*
	Brad Soto	Varsity Football Asst. Coach	-	Delta High School	Fall	*
	Shane Halligan	Cross Country Coach	-	Delta High School	Fall	*
	Geneieve Cameron	Varsity Cheer Coach	-	Delta High School	Fall	*
	Aundriea Montzingo	Varsity Girls Volleyball Coach	-	Delta High School	Fall	*
	Jose Rodarte	Varsity Boys Soccer	-	Delta High School	Fall	*
	Karlee Morgan	JV Girls Volleyball Coach	-	Delta High School	Fall	*
	Chris Medders	Varsity Football Coach	-	Rio Vista High School	Fall	*
	Blaine Dart	JV Football Coach	-	Rio Vista High School	Fall	*
	Alexis Downey	Varsity Cheer Coach	-	Rio Vista High School	Fall	*
	Ann Aroyo	Varsity Girls Volleyball Coach	-	Rio Vista High School	Fall	*
	Jamie Saldana	JV Girls Volleyball Coach	-	Rio Vista High School	Fall	*
	Noelle Gomes	Cross Country Coach	-	Rio Vista High School	Fall	*
	Wayne White	Girls Volleyball	-	Clarksburg Middle School	Fall	*

RIVER DELTA UNIFIED SCHOOL DISTRICT
PERSONNEL TRANSACTION AND REPORT

DATE: June 27, 2023

	Anthony Cooper	Varsity Boys Basketball Coach	-	Delta High School	Winter	*
	Jeff Brown	Varsity Girls Basketball Coach	-	Delta High School	Winter	*
	Joe Cook	JV Girls Basketball Coach	-	Delta High School	Winter	*
	Alfonso Valles	Wrestling Coach	-	Delta High School	Winter	*
	Lubertus Baldwin	Varsity Boys Basketball Coach	-	Rio Vista High School	Winter	*
	Timothy Higgs	Varsity Girls Basketball Coach	-	Rio Vista High School	Winter	*
	Chris Smith	Wrestling Coach	-	Rio Vista High School	Winter	*
	Ana Roman	Varsity Girls Soccer Coach	-	Rio Vista High School	Winter	*
	Tim Rapp	Varsity Baseball Coach	-	Delta High School	Spring	*
	Raul Partida	Varsity Girls Soccer Coach	-	Delta High School	Spring	*
	Jeff Brown	Track Coach	-	Delta High School	Spring	*
	Drake Sherman	Varsity Baseball Coach	-	Rio Vista High School	Spring	*
	Francisco Ramirez	Varsity Softball Coach	-	Rio Vista High School	Spring	*
	Matthew Hoefs	Golf Coach	-	Rio Vista High School	Spring	*
	Johnny Polite Jr.	Girls Soccer Coach	-	Clarksburg Middle	Spring	*

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Supt. Of Educational Services

Item Number: 10.3

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

SUBJECT:

Request to Approve the Isleton Elementary School, Clarksburg Middle School and Delta High School and Rio Vista High School's Single Plans for Student Achievement for the 2023-2024 School Year.

BACKGROUND:

The SPSA's describe goals and actions supported with Title I and Local Control Funding Formula (LCFF) dollars to increase student achievement, promote positive school climate, increase parent involvement and provide supplemental programs to accelerate student achievement. These goals align with the River Delta Unified School District Local Control and Accountability Plan (LCAP). State and Federal funds are allocated based on the numbers of students eligible for free or reduced lunch, English Learners, and foster youth. Isleton Elementary School, Clarksburg Middle School and Delta High School and Rio Vista High Schools have met with their School Site Councils (SSC) and the SSC have approved the attached plans. The plans are now being submitted to the RUDSD Board of Trustees for approval.

STATUS:

Educational Services has reviewed Isleton Elementary School, Clarksburg Middle School and Delta High School and Rio Vista High School's SPSAs and recommends them for Board approval.

PRESENTER: Site Principals

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

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

Time allocated: 3 minutes



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Isleton Elementary School	34674136033666	05/22/2023	06/27/2023

Purpose and Description

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

Schoolwide Program

Isleton's Site Plan for Student Achievement is a schoolwide program plan.

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

Annually Isleton Elementary School staff, parents, ELAC and PTA members are involved in the process of giving input to the site council in regards to the Single Plan for Student Achievement (SPSA). The council takes the feedback very seriously when creating goals, budgets and action items in the SPSA. A needs assessment is also done annually, using a variety of assessment data, parent survey results, stakeholder feedback, and the California Dashboard Indicators.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Educational Partner Involvement 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - Student Population 11
 - Overall Performance 13
 - Academic Performance 14
 - Academic Engagement 19
 - Conditions & Climate..... 21
- Goals, Strategies, & Proposed Expenditures..... 23
 - Goal 1..... 23
 - Goal 2..... 28
 - Goal 3..... 36
 - Goal 4..... 41
 - Goal 5..... 51
 - Goal 6..... 55
- Budget Summary 60
 - Budget Summary 60
 - Other Federal, State, and Local Funds 60
- Budgeted Funds and Expenditures in this Plan 61
 - Funds Budgeted to the School by Funding Source..... 61
 - Expenditures by Funding Source 61
 - Expenditures by Budget Reference 61
 - Expenditures by Budget Reference and Funding Source 61
 - Expenditures by Goal..... 61
- School Site Council Membership 63
- Recommendations and Assurances 64

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA Annual Review and Update is an ongoing cycle of improvement. The site council began meeting in September 2022 and met throughout the year to review and update the school plan. Once the site council initially reviewed and the site plan, staff and parents provided input through formal and informal processes. These processes include taking stakeholder feedback at ELAC meetings and School Site Council meetings in order to ensure that the needs of our students are being met. In the spring the Principal reviewed the district LCAP goals, needs assessments, and look at assessment data like SBAC scores, ELPAC scores and CA Dashboard Data with the Site Council and the group provided input. We also completed a year-end assessment on goals and actions for the school site as well as budget priorities for the upcoming 2023-2024 school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	20	22	31
Grade 1	22	20	21
Grade 2	22	22	22
Grade 3	20	24	21
Grade 4	22	21	29
Grade 5	22	22	25
Grade 6	25	24	26
Total Enrollment	153	155	175

Conclusions based on this data:

1. Enrollment numbers at Isleton Elementary have been consistently growing over the past 3 years. In 2022-2023 we added a new classroom to Isleton School's campus, the TK class included a growth of 10 students. The TK numbers are included into the Kindergarten enrollment numbers this year. That is why the enrollment number is higher than 24. We are excited to see Isleton's student population growing.
2. Please keep in mind that these numbers do not include the preschool students, the preschool is located on Isleton campus and has approximately 24 students enrolled in the program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	35	43	47	22.90%	27.7%	26.9%
Fluent English Proficient (FEP)	31	23	19	20.30%	14.8%	10.9%
Reclassified Fluent English Proficient (RFEP)	3			8.6%		

Conclusions based on this data:

1. We took a dip in our reclassification numbers in the 2021-2022 school year, based on the testing data. Teachers are extremely dedicated to the success of our EL students, they are working hard to make sure that the designated and integrated supports are in place for our EL students to grow and be successful in the classroom. As of May 2023 we have 5 students who have been reclassified.
2. Also note that the % of EL students has not drastically increased with our jump in student population.
3. The initially fluent numbers have decreased over the last few years. The thought behind this is that during COVID the students were not exposed to the English Language as often at a young age.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22	24		0	23		0	23		0.0	95.8	
Grade 4	23	23		0	22		0	22		0.0	95.7	
Grade 5	23	24		0	24		0	24		0.0	100.0	
Grade 6	25	23		0	23		0	23		0.0	100.0	
All Grades	93	94		0	92		0	92		0.0	97.9	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2376.			17.39			4.35			34.78			43.48	
Grade 4		2472.			31.82			22.73			22.73			22.73	
Grade 5		2551.			41.67			29.17			25.00			4.17	
Grade 6		2529.			17.39			26.09			43.48			13.04	
All Grades	N/A	N/A	N/A		27.17			20.65			31.52			20.65	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		10.87			71.74			17.39	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		21.74			61.96			16.30	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		11.96			70.65			17.39	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		16.30			66.30			17.39	

Conclusions based on this data:

1. We have on average 48% of our students that score at or above standard in Language Arts.
2. Our highest percentage of students scoring in above standard is in writing and our highest percentage of students at or near standard is in reading. These are both areas of focus for our teachers in Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22	24		0	23		0	23		0.0	95.8	
Grade 4	23	23		0	23		0	23		0.0	100.0	
Grade 5	23	24		0	24		0	24		0.0	100.0	
Grade 6	25	23		0	23		0	23		0.0	100.0	
All Grades	93	94		0	93		0	93		0.0	98.9	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2384.			0.00			17.39			34.78			47.83	
Grade 4		2445.			26.09			8.70			26.09			39.13	
Grade 5		2563.			37.50			29.17			29.17			4.17	
Grade 6		2495.			13.04			17.39			34.78			34.78	
All Grades	N/A	N/A	N/A		19.35			18.28			31.18			31.18	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		13.98			53.76			32.26	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		19.35			44.09			36.56	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		21.51			59.14			19.35	

Conclusions based on this data:

1. We have approximately 38% of our students scoring at or above grade level in math.
2. We had the least amount of students score below standard in communicating reasoning to support mathematical conclusions, meaning that our students are doing well in the performance task. They are able to explain to someone how they arrived at the answer they got.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
155	56.8	27.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Isleton Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	27.7
Foster Youth		
Homeless	9	5.8
Socioeconomically Disadvantaged	88	56.8
Students with Disabilities	13	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.6
American Indian	2	1.3
Asian		
Filipino	1	0.6
Hispanic	98	63.2
Two or More Races	6	3.9
Pacific Islander	2	1.3
White	45	29.0

Conclusions based on this data:

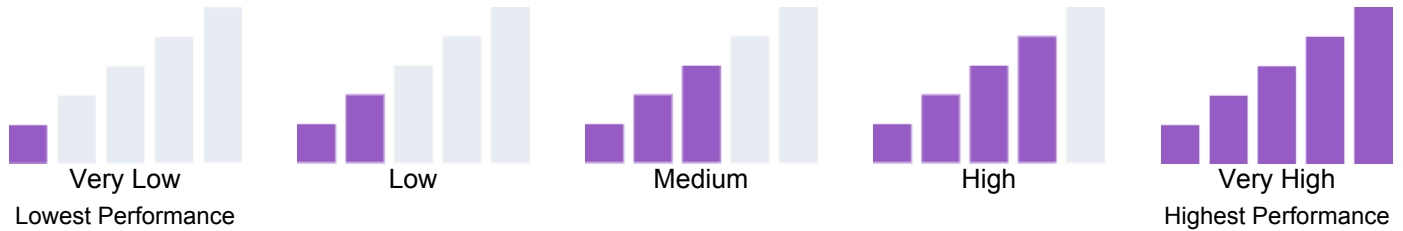
1.

School and Student Performance Data

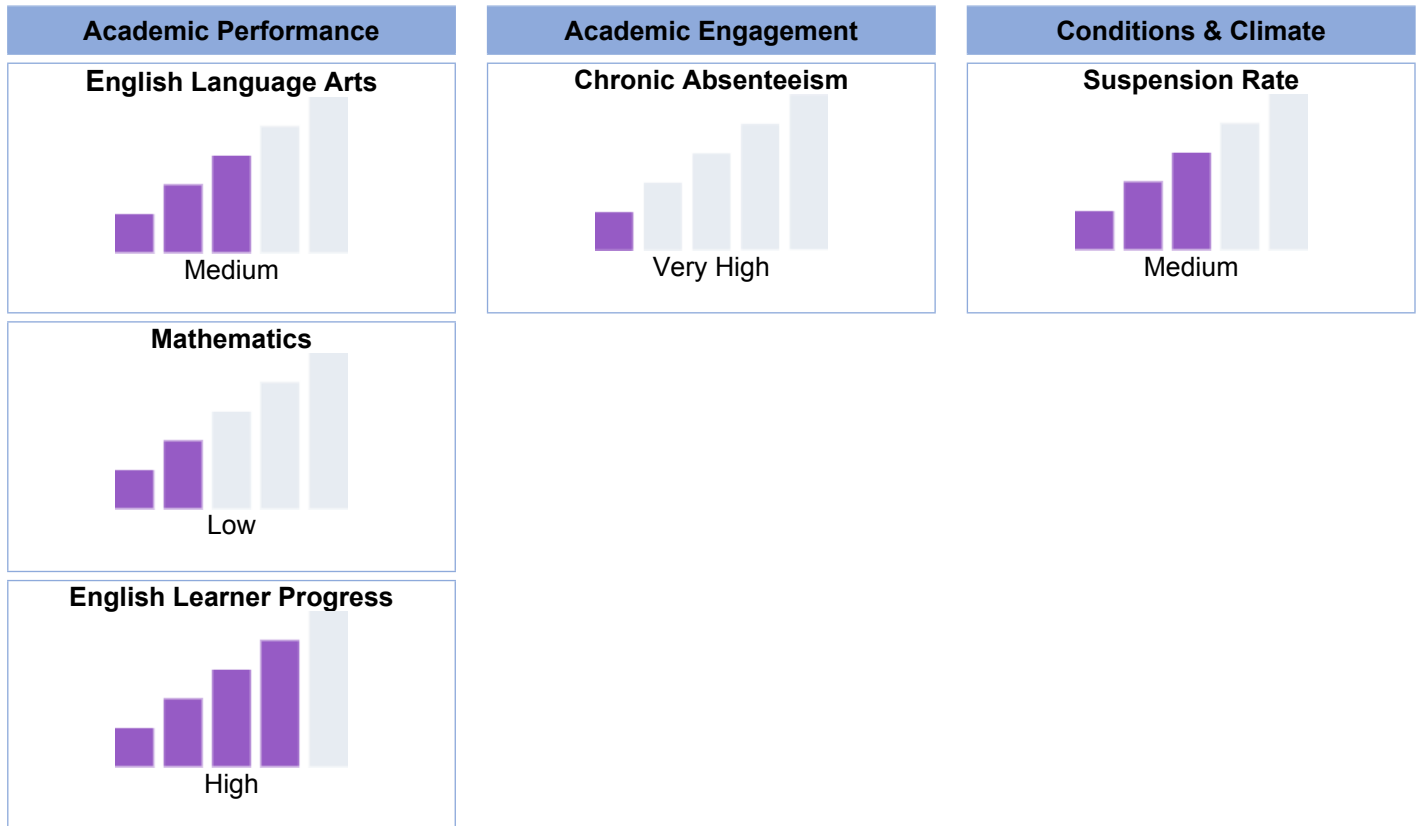
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

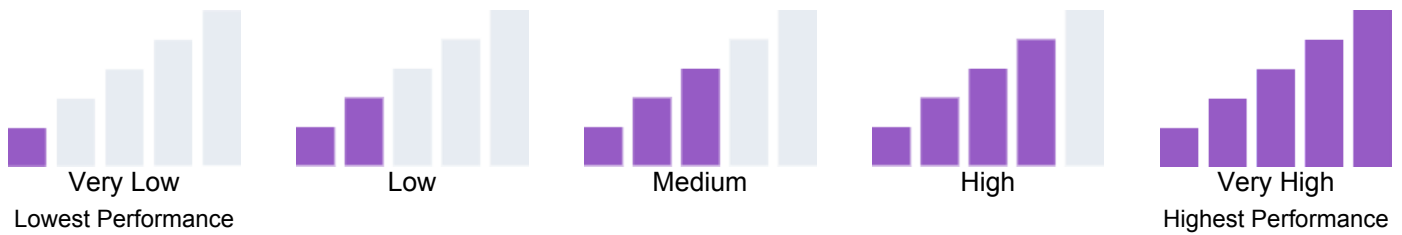
1. We have a high rate of chronic absenteeism and we need goals in the SPSA to address this issue.
2. Our English Learner population are making a high level of success and growth in their language development.

School and Student Performance Data

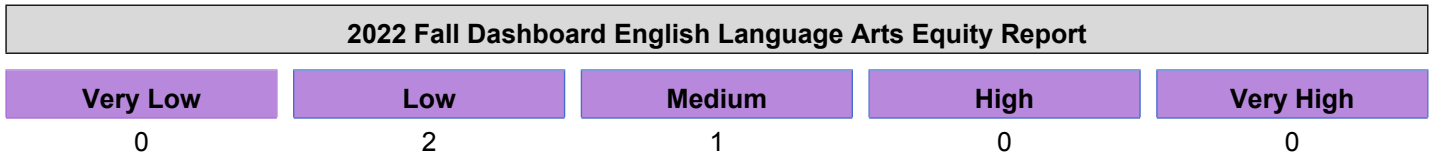
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

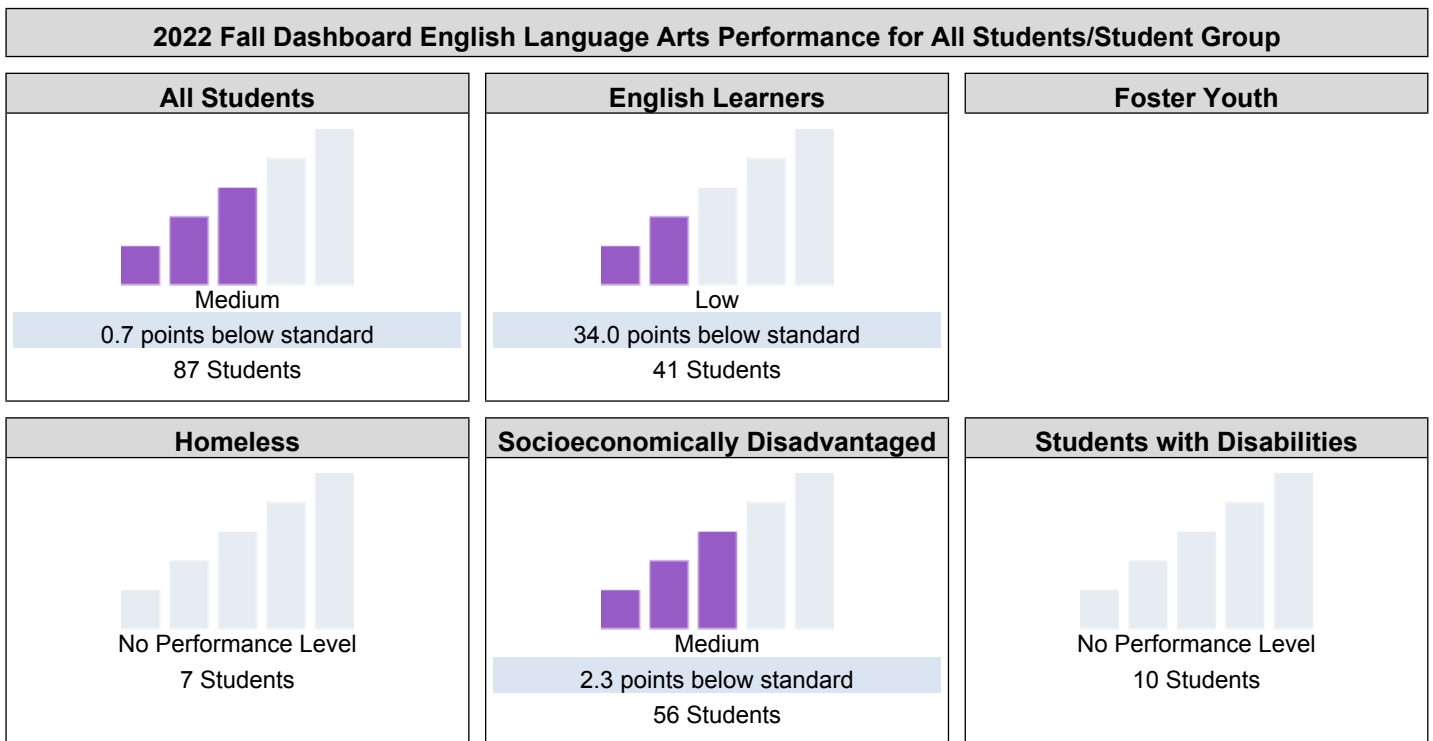
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



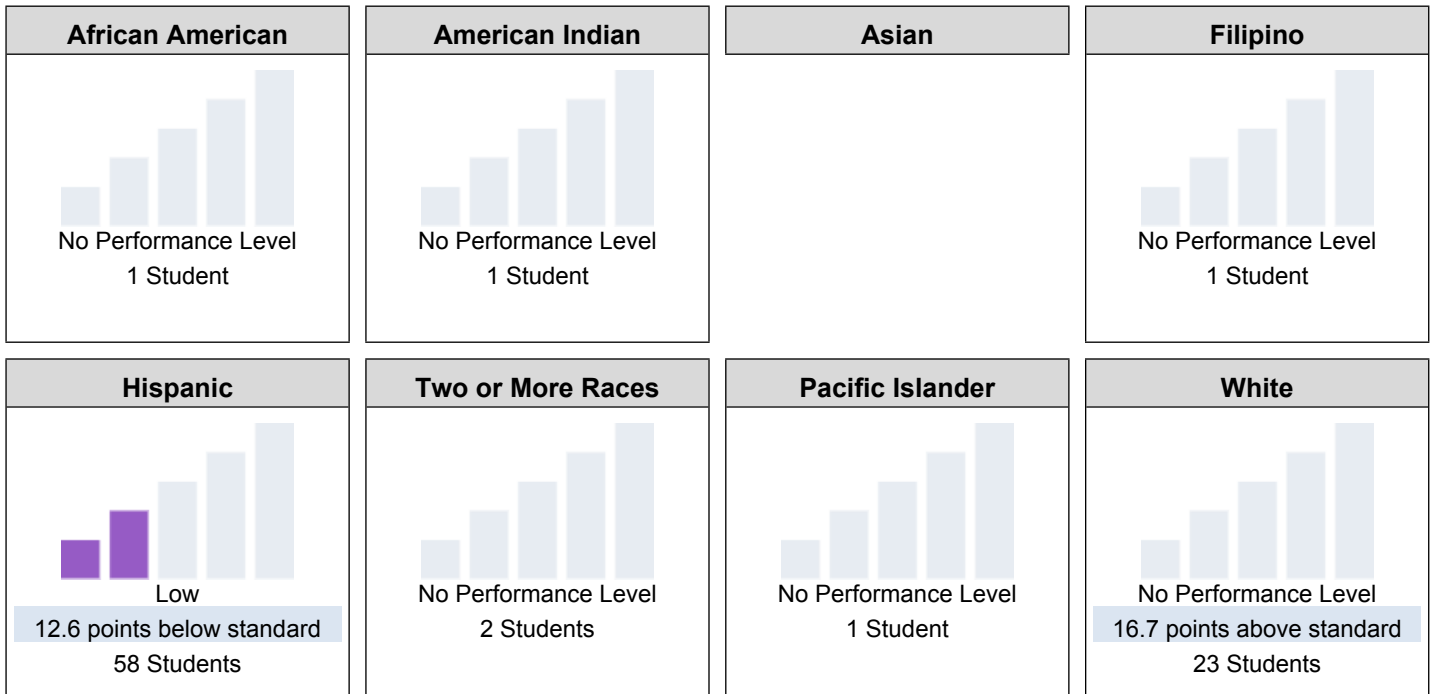
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.3 points below standard 24 Students	25.5 points above standard 17 Students	26.1 points above standard 43 Students

Conclusions based on this data:

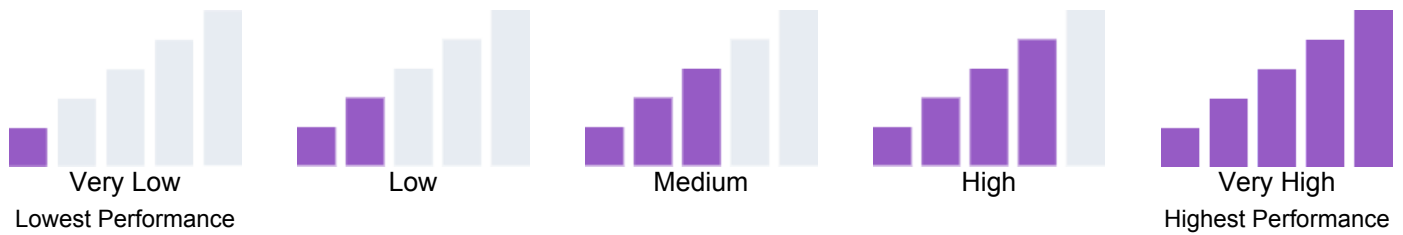
1. Our Hispanic students and English Language Learners are still struggling with this assessment, continue to focus on our designated and integrated supports to ensure their success.
2. Our reclassified students are testing well on this assessment, so this shows that our students were in fact ready to reclassify and continue to make progress.

School and Student Performance Data

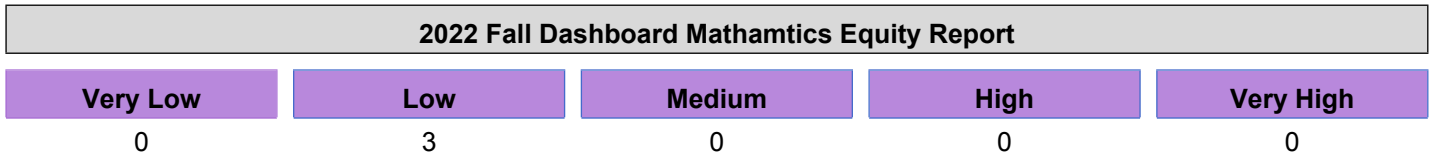
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

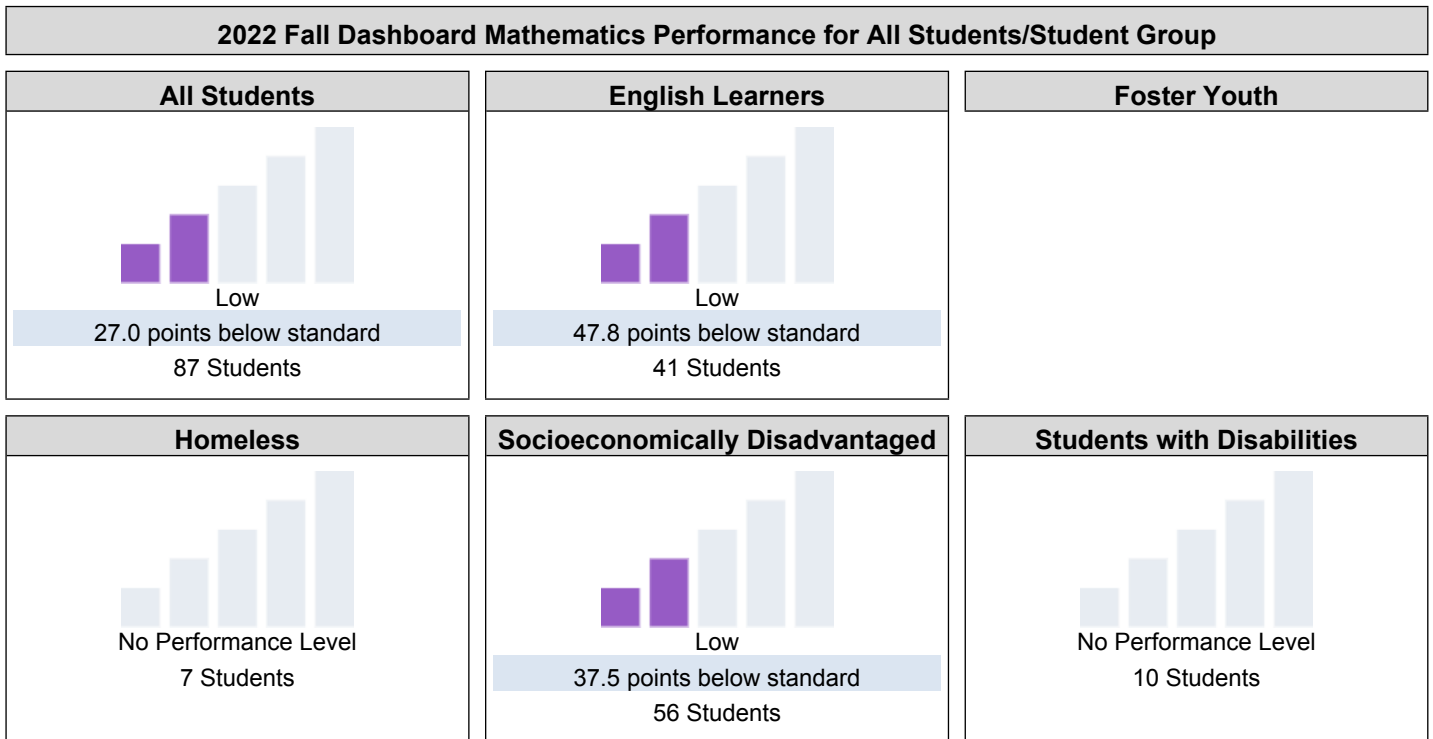
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



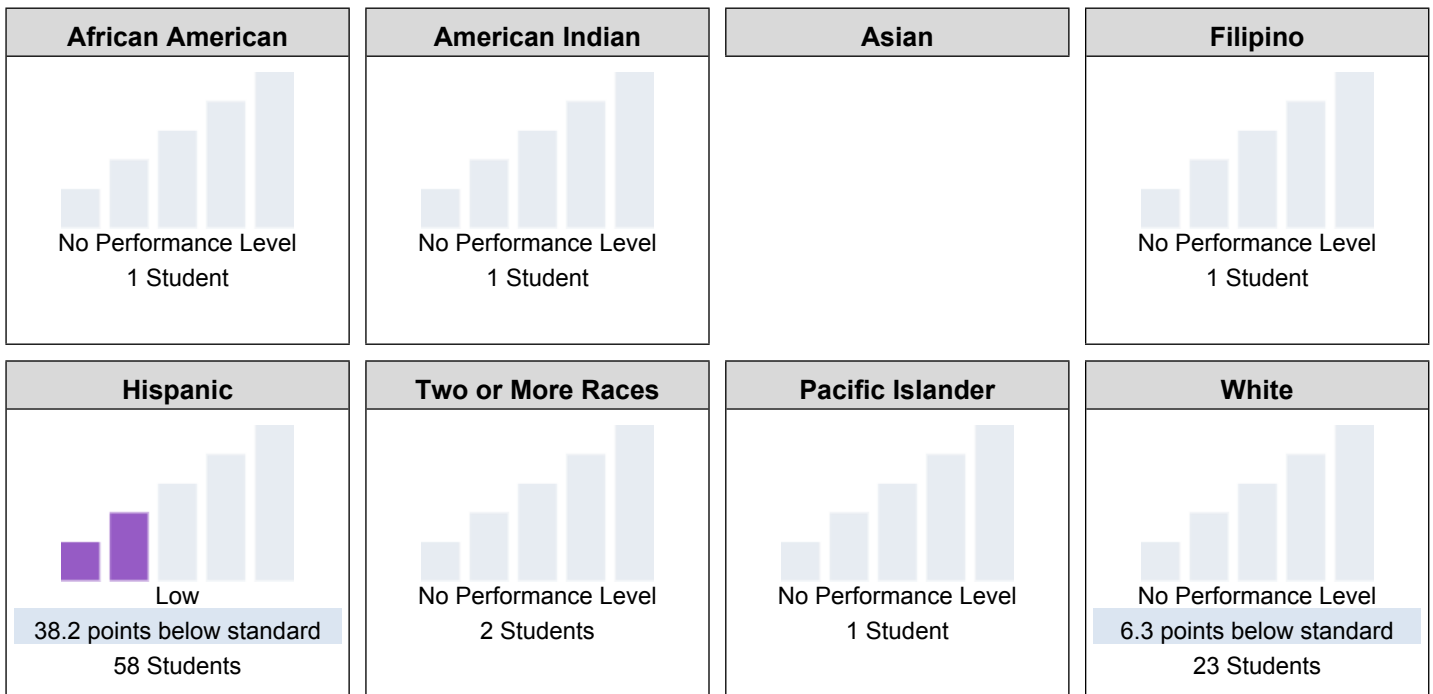
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">85.2 points below standard</p> <p>24 Students</p>	<p style="background-color: #e6f2ff;">5.1 points above standard</p> <p>17 Students</p>	<p style="background-color: #e6f2ff;">12.3 points below standard</p> <p>43 Students</p>

Conclusions based on this data:

1. Math is an area of focus for all of our students, teachers are currently trying to meet students where they are at and develop on their knowledge in order to get their students to meet grade level standards. This is going to continue to be an area of focus for our 2023-2024 school year.

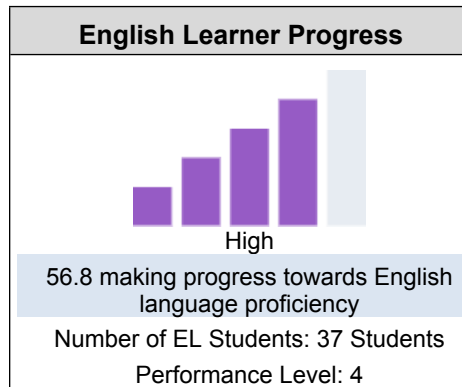
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.8%	32.4%	0.0%	56.8%

Conclusions based on this data:

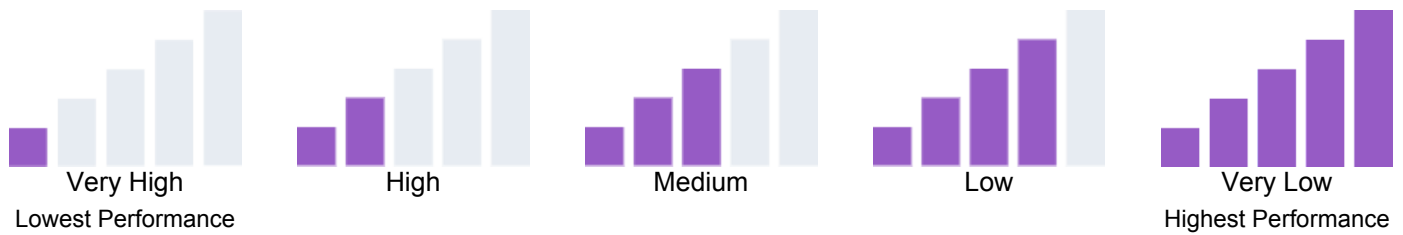
1. We have a large number of students that are progressing up a level on the ELPAC exam.

School and Student Performance Data

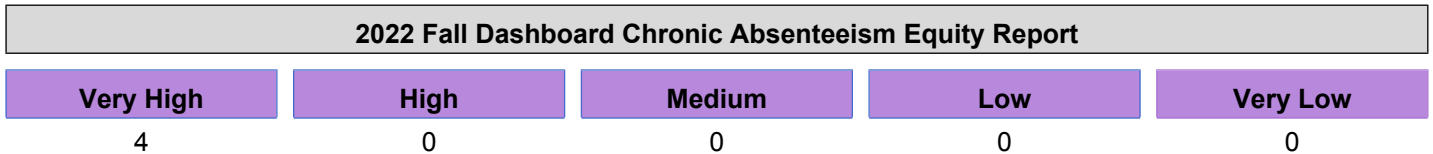
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

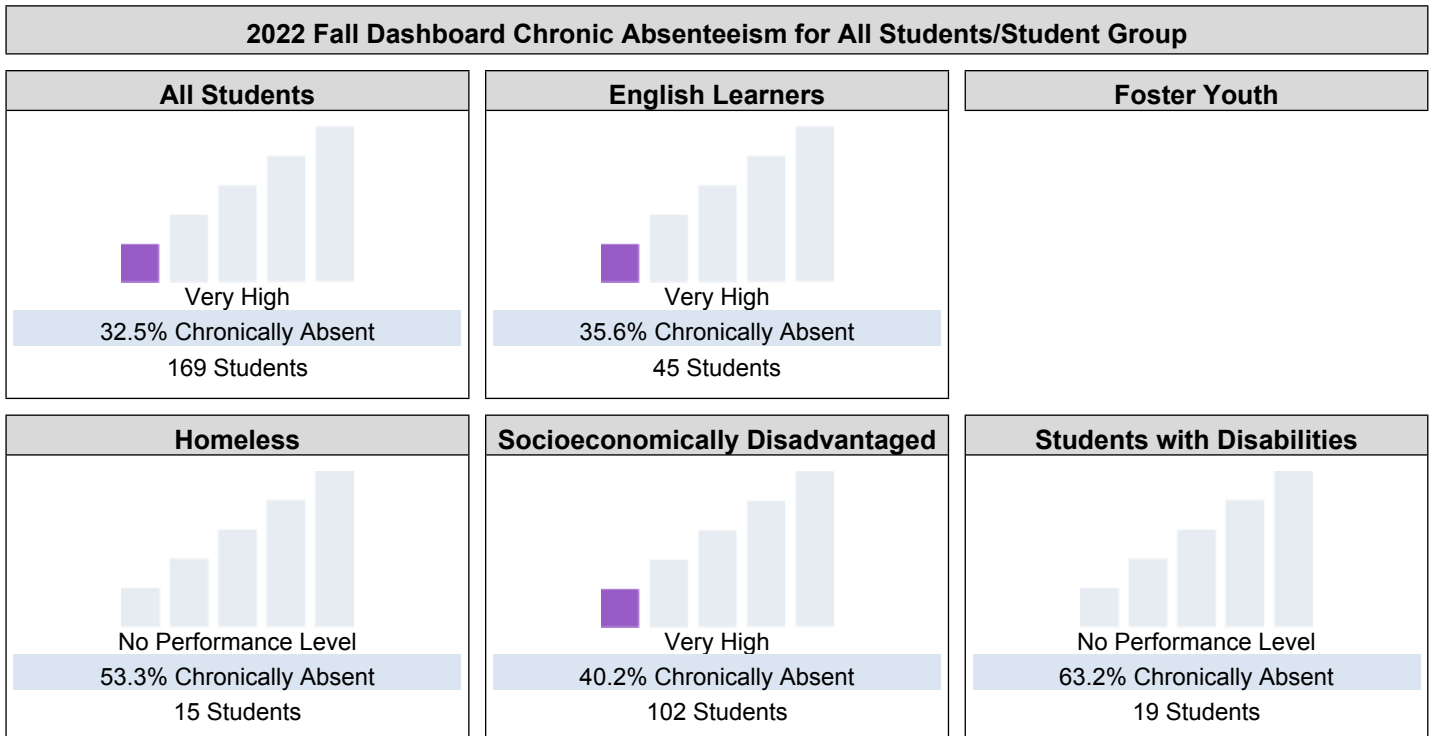
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



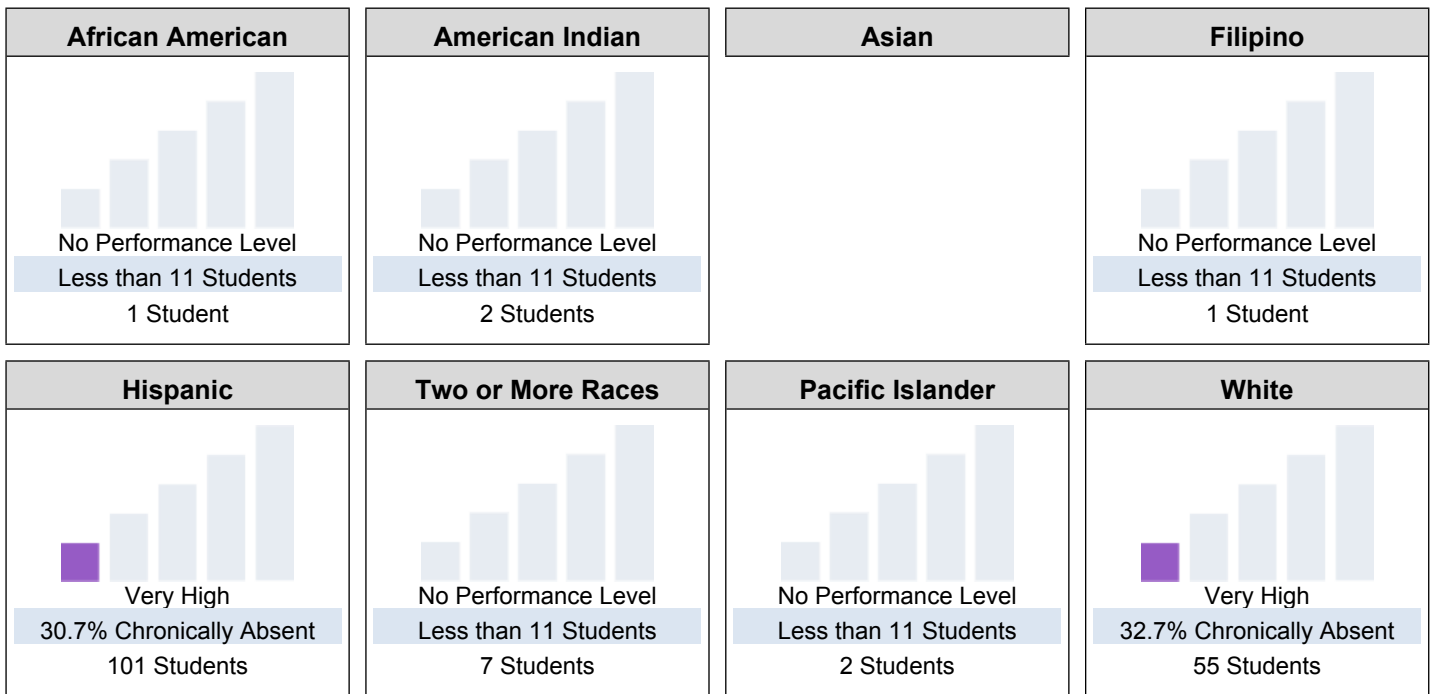
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

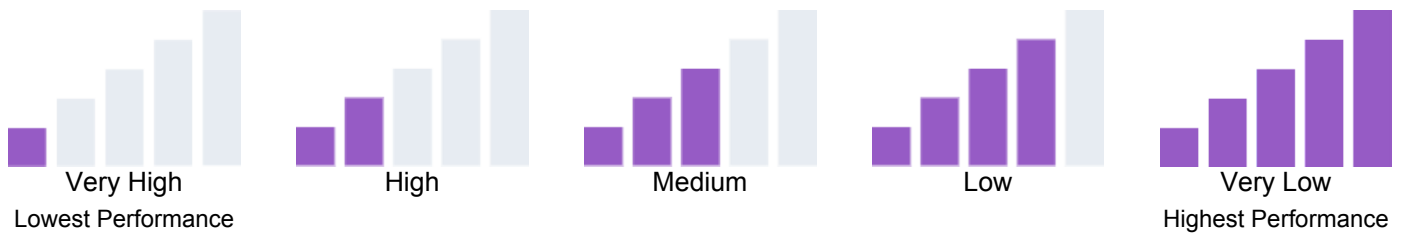
1. We have to address chronic absenteeism in all of our schools sub groups.
2. With COVID protocols still in place, parents are more cautious in keeping their kids home if they are showing signs of illness.

School and Student Performance Data

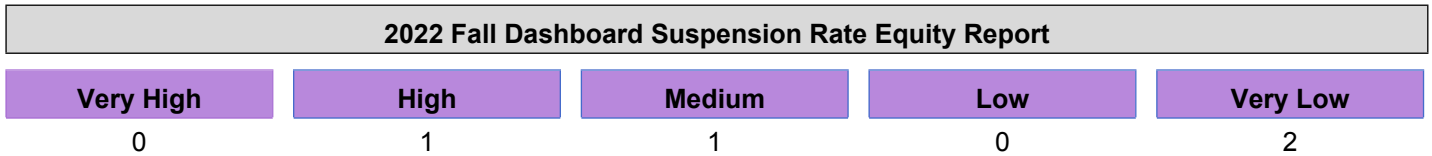
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

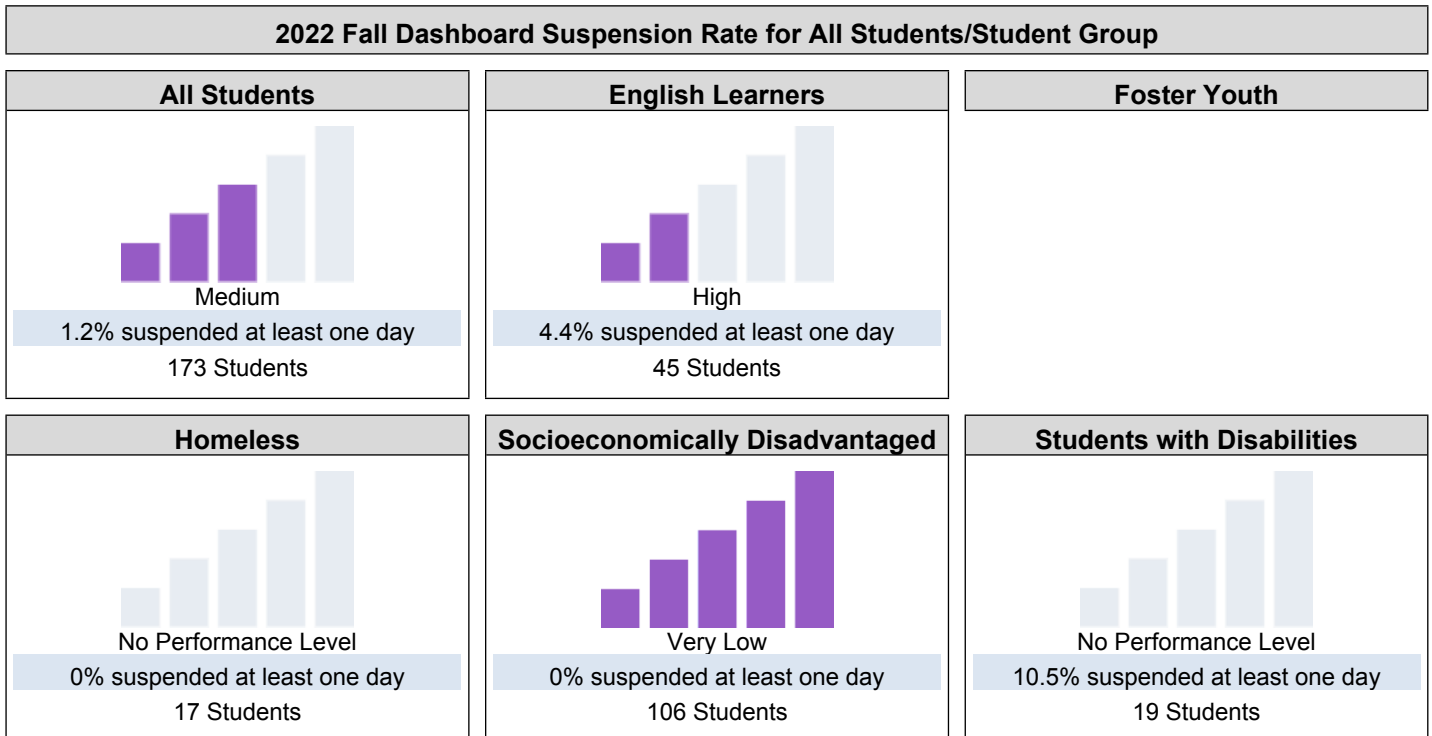
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



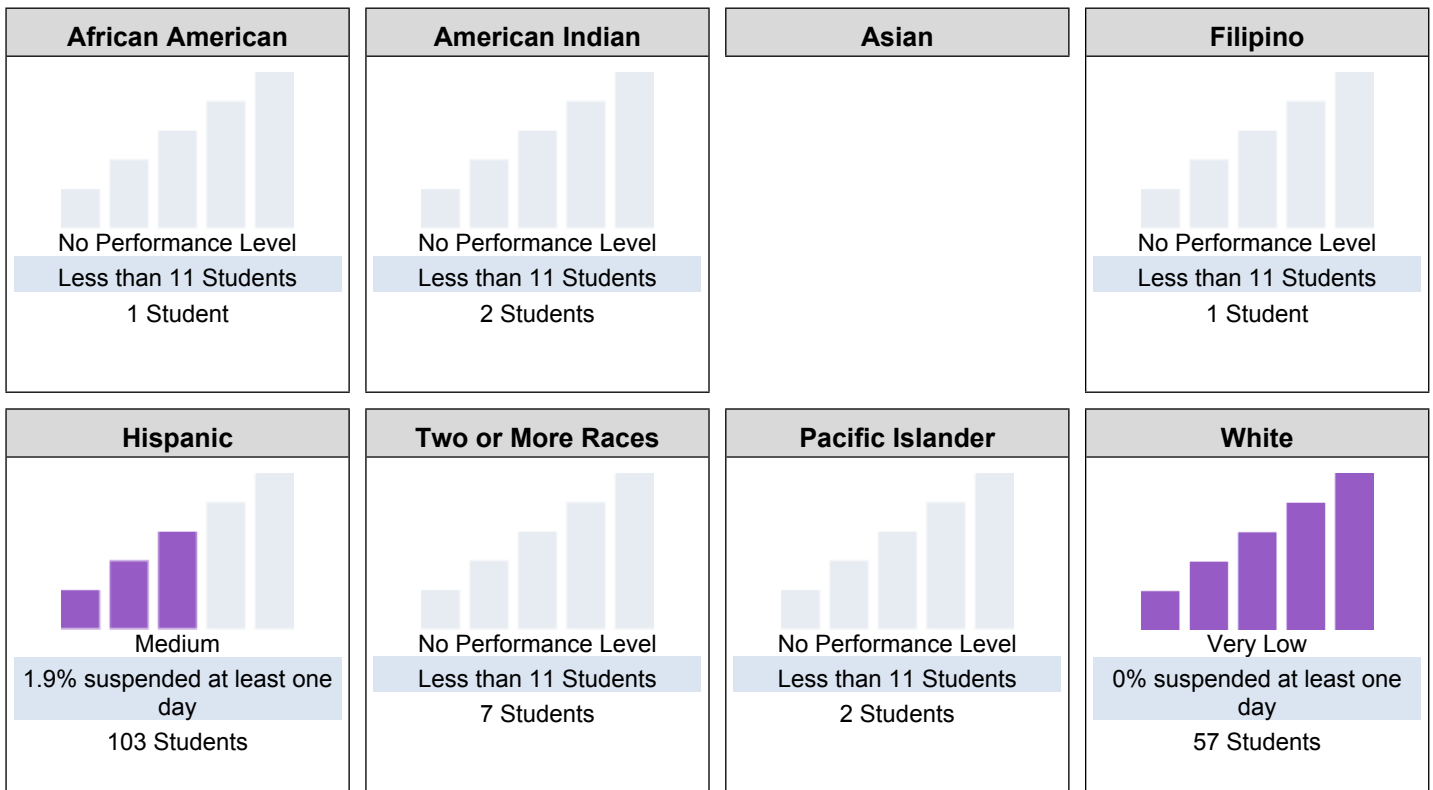
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our restorative practices that we have put in place are working on campus.
2. Our social emotional learning lessons, character education awards, campus counselors, and teachers have made an impact on positive school campus culture.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clean, Safe, and Mentally Stimulating Learning Environment

LEA/LCAP Goal

LCAP Goal 3:

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

Goal 1

To provide all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

The staff of Isleton Elementary School is dedicated to providing a clean, safe, and mentally stimulating learning environment where students feel physically, emotionally, and mentally safe taking on academic challenges and feel courageous enough to address others in an appropriate and progressive manner about their positive and negative choices. We are also dedicated to conducting ourselves as professionals in our daily interactions with our students and with each other especially during crucial collaboration meetings. A clean, safe, and mentally stimulating environment provides more student instructional time in the classroom, to increase student achievement. Isleton Elementary School will provide an environment where all teachers are highly qualified.

Identified Need

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

MAP, SARC information

board approved textbooks and Data Wall intervention

site council agendas and meeting notes facilities walk-throughs

technology inventory, computer inventory spreadsheet

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

Prior to the start of school, teacher/admin conduct inventory of school resources and analysis of technology needs get input from students, parents, teachers, staff and other community stakeholders

Complete principal observations.

Conduct safety walk-throughs with custodian, admin and safety committee purchase replacement/upgrade items in order of priority.

Samples of lessons and projects completed using technology

Completed projects through Google Classroom using Google Sheets, Google Slides, and Google Docs.

Strategy:

In coordination with the district office, Isleton Elementary will maintain 100% NCLB highly qualified teachers

In coordination with the district office, Isleton Elementary will have appropriate textbooks, technology, equipment, facilities and materials to support student learning

In coordination with the district office, Isleton Elementary staff will have the necessary equipment and materials to meet the needs of their jobs in a safe and supportive environment.

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

Isleton Elementary has a safe and clean campus and a very responsive custodial and maintenance staff that responds quickly to work order requests. There are minor facility issues that need addressing due to regular wear and tear, which includes replacement playground equipment, water fountain replacement and lighting.

Technology is an area for continuous improvement and support. One staff member computer and one ELMO has had to be replaced every year, as well as projectors. Data Path is providing an analysis of needs for site council to review and prioritize replacement/upgrades. Teachers are also building on their knowledge of how to integrate technology into the classroom, which will potentially mean more auxiliary equipment items such as Smart Boards to the classroom.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Facility Needs

Task:

As facility needs arise, teachers/staff will inform the custodian and/or principal.

The Principal will make a work order for the Maintenance and Operations department. The Principal will keep a record of needed improvements that are requested.

Custodians will inform the Principal of regular facility maintenance needs.

Perform Walk Throughs with the Safety Committee to look at Facility Needs/Concerns, maintain inventory of technology, monthly fire drills, evacuation plans posted in every room, and evacuation drills

Measures:

work orders placed

communication with M&O

People Assigned:

Custodian

Teachers/Staff

Principal

M & O staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Task:
 Form a Safety Committee of parent, staff and principal.
 Schedule and conduct a meeting with the school Safety Committee, to meet after site council.
 Revise elements of the RDUSD safety plan as needed that pertain to Isleton Elementary School.
 Maintain and monitor security cameras purchased through site funds.
 Investigate additional areas for security cameras to be installed, if beneficial.
 Collaborate with the staff about the success of the monthly drills and how the procedures can be improved.
 Conduct school wide "Safety Audit" with M & O, share "Safety Audit" findings with district, school and community and implement audit recommendations.
 Participate in district purchase of Catapult, internal threat alert system, and train staff. Train Isleton staff on the Standard Response Procedures: evacuate, shelter in place lockdown and lockdown.
 Conduct regularly scheduled fire drills, earthquake drills, intruder drills.

Measures:
 Revised Safety and Emergency Preparedness Plan Agendas
 Minutes & Sign-in sheets from the Safety Committee and training meetings
 Notes from monthly drill collaboration
 "Safety Audit" results

People Assigned:
 Director of Facilities/Director of Maintenance
 Principal
 Teachers
 Parents
 Community Members and pertinent resources such as emergency responders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,100.00	Unrestricted

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Update Technology

Task:

Perform site analysis to update technology - projectors, Elmo's, and staff computers purchase items to ensure all classrooms are 100% updated and operating properly.

Measures:

site tech plan
inventory of technology on campus
service tickets to Data Path

People Assigned:

district IT staff
principal
secretary
district purchasing
maintenance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,900.00

Source(s)

Unrestricted

Tech Hardware for Staff/ Site

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Implement Common Core State Standards

LEA/LCAP Goal

LCAP Goal 2:

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

Goal 2

100% Isleton teachers will fully implement Common Core State Standards and Instructional strategies in ELA and Math, Next Generation Science standards, English language development, history/ social science, visual and performing arts, health education and physical education standards.

In all classes, 100% of all students will have access to technology and software to build grade-level appropriate technological skills to include keyboarding skills, Google classroom and other applications. Our goal is to create and maintain full access to all technology components of the district adopted curriculum and software, as well as web-based programs for all students, teachers and staff to increase equity, improve technology fluency, and close the achievement gap.

Identified Need

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

We have district adopted and provided curriculum and supplementary materials that are aligned with CCSS in ELA and Math, NGSS, ELD and Social Studies. Currently, staff uses the following data:

MAP benchmark data

Data Wall meetings

CAASPP (SBAC) data

ELPAC data

formative assessments

summative assessments

PLC time

Technology/ computer inventory

teacher collaboration discussions

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

The Principal and teachers will look at the MAP data taken in the 2022-2023 and over the course of the 2023-2024 school year. Students who do not score Meets or Exceeds Standards on the test will be identified and their progress examined during "Data Wall" discussions throughout the 2023-2024 school year. Schoolwide trends will be identified and addressed through PLC time. Results will also be reviewed with parents during parent conferences held in the fall of 2023. Students who fall significantly below expected learning levels will have a Success Team meeting in order to discuss, how to provide supports for developing an individualized success program for the student.

In terms of technology monitoring we are going to be looking at samples of lessons and projects completed using technology, as well as completed projects through Google Classroom using Google Sheets, Google Slides, and Google Docs.

Strategy:

Provide quality professional development to teachers in the areas of NGSS, CCSS strategies including close reading and academic language development

PLC time dedicated to teachers supporting teachers on growth goals, targeted PD and support through peer observations, strategy sharing, conduct walk throughs and instructional rounds

Purchase supporting instructional materials

Ensure k-6 students have access to Chromebooks

Integrate technology usage into student's daily practice to both improve technological fluency and skills.

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

Currently, teachers are comfortable with the Common Core State Standards. They have received ELD Framework Training to help support effective strategies for all learners, including academic language development and close reading. This has supported teachers with providing CCSS aligned curriculum, and in the past Isleton Elementary has performed above state averages in both ELA and math. However, staff continues to work hard in order to close the achievement gap. Students also need regular unfettered access to technology. This requires two things: regular opportunities and reliable equipment. The district provides excellent tech support. A TOSA (teacher on special assignment) who will support teachers in implementation is also key, as teachers have communicated a desire for more training. The site will continue to build skills in the classroom and add more Chromebooks and other devices as needed to support 1:1 technology. Teachers will continue to work with the TOSA to integrate activities and programs into the curriculum to bridge the digital divide.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

NGSS/CCSS Professional Development

Task:

Teachers will be provided professional development training in the NGSS and ELA/math integration.

Teachers will collaborate throughout the year on NGSS implementation, ELA/math implementation and successful teaching strategies which may include observations and planning time.

Measures:

Agendas/Resources from science/English Language Arts/math
Agendas/Resources from NGSS training
Classroom Walkthroughs/Observations
Teacher absence sheets and records of Purchase Orders for conference attendance.
Student work

People Assigned:

Teachers/Staff
Principal
District staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Mathematics/ELA Curriculum

Task:

Schedule and abide by recommended instructional minutes (90 minutes a day) for mathematics and ELA. K-6 teachers meet regularly, first to establish cross grade level goals in math and ELA, then to monitor over time and engage such things as PD opportunities, classroom observations and collaboration time to meet and discuss our success on reaching our goals.

Post daily agendas and daily coverage of Mathematics and ELA content standards in all classrooms.

Implement daily practice of test taking formats and strategies using Expressions materials and adopted ELA curriculum .

Daily implementation of all purchased components of California adopted Math and ELA curriculum.

Identify intervention assignments for each student when appropriate.

Measures:

CAASPP (SBAC) scores

Daily Schedules of each grade level reflecting fidelity to providing Mathematics and ELA instruction

Specialized instruction and intervention

Lesson Plans reflecting commitment to the implementation of the adopted Core Curriculum

Teacher Observations/"Walk Through's"

Textbooks and Teacher Resources

Inventory Analysis

Posted Common Core content standards & daily agendas in all classrooms showing deliberate purpose of providing standards-based instruction

Meeting agendas, notes & sign-in sheets
Pictures of the Data Wall cards and their movement over time to show student achievement progress

People Assigned:

Teachers
Support Staff
Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

CCSS Supplemental Materials

Task:

Teachers will use district or site funded supplemental materials for the purpose of implementing Common Core standards and enhancing instruction. Including but not limited to high interest reading materials, realia, and math support items.

Purchase supplemental Language Arts, Spelling and/or Phonics consumables for enhancing the grammar and spelling instruction and practice.

Measures:

Lesson Plans
Classroom Walkthroughs/Observations
Student Work

People Assigned:

District Personnel
Teachers/Staff
Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700.00	Site Supplemental & Concentration Teacher Pay Teachers School Access Account
500.00	Site Supplemental & Concentration Phonics Consumables
1,500.00	Site Supplemental & Concentration Intervention Materials
1,500.00	Site Supplemental & Concentration Educational reading/math intervention subscription
1,700.00	Unrestricted Literacy and Math Engagement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

NGSS Implementation

Task:

School wide schedule will reflect science period aligned with NGSS standards

All teachers will teach required science standards

Teachers will use GLAD and other effective strategies within science, including arts and technology integration

Provide alternate activities for acquiring and mastering science standards (field trips, assemblies).

Non-fiction Science texts will be used during ELA instruction

Teachers will be provided budget to purchase STEM materials to support new standard implementation

Measures:

lesson plans walkthroughs

POs from materials purchased

Staff meeting notes from collaboration time

Assessment scores

People Assigned:

Teachers/ Staff
Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

NGSS/Math supplemental materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Technology Skills Integration

Task:

Implement instructional technology associated with all adopted curriculum.

Monitor implementation of the curriculum's technology components

Collaborate with Teacher on Special Assignment (TOSA) and other district personnel on individualized learning plan (ILP) for teacher to integrate technology into the classroom that matches students' needs

Teachers will utilize supplemental technology programs such as RenLearn, IXL, and Starfall to bolster basic skill acquisition.

Teachers will continue to utilize keyboarding programs with students in k-6th grade to practice Common Core technology standards and gain proficiency in keyboarding skills.

Measures:

Training agendas

Sign-in sheets

Classroom observations & walkthroughs

Notes Teachers' lesson plans

People Assigned:

Classroom/SDC Teachers

Principal

District TOSA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Technology Integration/Support

Task:

Maintain 1:1 technology through maintenance and regular purchase of Chromebooks and other devices.

Work closely with district contractor to ensure devices are working properly and with TOSA to ensure district software is working properly.

Measures:

Teacher plans for using mini-labs in the classrooms

Troubleshooting & Maintenance logs

Teacher feedback

Computer Lab/classroom time observations

Communication logs for contact with Data Path, Ren Learn and Lexia representatives

Teacher feedback on the effectiveness of the computer skills mini-lesson

People Assigned:

Principal

Classroom/SDC

Teachers Support Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,225.00

Title I Part A: Basic Grants Low-Income and Neglected

Student Technology Upgrades, Replacements and Maintenance

400.00

Lottery: Unrestricted

Student Technology Needs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Provide Instruction and Interventions as well as Monitor Student Progress

Task:

1. Students will receive intervention support using materials such as Lexia, IXL, Read Naturally, Corrective Reading program, Accelerated Reader, and Freckle with the purpose of making the core accessible to all students. In order to increase students reading/ language fluency, comprehension, and math skills at individual student levels.
2. Students who need more support will have the opportunity to attend after school tutoring with a credentialed teacher (available through ASP)
3. Students who are more than one year below grade level can attend ELA and Math Summer Academies in July.
4. Schedule SST (Student Success Team) Meetings for students as needed.
5. Monitor and discuss student growth at Data Wall Meeting, as a team discuss the best RTI intervention possible for struggling students who are .
6. Purchase supplemental RTI intervention materials.
7. Utilize RSP teacher and aide to provide RTI interventions for students.

Measures:

Students receiving RTI supports and services will show growth on pre and post test of RTI curriculum.

Students receiving RTI supports will be monitored closely at quarterly Data Wall Discussion Meetings to discuss growth

Students will show growth on MAP benchmark assessments from Fall to Winter and Spring.

People Assigned:

RSP Teacher

Instructional Aides

Teachers/Staff

ELD Teacher

Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

Site Supplemental & Concentration

RTI Intervention Supplies/ supplemental materials

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Involvement

LEA/LCAP Goal

LCAP Goal 4:

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

Goal 3

Promote increased parent involvement and engagement. Engage local community in the decision-making process and the educational programs of students. Increase parent engagement by 10% as evidenced by PTA, ELAC, parent learning opportunities, school events, and classroom volunteering.

Identified Need

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

Parent surveys

Activity logs and sign in sheets associated with school related programs

Record of parent sponsored activities

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

The School Site Council will meet regularly and at least one half of the members of the Council will be parents of students attending the school.

The Principal will attend PTA meetings and provide information to assist in their decision making process.

A record of event flyers that go home, as well as event postings in Parent Square will be maintained.

Sign in sheets for various activities such as Pastries for Parents, Family Game Nights, parent learning nights, Open House and Back to School Night will be maintained.

The district or school will conduct a yearly survey asking for input from parents on services that the school provides and principal will review to make changes.

Strategy:

Increased two-way communication through Parent Square postings and event fliers

Increased principal involvement in PTA, ELAC and school site council - reaching out to all parents

Identifying best practices for Isleton Elementary (i.e. communication) and following up regularly with stakeholders to improve

Continue to employ bilingual parent liaison on a hourly basis to coordinate parent volunteers, provide translation, help coordinate school events, and support teachers in communicating directly with families.

Continue communication with parents through Isleton Parent Square page alongside updating school Facebook page to ensure parents are getting up to date information

Continue to build partnership with local agencies, including Adult Ed, First 5, and others to provide quality learning opportunities for parents

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

Parent participation and volunteering has improved this year, we have a very active Parent Teacher Association that do so many great things to help support the learning environment of the school. Parent involvement in our English Language Advisory Committee grew by 10% in the 2022-2023 school year. The 2022-2023 school year we also had 97% of our families attend 1 or more school activity and 49% of our families attend 2 or more school activities. Our staff is committed to getting parents involved in our school site, because the more the parents are involved the parents are in their students education the more successful the students will be in their educational journey. Parents are in general very satisfied with the level of care and support their children receive at school. A continued effort needs to be made to increase communication between home and school more parent learning opportunities are needed, for both English and Spanish-speaking parents, including but not limited to:

CCSS math

college and career readiness

STEM

parenting classes

family learning and family health

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

ELAC/ Supporting English Learner Parents

Task:

Inform the parent of the opportunities for involvement and the importance and implications that parent involvement has on student achievement. Emphasize the importance of regular school attendance and inform the parents of the criteria and procedures for short-term independent study agreements.

Review the English Learner placement procedures, program option, and exit criteria with the parents.

Explain the contents of the ELPAC and clearly communicate the testing schedule with their parents.

Seek advice for the development of the Single Plan for Student Achievement (SPSA).

Elect one representative to attend the DELAC/DAC/PI meetings.

Encourage parents to complete the school surveys

Review the results of the surveys and seek advice from the communicated results.

Provide a translator for all meetings and communications home

Provide bi-lingual monthly newsletters, announcements, and phone tree announcements

Work with Adult Ed and other agencies to provide educational opportunities for parents to bridge the gap between home and school

Send team of parents to local CABE and support parents attending statewide conference if available

Measures:

- Meeting announcement flyers
- Meeting sign-in sheets
- Record of parent involvement (events' helpers)
- ELAC meeting handouts
- School Messenger phone logs
- Family surveys
- Translated documents

People Assigned:

- English Language Development (ELD) teacher
- Parents
- Students
- Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
450.00	Unrestricted ELAC meeting refreshments
800.00	Unrestricted Parent CAFE conference

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Family Learning Opportunities

Task:

- Utilize monthly newsletter, Parent Square posts, Facebook updates, individual calls and dialer phone calls to increase two-way communication
- In conjunction with the County Library, sponsor a minimum of one Family Literacy Night at the school each semester
- Staff will plan math nights support parent understanding of CCSS
- Quarterly parent learning opportunities
- Donuts for Dads, Muffins for Moms and other events
- Empower parents as partners, including First 5, library, and ASP collaboration

Measures:

Measures: Sign In Sheets
Parent and staff feedback
Parent surveys

People Assigned:

Principal
Parents
Students
Teachers
Community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,025.00	Title I Part A: Basic Grants Low-Income and Neglected Parent Literacy/Engagement Activities
641.00	Unrestricted Parent Nights/ Engagement Activities
1,500.00	Unrestricted Parent Event Incentives and Refreshments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Communication and Outreach

Task:

Provide dependable two-way communication between school and home
Provide translation for all events and monthly newsletters
Monthly Tiger Talk breakfast or coffee with parents
Attend all ELAC and PTA meetings and bring back information to staff to ensure complete communication
Use Parent Square, Facebook posts, and phone call dialers
Assist parents in eliminating the barriers between home and school
Continue to employ bilingual parent liaison on an hourly basis who will:
provide translation

help make outreach calls for volunteering
 attend PTA and ELAC meetings and ensure communication is effective and voices are heard
 solicit feedback from parents on school concerns and needs
 coordinate adult education opportunities

Partner with First 5 to open Family Community Resource Center (M/W/F)
 Parent Awards to Acknowledge Engaged parents

Measures:

sign in sheets
 number of newsletters
 number of phone calls and notifications
 positive feedback on parent surveys
 number of active parent volunteers and parent leaders

People Assigned:

Principal
 Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,950.00	Site Supplemental & Concentration Bilingual Parent Liaison
800.00	Unrestricted Postage and postage for mailings to parents
600.00	Unrestricted Tiger Talk Breakfasts and Year End Volunteer BBQ
1,300	Lottery: Unrestricted Bilingual Parent Liaison

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Achievement

LEA/LCAP Goal

LCAP Goal 1:

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

Goal 4

Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready: Emphasize and increase focus on other student outcomes related to required areas of study, including physical education, the arts and social emotional learning that influence student achievement.

68% of Isleton students will achieve Meet or Exceed Standards (3 or 4) status on ELA and 63% of our students will achieve Meet or Exceed on the Math summative assessments, and district wide assessments.

25% Reclassification rate for 2023-2024

90% 6th grade ELL students who have attended US schools since kindergarten will meet re-designation criteria prior to leaving for middle school.

85% of 5th grade students will meet the Healthy Fitness Zone in 4 out of 5 Physical Fitness Zones.

65% of Isleton 5th Graders will achieve Met or Exceeded standard on the science assessment (CAST).

Identified Need

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

CAASPP SBAC results

MAP (District benchmark) data

CAST Science Results

ELPAC Results

Reclassification Data

STAR Physical Fitness Results Formative Assessments

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

Each teacher will review all student data on a quarterly basis. Parents will be kept informed of progress via report cards, back to school night activities, weekly folders home with completed work and state and local test reports.

Teachers will review student progress at least quarterly in Data Wall meetings and following MAP benchmark tests.

Staff will make data-driven decisions to support student achievement.

Strategy:

Each teacher will review all student progress at least quarterly in Data Wall meetings

Collaboration time to articulate across grade levels and with support teachers such as ELD, RTI and RSP

Staff professional development and staff collaboration

Targeted small group instruction as need for such things as ELD and reading

Formative assessments throughout the year in k-6 to make real-time decisions and differentiate instruction

Continued implementation of "Academic Success Strategies" in kinder, 5th and 6th in 2023-2024.

Differentiated learning opportunities in the form of field trips, theatre arts residency, art docent instruction and school clubs and enrichment activities

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

The last time our students took the CAASPP (SBAC) test prior to COVID was in 2018, our ELA SBAC test results show that 64% of our students met or exceeded standards and 56% of our students scored met or exceeded standards in the the Math SBAC test.

Our 2021-2022 CAASPP (SBAC) test results show that 48% of our students are testing meets or exceeds standards in ELA and 38% of our students are showing meets or exceeds standards in Math.

3rd-6th grade teachers have been consistently reviewing formative assessments and matching instruction to meet student needs, including using IABs (CAASPP formative assessments) as part of instruction. This will be a continued focus for 2023-2024.

Do to the reclassification requirements and the factors related to ELPAC testing our reclassification numbers took a dive in the 2021-2022 school year. This 2022-2023 school year we have reclassified 6 students so we are back on track with previous years prior to COVID.

We have re-designated 80% of our current 6th grade students who have attended a US school since Kindergarten.

89% of 5th graders met 4/6 Physical Fitness Zone goals in 2018-2019. We had 100% of our 5th Grade students met 4 out of 6 Health Fitness Zones in the 2021-2022 school year. The Physical Fitness Test is going through some restructuring so the requirements for scoring a 4 out of 5 changed in 2022-2023, but our 5th grade was still able to get 100% of our students to meet this requirement.

In 2021-2022 50% of our students scored a meet or exceed grade level standards for science on the CAST assessment.

The data shows that although we are not at the same passing rate as we were prior to COVID we are making strides to close the achievement gaps that were created during that time. Our teachers are working hard to implement strategies that help to meet students where they are and push them to reach grade level standards.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Ongoing Assessment and Monitoring

Task:

Staff will review SBAC, ELPAC, District adopted assessments and Physical Fitness Results. Administer assessments for Kinder students (MAP, district benchmark, ELPAC) and monitor progress throughout kinder year.

Implement regular curricular monitoring assessments (Math Topic Tests, ELA Theme Skills Tests, Ren Learn Assessments).

Administer interim benchmark assessments - MAP and/or SBAC, and continue to monitor progress on goals throughout the year with frequent test chats.

Establish calendar for administration, collection, and analysis of RTI assessments.

Schedule and use Datawall activities for classroom teachers, and principal to coordinate and fine tune services for students.

Utilize district-provided SBAC practice materials.

Celebrate student success on SBAC, ELPAC, Science CAST, CAA with Medals Ceremonies; other classroom successes in the form of "brag tags" and kinder pins

Develop a COS Team (Coordination of Services Team) involving staff members from instructional aides, school counselor, mental health clinician, teachers and Principal. In order to discuss student data, trends, progress on goals (academic and social/emotional), and interventions and supports in place.

Measures:

Clear documentation of RTI and Monitoring Assessments

Calendar of assessment administration and data analysis

Assessment data shared with administration from teachers

Documentation from PLC meetings, learning rounds and analysis of student work Data reports disaggregated by subgroups

People Assigned:

Teacher/Staff
Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1050.00

Source(s)

Lottery: Unrestricted

Awards and Medals for Academic Achievement (SBAC/ELPAC)

1,310.00

Site Supplemental & Concentration

Subs for quarterly assessments, coverage for teachers to attend IEP's, and SST's.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Collaborate Grade Level - School Wide

Task:

Calendar one collaboration meeting per month to focus on Common Core Instructional Strategies, Assessment data and analysis, and or lesson planning.

Identify school site leaders in specialized areas (GLAD, A/R, School Plan, SDAIE) and utilize their input for all staff.

Use a data recording tool for site collaboration meetings.

Teachers share specific input/feedback on how to improve teaching strategies and student performance. Hold beginning and end of the year cross grade level collaboration meetings.

Measures:

Collaboration agendas/minutes

Modifications to lesson plans/teaching strategies

Students below benchmark identified and provided additional support

Data analysis of significant grade level and school wide subgroups in SBAC Benchmarks, District Assessments, and Curricular Assessments

People Assigned:

Teachers/Staff

Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Differentiation

Task:

Student academic needs will be discussed at Data Wall meetings at least four times each year. School will meet with parents of students with significant academic/behavioral/other needs in an SST.

Teachers and staff will work together to come up with ways to help students in their areas of need (i.e. push-in help, pullout help, academic or behavior contracts).

In order to enhance the educational program, and allow students the opportunity to express their talents through expression other than the traditional subjects, the site will contract with services to support achievement for all students. This includes ongoing partnership with theater and art

instructors in order to incorporate arts integration. Isleton Elementary is also committed to pursuing other partnerships to increase arts integration.

Contract with organizations such as Effie Yeaw to bring learning activities to Isleton Elementary to enrich curriculum.

Set aside funds for enrichment supplies and GATE programming. Restart Enrichment Club minimum one time/month for students who scored Advanced and/or are identified as GATE.

Provide funds for clubs, i.e. ukulele club and Kindness Club

Provide flexible seating options in classrooms to support different learner needs.

Measures:

Meeting notes from Monitoring Conferences

Meeting notes from SSTs

Staffing considerations for students needing extra help

outcomes from individual learning plans (GATE students)

formative and summative assessments connected with arts/music/PE

number of students in engaged in a variety of educational opportunities

People Assigned:

Teacher/Staff

Principal

District GATE coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,500.00	Lottery: Unrestricted Field Trips to Support Educational Program and Transportation for Field Trips
1,000.00	Lottery: Unrestricted Yearbook/Sly Park Stipend
700.00	Lottery: Unrestricted Enrichment Activities - Clubs, etc.
2,800.00	Title I Part A: Basic Grants Low-Income and Neglected On Campus Learning Opportunities and Field Trips to Support Learning Opportunities
300.00	Unrestricted Flexible Seating

500.00

Unrestricted

GATE/Advanced Enrichment

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continue to Support English Learner Program

Task:

Create a instructional schedule that maximizes personnel resources and instructional materials which includes: 30 minutes of ELD instruction for every English Learner who is Emerging, Expanding and or Bridging and integrated ELD throughout k-6 for in classrooms
 Implement the core ELD instructional materials (Wonders)
 Administer the adopted curriculum's assessments components
 Purchase and use test prep materials for the purposes for preparing the English Learners to gain at least one level advancement on the ELPAC
 Prepare the paperwork and hold mandatory meeting to re-designate English Learners who have met all necessary achievement criterion. This will be dependent on new district redesignation criteria.
 Inform the parent of the EL Program's process, placement and exit criteria

Measures:

ELPAC, MAP and CAASPP (SBAC) Results
 Student Redesignation Lists
 Agendas
 Meeting notes
 Sign-in for ELAC meetings
 Summary of ELD curriculum assessment results
 Daily ELD Instruction Schedule

People Assigned:

Teachers
 English Learner Support teacher
 Principal
 Support Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

400.00

Site Supplemental & Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Implement Instructional Program with Intensity and Fidelity to Core Curriculum

Task:

Abide by recommended instructional minutes (2.5 hours for K-3 and 2 hours for grades 4-6) for English/Language Arts
 Post daily agendas and daily coverage of English Language Arts content standards in all classrooms
 Daily implementation of all purchased components of adopted English Language Arts
 Attend regular Data Wall meetings to discuss the academic progress of each teacher's "target" students, identify the intervention assignment for each student when appropriate, and adjust the school-wide Data Wall with current assessment data and student levels
 Provide each staff member budget to purchase supplemental instructional materials
 Ensure that all staff members are meeting instructional minutes and requirements for Physical Education Instruction.
 Continued implementation of "Academic Success" strategies in our kindergarten, 2nd grade, 4th grade, 5th grade, and 6th grade.

Measures:

District testing benchmark information directly related to Common Core Curriculum
 Principal observation in classrooms
 Daily Schedules Lesson Plans
 Teacher Observations/walkthroughs
 Textbooks and Teacher Resources Inventory Analysis
 Posted standards & daily agendas
 Data Wall & collaboration time meeting agendas Meeting notes & sign-in sheets Data Wall cards.

People Assigned:

Teachers
 Principals
 Support Staff
 English Language Support and Intervention teacher

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,525.00

Unrestricted

	Classroom supplies
3,775.00	Unrestricted
	Copier supplies
991.00	Site Supplemental & Concentration
	"Educational Success" Supplies
1,100.00	Lottery: Unrestricted
	Physical Education Supplies and Equipment

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Targeted Skills Intervention

Task:

Analyze Wonders assessments, Theme Skills or similar assessment from curriculum (K-6), MAP Assessments (K-6), STAR Early Literacy (K-2) STAR Reading (1-6), SBAC (Grades 3-6), SuccessMaker (2- 6) and ELPAC (K-6) data using the data management module, School Plan and the school-wide Data Wall

Collaborate on ensuring students are referred to and receiving timely and appropriate interventions
Track progress for all students in RTI

Administer initial placement assessments for STAR Reading, Read Naturally and Corrective Reading

Identify and implement the appropriate intervention program based on the students' assessment results. Hold 6-8 week monitoring & collaboration meetings to review progress and eligibility
Three times a week 1st, 2nd, and 3rd grade students who are struggling with decoding skills will receive small group instruction to improve reading skills

Identify specific students who are performing below grade level in their fluency score to attend Read Naturally session at least two times per week

Using current Star Early Literacy data, identify English Learners who are beginning and early intermediate to attend intervention sessions with the EL Support Teacher which will use the best teaching practices of "frontloading" and deliberate "scaffolding" and "chunking" in the ELA concepts to build a knowledge foundation previous to English Learners receiving the ELA core lessons from the classroom teacher.

Site leadership works closely with the district office, both Educational Services and Special Education to maximize district and site resources to support all students at our school and throughout the district

Students who score at or above grade level participate in accelerated/differentiated instruction in the classroom

Students who need extra support academically may participate in our After School Program, where they can receive help with their homework and access other academic intervention programs

Measures:

Student eligibility lists for each intervention program
Daily/weekly schedule for each intervention program
Agenda
Meeting notes
Sign-in for collaboration and training meetings
Student assessment results for each quarter

People Assigned:

Teachers
Principal
Support Staff
English Learner Support teacher

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Academic Success Implementation

Task:

Academic language development strategies to support all learners: RIRA and close reading (RIRA k-2) (close reading (2-6)

Continuing and expanding the District Wide focus on "Academic Conversations"

Sentence frames and other supports used in classrooms

Academic vocabulary taught at every grade level

Continue schoolwide organization implementation, with planner use and note taking k-6

Continue further implementation of college and career readiness activities, including research projects, college visits and career visitors/fairs

Participate in District College and Career Week

Teachers and administrator will attend Professional Development provided through SCOE during school year

Site purchases Academic Success organization items for all students (i.e. binders, folders, pencil pouches, etc)

Provide school-wide "School Planners" in order to continue to develop very important organizational skills.

Continue to work with the local High School to arrange "Senior Visits" with former Isleton students to discuss successful learning strategies and college and career opportunities.

Measures:

classroom walkthroughs
teacher lesson plans

staff meeting agendas

People Assigned:
Principal Teachers/Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500.00	Lottery: Unrestricted Academic Success Supplies
500.00	Title I Part A: Basic Grants Low-Income and Neglected Academic Success Daily Planners
1,000.00	Unrestricted Professional Development
1,000.00	Unrestricted College and Career Activities

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Pupil Engagement

LEA/LCAP Goal

LCAP Goal 5:

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

Goal 5

Isleton Elementary will continue to foster student connectedness, in order to reach our attendance goal of 97%, and reduce our chronic absenteeism rate down to 10%. This includes connecting with students and families about the barriers that students face in attending and engaging in school.

Identified Need

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

Student attendance data from Aeries Student Data Management System

Data Wall meetings

Input from school families and students

California State Dashboard Data

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

The school site secretary will track student attendance and make daily calls.

Secretary and principal meet weekly to discuss student absences and identify potential chronic absenteeism.

At least monthly, the site secretary will provide the principal a list of the students with perfect attendance and those with chronic absences.

Principal will follow SARB process, including providing all notification letters, meeting with parents, and referring families to SARB board.

Weekly monitor schoolwide attendance goal by grade level, update grade level percentages on attendance data board in the school office.

Strategy:

Recognize perfect attendance each month at assemblies.

Convene intervention meetings with families of students who are not only chronically absent, but students who are starting to show more absenteeism.

Use SARB process as an opportunity to engage families and resources.

Ensure ongoing school/family communication.

Offer activities that support students' interests, i.e STEAM activities and career readiness activities.

Principal will make home visits to support attendance efforts

Provide support to families and connection to service in relation to attendance.

Meet weekly with school COS (Coordination of Services) Team in order to discuss students with attendance declines, create intervention plans to increase attendance, and schedule meetings with parents.

Provide students with regular absences access to the Isleton Counseling team to provide student and family support for success.

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

Prior to COVID, student attendance was slightly lower than the desired district goal (96%) but still close to 97% on a consistent basis. COVID protocols and maintaining school safety has played a crucial role in this years attendance percentage. However, every school day missed has implications so perfect attendance will be a school wide goal for the coming year. Chronic absenteeism for 2018-2019 was 14%, with two groups (Socio Economic Disadvantaged and Caucasian) having the highest absenteeism. Looking into 2019 Fall Dashboard Data our largest groups of students facing chronic absenteeism is English Learners and Homeless.

Our average daily attendance rate was at 92% in 2021-2022 and is currently at 94% for the 2022-2023 school year. The Chronic Absenteeism Rate at 32% in 2021-2022 with the district average at 38%, a big impact needs to be made in reducing these numbers. Isleton did make impacts through out the 2022-2023 school year our percentage is going down to currently at 24% for the year. COVID protocols have an effect on these numbers, but we are also working to reverse some of the learning behaviors that were gained during distance learning. We are planning on doing some targeted efforts to support families is essential to lowering the rate of absenteeism, including referrals for services, connections with transportation, and building relationships with the families.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Student Engagement Activities

Task:

Work with Isleton Library to provide weekly activities, including Makers Club and Story Time for k-2, interviews with authors, art workshops.

Collaborate with ASP to ensure students have ample enrichment opportunities (sports, arts, etc).

Provide clubs that reflect student interests, including ukulele club, Spanish for Spanish speakers class, the continued development of Kindness Club etc.

Provide regular opportunities for students to explore potential career paths.

Work with site council, ELAC, PTA and student council to offer culturally responsive events throughout the year.

No Tardy Party to acknowledge students who come to school on time each day.

To include enrichment opportunities of Yoga, and STEAM.

Provide Arts Integration into the classroom, in the form of Performing/Theater Arts, Art and Music.

Measures:

sign in sheets at events

number of events planned

communication between school, library, ASP and other organizations

People Assigned:
Principal
Teachers/Staff
ASP

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Lottery: Unrestricted Student enrichment and Clubs
4,000	Site Supplemental & Concentration Student Enrichment Activities
991.00	Unrestricted Recess and playground equipment

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Attendance

Task:

Engage all parents through two way communication regarding attendance
Students who have perfect attendance each quarter will receive recognition/award. Students with no tardies will participate in activities such as a "No Tardy" party
Teachers will encourage superior attendance and recognize it in their classrooms
Discuss student Attendance at our weekly COS Team (Coordination of Services Team) meetings. Made up of the principal, counselor, mental health clinician, a classroom teacher, school social worker, and an instructional aide. Collaborate to eliminate barriers to student absences. Provide health supplies if needed and connect with services
Parents/Guardians of students with chronic absenteeism will receive letters from the school and have a meeting with the School Attendance Review Team
Provide end of the year celebration to celebrate high attendance rates. Student recognition/awards for perfect attendance
Monitor Chronic Absenteeism Rates on Aeries Analytics monthly throughout the school year.

Measures:

Attendance from Aeries
Number of Chronic Absentees
Copies of chronic absenteeism letters/Notes from parent meetings

SARB notices
Behavior Contracts SSTs

People Assigned:
Principal
Secretary
Teachers/Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

650.00

Source(s)

Lottery: Unrestricted

Attendance Incentives

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

LCAP Goal 5:

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

Goal 6

Isleton Elementary will create a variety of actions and programs that will decrease suspension and expulsion rates to 0% as well as increase students' feelings of safety and social-emotional wellbeing on campus.

Identified Need

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

Previous SARC information

3 year suspension and expulsion information School discipline records

Pertinent counseling and SST information

Parent surveys

Student surveys

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

Individual suspensions will be monitored and reported to parents, the staff, and district offices.

Suspensions will be entered into the Aeries system.

Analyze parent survey data for trends to improve school culture.

Analyze student responses from 5 minute meetings with the school counselor, completed at the start and the end of each school year.

Strategy:

Teachers and staff will develop a behavior matrix to encompass playground, cafeteria and classroom behavior.

Teachers will facilitate class meetings and other types of activities to build rapport, communication skills and conflict resolution abilities.

Teachers will work with counselor and principal to identify needed services and supports for at-risk students.

Teachers, principal and staff will facilitate SSTs and other intervention meetings.

Principal and staff will provide a clear and consistent message and follow through with regards to discipline.

Teachers, Principal and staff will work hand in hand with the counseling team in order to address prolonged social issues.

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

In 2018-2019, Isleton suspended two students and in 2019-2020 one student was suspended. In 2020-2021 students returned to campus from COVID distance learning to small learning cohorts so their was minimal discipline issues. The 2021-2022 we had two students that had a suspension. This is due to a number of factors including collaboration among administrator, teachers and instructional assistants with years of experience; parent support for the school program; a positive reward system that recognizes student achievements; a positive trait of the month program; assemblies that promote positive messages to the students; an active PTA and School Site Council; and a commitment to monitoring and addressing student behavior and using each interaction as an opportunity to foster character and citizenship. Further, the school staff use agreed upon behavior norms in class and on the playground, and the principal has implemented an alternative discipline model. The school counselor is active in k-6 through 1:1, small group and whole class support; we had the addition of a full-time licensed therapist on campus to support students and families needs and district social worker for higher tier student needs.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Promote Positive Student Behavior and Establish Positive Expectations

Task:

- Establish clearly understood school and classroom rules with clearly communicated consequences.
- Strengthen expectations for cafeteria behavior and procedures with appropriate consequences
- Support teachers in implementing and building culture through "Class Meetings"
- Acknowledge positive student behaviors with incentives and rewards
- Host student awards night in May to celebrate student achievement and growth.
- Provide individual and group counseling services. The school will continue to provide assemblies, bullying prevention program, classroom incentives, student recognition awards program, school safety program
- Review, analyze and plan strategies to reduce suspensions/expulsions, including restorative practices and interventions. Develop alternatives to suspension that help students repair, reflect and are instructive
- Maintain referral plan that is a student learning tool.
- Acknowledge positive student behaviors with incentives and rewards through character education assemblies and special activities.
- Facilitate an active Student Council with leadership and school involvement opportunities: Spirit Weeks, morning announcements, leading the Pledge of Allegiance on the PA system, fundraising, and assessing the needs and wants of our students.
- Implement behavior contracts as part of the behavior modification program for student with reoccurring misbehaviors
- Provide peer mentoring groups through counselor to increase leadership skills in older students
- Provide extra time (1 hour/week) for counselor to meet 1:1 or in small groups with students after school

Provide PD to staff members in MTSS-associated areas (interventions, trauma-informed practices, restorative justice, etc)

Implement Kindness Club on campus in order to promote positive character. With Kindness Club developing activities and engagement opportunities for students during lunch recess.

Measures:

AERIES discipline report

Classroom observation and "Walk-Thru" notes and copies of classroom established rules.

Notes from counselor and teacher collaboration

Restorative Practices reflection forms, meeting notes, plans and contracts

Signed Parent/School Compacts

Teacher feedback from class meetings and other rapport building activities Student Council meeting agendas and minutes

"Check In/Check Out" communication log

Rewards for monthly recognition of good character.

Record of overall disciplinary contacts to include suspension and expulsion data student surveys, and parent surveys

Continue the develop and promote the Isleton Kindness Club, these students increase and spread of kindness across campus.

Continue to develop and implement "calm corners" in all classrooms.

People Assigned:

Principal

Classroom/SDC Teachers

EL Support Teacher

Support Staff

School counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500.00	Lottery: Unrestricted Positive School Climate Support Activities and Recognition- T Shirts, No Tardy Party, Kindness Club, etc.
1,000.00	Unrestricted Professional Development MTSS/Trauma Informed/Restorative Practices Training
493.00	Lottery: Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Include Community Based Programs to Support Students

Task:

maintain regular communication with agency to ensure students are receiving services.
work to connect with local universities to procure interns to support counseling program.
partner with Lions Club and other local service agencies to provide opportunities to students such as holiday gifts.
schedule events with ELAC and PTA including holiday fair, family movie nights, fundraisers, etc.
Partner with Migrant Ed to provide services to students.
Coordinate with First 5 to provide early literacy opportunities to families connected with IES.
Partner with Adult Ed to provide learning opportunities to parents around technology, communication, etc.
Partner with South County Services (food, support services)
Make consistent referrals to our SCOE Mental Health and Wellness MFT to ensure Tier III students and families are getting mental health support.
Partner with Isleton library to bring quality enrichment opportunities to students and families

Measures:

number of referrals to SCOE Mental Health and Wellness MFT
communication between agencies and school
sign ins from events
parent surveys and feedback to principal and staff
schedules
library activity participation

People Assigned:

Principal
Counselor
PTA ELAC
Lions Club
SCOE Mental Health and Wellness MFT

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$63,676.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$8,550.00

Subtotal of additional federal funds included for this school: \$8,550.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Lottery: Unrestricted	\$17,693.00
Site Supplemental & Concentration	\$13,851.00
Unrestricted	\$23,582.00

Subtotal of state or local funds included for this school: \$55,126.00

Total of federal, state, and/or local funds for this school: \$63,676.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Lottery: Unrestricted	17,693.00
Site Supplemental & Concentration	13,851.00
Title I Part A: Basic Grants Low-Income and Neglected	8,550.00
Unrestricted	23,582.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Lottery: Unrestricted	17,693.00
	Site Supplemental & Concentration	13,851.00
	Title I Part A: Basic Grants Low-Income and Neglected	8,550.00
	Unrestricted	23,582.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	10,525.00
Goal 3	10,066.00

Goal 4	29,951.00
Goal 5	6,141.00
Goal 6	2,993.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Heather Dolk	Classroom Teacher
Maggie Gonzalez	Parent or Community Member
Gabriela Chavez	Other School Staff Parent or Community Member
Maria Romero	Parent or Community Member
Stacy Wallace	Principal
Makayla Heeney	Classroom Teacher
Laureen Valentine	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Maria G. Romero

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/22/2023.

Attested:

Stacy Wallace
G. Chavez

Principal, Ms. Stacy Wallace on 5/22/2023

SSC Chairperson, Gabriela Chavez on 5/22/2023

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clarksburg Middle School	34674130112078	September 16, 2022	June 27, 2023

Purpose and Description

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

Schoolwide Program

The Delta High School and Clarksburg Middle School SPSA will describe a schoolwide program that will provide comprehensive support and improvement for all students.

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

Every Student Succeeds Act (ESSA) requirements will be met by ongoing review of the School Plan for Student Achievement (SPSA) and examination of student performance data by the School Site Council (SSC) and staff and student and parent surveys and forums. Data review will include, but may not be limited to, attendance information, progress, mid-term, and final grade reports, formative assessments in all content areas and survey analysis. The SPSA will support all students in academic achievement, social and emotional well-being, and professional learning for the staff and will include strategies and plans to help mitigate the learning loss that students faced during the COVID-19 pandemic. The SPSA goals of Clarksburg Middle School are in alignment with the Local Control Accountability Plan (LCAP) goals of the River Delta Unified School District (RDUSD) and the CA state LCAP priority goals.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Educational Partner Involvement	7
Resource Inequities	8
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	17
Overall Performance	19
Academic Performance.....	20
Academic Engagement.....	26
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	34
Goal 3.....	38
Goal 4.....	41
Goal 5.....	44
Goal 6.....	47
Goal 7.....	49
Goal 8.....	51
Goal 9.....	52
Goal 10.....	53
Goal 11.....	54
Budget Summary	55
Budget Summary	55
Other Federal, State, and Local Funds	55
Budgeted Funds and Expenditures in this Plan.....	56
Funds Budgeted to the School by Funding Source.....	56

Expenditures by Funding Source56

Expenditures by Budget Reference56

Expenditures by Budget Reference and Funding Source56

Expenditures by Goal56

School Site Council Membership57

Recommendations and Assurances58

Instructions.....59

 Instructions: Linked Table of Contents.....59

 Purpose and Description.....60

 Educational Partner Involvement60

 Resource Inequities60

Goals, Strategies, Expenditures, & Annual Review61

 Annual Review62

 Budget Summary63

 Appendix A: Plan Requirements65

 Appendix B:.....68

 Appendix C: Select State and Federal Programs70

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Based on educational partners' feedback, there is a concern that learning loss and mental health continues to be an area that needs support. In site council and ELAC meetings, parents viewed the ongoing communication between the schools and families as an area that can continue to grow. The community also expressed a need to continually keep Aeries and ParentSquare updated. Parents expressed gratitude for the return of on campus social events such as the educational forum and ongoing extra-curricular concerts and events. Site council feedback continues to support the need for students to develop skills needed for high school and beyond, student expectations, safety on campus, parent involvement in education, communication with staff and administration, and respect and care of staff to students. Student surveys have included questions related to student expectations, campus safety, student input and student concerns; academic counseling and A-G requirements, teacher quality, student success and support, course offerings, and career readiness/exploration, opportunities to grow and develop as an individual, productive citizen, and non-academic opportunities.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations of all interns and probationary 1 and 2 took place formally three times with a post-observation meeting following all formal observations. All observations were completed in-person. In addition, a fourth, final observation was conducted and also followed with post-observation conference to provide the teacher with a summative performance appraisal. Probationary 2 teachers followed this same process, however, they were only observed three times the entire year, including the final, summative observation. Formal observations of all staff, whether tenured or probationary, were completed this school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

All Delta High School students, with the exception of 12th graders, will be (Measure of Academic Progress) MAP testing as a measurement for learning this school year. Dashboard data and assessment scores will be used to plan this current School Plan for Student Achievement ((SPSA). English Language Proficiency Assessments for California (ELPAC) testing will take place this year and student results will be analyzed to determine how to move forward with the English Learner (EL) students and move them to reclassification. The physical fitness testing (PFT) will take place this year and MAP testing results will be collected for a Fall, Winter, and Spring testing session. Comparative data between the three testing sessions will be collected. Administration will use the data collected to analyze areas of strength and improvement and create a plan to address deficits. Smarter Balanced Assessment Consortium (SBAC) testing was also continue for this school year.

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

Students will participate in SBAC testing this upcoming year and data will be analyzed by staff during teacher collaboration. Teachers will meet in departments to analyze formative assessment data and will begin conversations to vertically align content information in all areas from 7th to 12th grade.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Clarksburg Middle School has one open position for a credentialed teachers in the Science field. Clarksburg Middle School has 12 credentialed, full time teachers and two teacher interns. Clarksburg Middle School shares staff and administration with Delta High School.

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

Teachers had the opportunity to participate in peer observations and professional development is constantly developing, evolving, and on-going for all staff. The focus for the upcoming year will be Common Core State Standards (CCSS) of all areas.

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

Teacher interns and new teachers participate in mentor coaching and a teacher induction program, and again, peer observations are ongoing teachers. Site trainings can include any and all trainings on ZOOM, Google Classroom and other software that is supported through district offerings. Teachers will continue to have opportunities for trainings of their interest level along with a professional learning calendar that will be created for the upcoming school year.

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

River Delta Unified School District (RDUSD) office provides multiple resources to assist staff in instructional practices: Common Core, English Language Development (ELD), Guided Language Acquisition Instruction (GLAD), Advanced Placement (AP), and others as determined by staff interest.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by departments will be held once a month on early-out Wednesdays. Topics for discussion may include grading and the use of absolute zero, academic conversations/vocabulary, the difference between formative and summative assessments, to name a few. Other topics may replace this listed based on teacher/staff request and/or student need.

Teaching and Learning

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

This topic will be at the forefront of staff meetings. Teachers will look at content-area standards and be trained in using standards-based teaching and grading. Supplemental resources and materials are encouraged as the message "the textbook doesn't drive curriculum" will be the mantra. In addition, the collective commitments and student learning outcomes will also be reassessed and redefined.

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

NA

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

CMS has to a traditional block schedule for the 2023-24 school year and will continue that format in the future. Teachers have more instructional minutes per lesson but training on how to effectively teach on the block schedule would promote effective instruction. There is a concern that students in some classes struggle with this format.

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

All students have access to textbooks and other materials as needed for learning.

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

All students have access to these materials.

Opportunity and Equal Educational Access

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

Teachers offer individual help to students during lunch and after school and the mental health of our students is also assessed to understand what role mental health may play in the part of poor academic progress.

Evidence-based educational practices to raise student achievement

ELD standards will be shared with all teachers for this upcoming school year as well as continued coaching and feedback on teacher/student interactions. Academic outreach will continue for next year's schedule to provide individual support for students, both for intervention and enrichment through our Learning Center and support staff.

Parental Engagement

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

The school psychologist works closely with administration, teachers, and counselors to provide immediate assistance when needed. The school nurse and health aide make home visits on a regular basis and have invaluable knowledge to share with school staff when appropriate. There is a full-time academic counselor that splits time with the high school on campus, an instructional aide who works directly with students in migrant education and a counselor specifically assigned to our migrant families as a part of the Migrant Ed program. Parents are encouraged to attend ELAC and DELAC meetings as well as Principal meetings at the site and other parent groups that support the school with resources and financial help. We also have added a social/emotional counselor to our staff beginning in 2022.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, and teachers are involved in many aspects of the school. Parents and students participate in the School Site Council, English Language Advisory Committee (both site (ELAC) and District (DELAC)), athletic and ag boosters, a very healthy Ag/FFA program. Parents are also involved for participation in the migrant Ed PAC (Parent Advisory Council) through the district.

Funding

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

Site supplemental and concentrated local control funds meet the needs of underperforming students.

Fiscal support (EPC)

Programs are supported through various grants, lottery, discretionary funds, and donations.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is created as a fluid, working 3-year document. The SPSA is created with the guidance of the School Site Council (SSC) who meet during the school year analyzing goals and tasks, refining and deleting goals for subsequent years, and creating surveys to best provide information needed for the next two years. Parent and student surveys will be distributed for input as guiding

components and parents, students, and staff represent all stakeholders as SSC members. The complete review and final approval of this year's SPSA will be in June of 2023.

Resource Inequities

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

Computers ineffective for student use, loss of enrollment, unable to utilize the Media Center/Library to the benefit of the students, teaching positions that were filled with long-term subs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	75	80	64
Grade 8	88	70	72
Grade 9	71	76	64
Total Enrollment	234	226	200

Conclusions based on this data:

1. Total enrollment for the 2022-2023 school year decreased in the 7th and 9th grade age groups. Overall enrollment saw a decline of 26 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	36	49	50	15.40%	21.7%	25.0%
Fluent English Proficient (FEP)	64	79	63	27.40%	35.0%	31.5%
Reclassified Fluent English Proficient (RFEP)	3			8.3%		

Conclusions based on this data:

1. English learners had a slight increase of over 3% from the 21-22 to 22-23 school year. Reclassification of 2022-2023 took place during Spring of 2022-23 and should be reflected in next year's data.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	73	76		0	72		0	72		0.0	94.7	
Grade 8	87	69		0	63		0	63		0.0	91.3	
All Grades	160	145		0	135		0	135		0.0	93.1	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2503.			2.78			26.39			40.28			30.56	
Grade 8		2518.			4.76			23.81			41.27			30.16	
All Grades	N/A	N/A	N/A		3.70			25.19			40.74			30.37	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		6.94			56.94			36.11		
Grade 8		11.11			53.97			34.92		
All Grades		8.89			55.56			35.56		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		1.45			71.01			27.54	
Grade 8		7.94			57.14			34.92	
All Grades		4.55			64.39			31.06	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.56			84.72			9.72	
Grade 8		4.76			76.19			19.05	
All Grades		5.19			80.74			14.07	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.56			69.44			25.00	
Grade 8		4.76			71.43			23.81	
All Grades		5.19			70.37			24.44	

Conclusions based on this data:

1. CASSPP testing scores for the 2021-2022 school year have decreased when compared to pre COVID data.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	73	76		0	76		0	76		0.0	100.0	
Grade 8	87	69		0	69		0	69		0.0	100.0	
All Grades	160	145		0	145		0	145		0.0	100.0	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2471.			2.63			11.84			35.53			50.00	
Grade 8		2457.			1.45			8.70			23.19			66.67	
All Grades	N/A	N/A	N/A		2.07			10.34			29.66			57.93	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		1.33			49.33			49.33		
Grade 8		1.45			33.33			65.22		
All Grades		1.39			41.67			56.94		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.33			60.00			34.67	
Grade 8		1.45			56.52			42.03	
All Grades		3.47			58.33			38.19	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		3.95			63.16			32.89	
Grade 8		0.00			56.52			43.48	
All Grades		2.07			60.00			37.93	

Conclusions based on this data:

1. CASSPP testing scores for the 2021-2022 school year have decreased when compared to pre COVID data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	1527.4		*	1510.7		*	1543.9		10	23	
8	1535.2	*		1510.5	*		1559.2	*		13	8	
9	1548.6	1522.5		1530.4	1505.9		1566.5	1538.8		14	13	
All Grades										37	44	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	13.04		*	34.78		*	47.83		*	4.35		*	23	
8	15.38	*		38.46	*		30.77	*		15.38	*		13	*	
9	7.14	0.00		50.00	23.08		28.57	53.85		14.29	23.08		14	13	
All Grades	13.51	6.98		43.24	32.56		27.03	51.16		16.22	9.30		37	43	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	13.04		*	43.48		*	39.13		*	4.35		*	23	
8	0.00	*		53.85	*		30.77	*		15.38	*		13	*	
9	28.57	7.69		28.57	38.46		35.71	30.77		7.14	23.08		14	13	
All Grades	16.22	11.63		43.24	46.51		29.73	32.56		10.81	9.30		37	43	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	8.70		*	21.74		*	60.87		*	8.70		*	23	
8	15.38	*		38.46	*		30.77	*		15.38	*		13	*	
9	7.14	0.00		42.86	15.38		21.43	38.46		28.57	46.15		14	13	
All Grades	10.81	6.98		40.54	18.60		27.03	46.51		21.62	27.91		37	43	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	0.00		*	78.26		*	21.74		*	23	
8	15.38	*		76.92	*		7.69	*		13	*	
9	14.29	7.69		71.43	69.23		14.29	23.08		14	13	
All Grades	13.51	2.33		72.97	74.42		13.51	23.26		37	43	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	39.13		*	56.52		*	4.35		*	23	
8	30.77	*		53.85	*		15.38	*		13	*	
9	28.57	23.08		57.14	53.85		14.29	23.08		14	13	
All Grades	35.14	32.56		51.35	58.14		13.51	9.30		37	43	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	4.35		*	60.87		*	34.78		*	23	
8	30.77	*		23.08	*		46.15	*		13	*	
9	21.43	7.69		50.00	30.77		28.57	61.54		14	13	
All Grades	24.32	9.30		37.84	41.86		37.84	48.84		37	43	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	13.04		*	82.61		*	4.35		*	23	
8	0.00	*		100.00	*		0.00	*		13	*	
9	0.00	0.00		92.86	84.62		7.14	15.38		14	13	
All Grades	5.41	6.98		89.19	86.05		5.41	6.98		37	43	

Conclusions based on this data:

1. ELPAC testing scores for the 2021-2022 school year have decreased when compared to pre COVID data.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
226	61.5	21.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Clarksburg Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	21.7
Foster Youth		
Homeless	14	6.2
Socioeconomically Disadvantaged	139	61.5
Students with Disabilities	30	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.7
American Indian		
Asian	2	0.9
Filipino	2	0.9
Hispanic	156	69.0
Two or More Races	10	4.4
Pacific Islander	1	0.4
White	49	21.7

Conclusions based on this data:

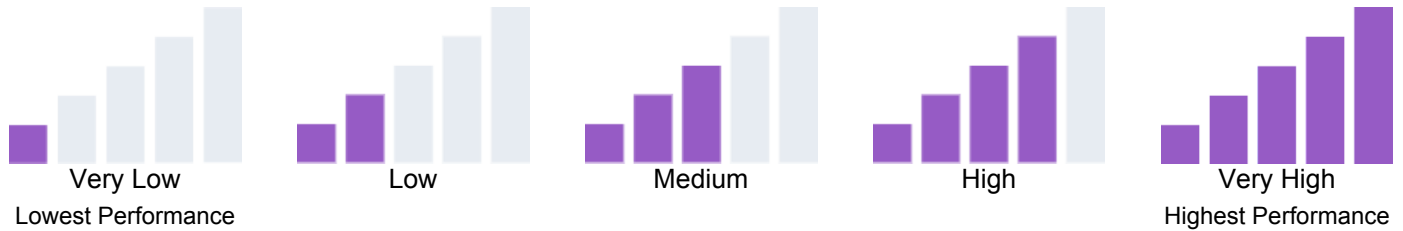
1. The majority of the student population is Hispanic and are socioeconomically disadvantaged. Access to ongoing educational supports and English Language Development will continue to provide students with increased access to educational opportunities.

School and Student Performance Data

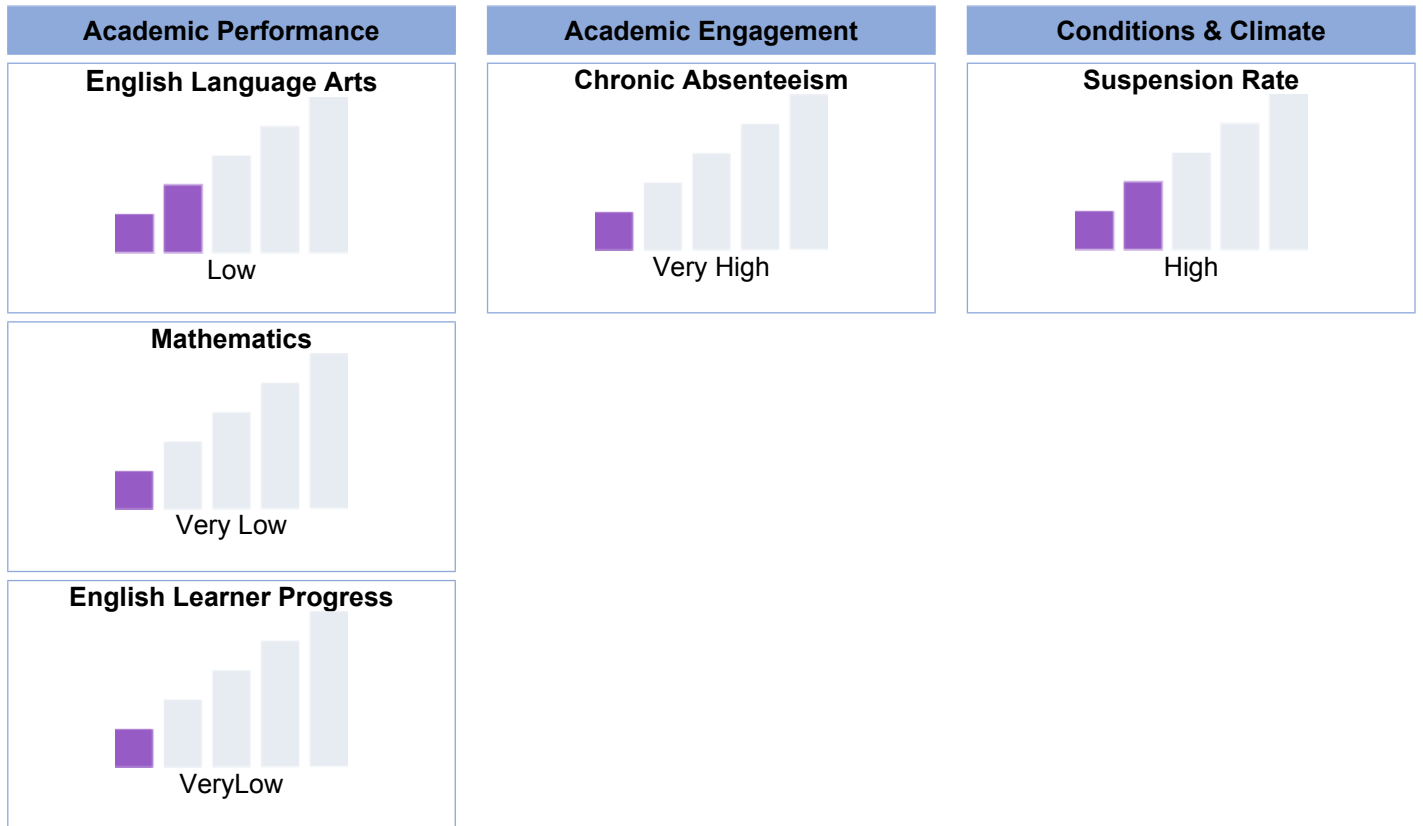
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Suspension rates and absenteeism continue to be an area in need of support. Ongoing access to school counseling and alternative means of suspension and attendance support will assist with a reduction in suspensions and an increase in attendance.

School and Student Performance Data

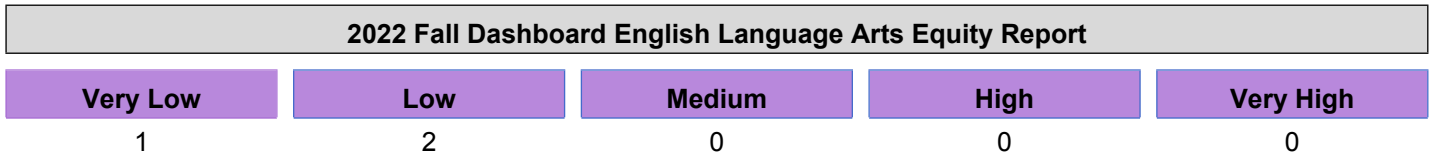
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

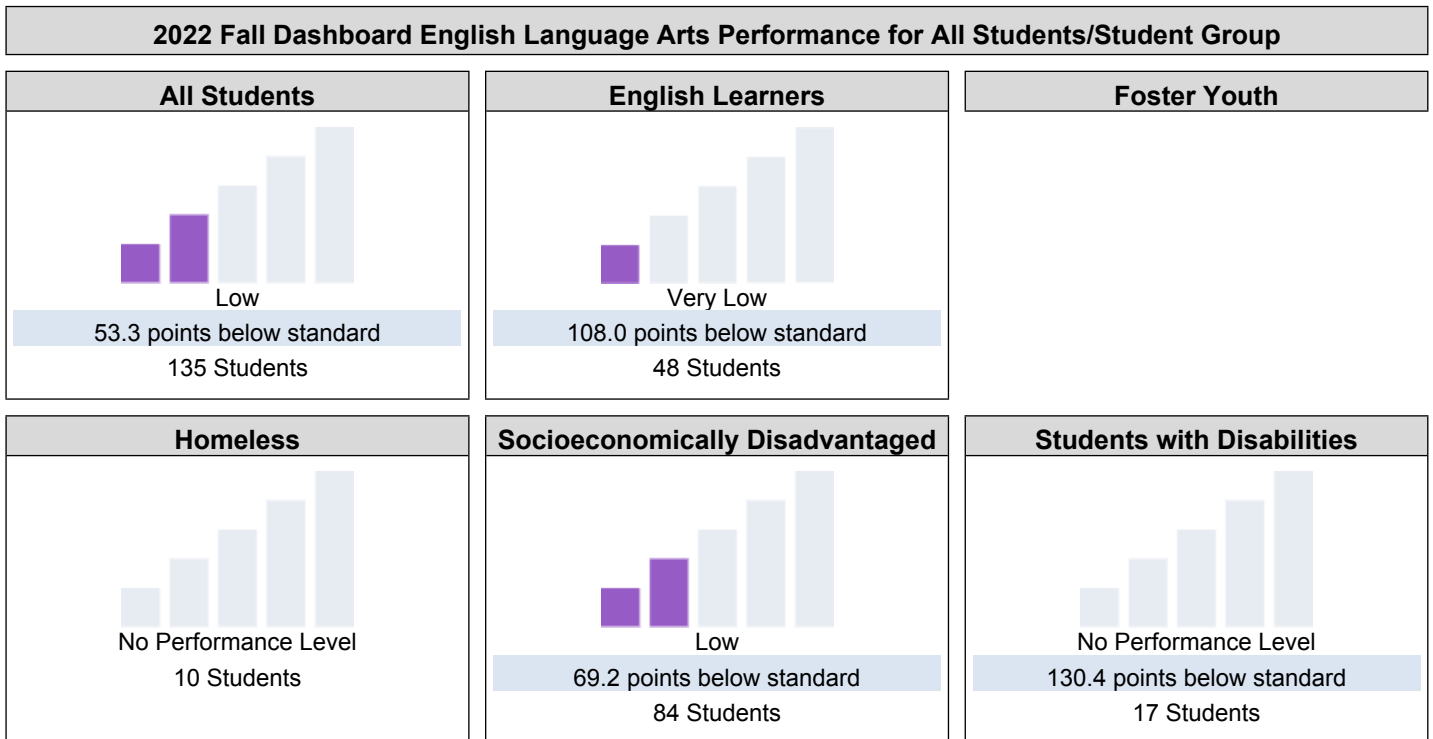
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



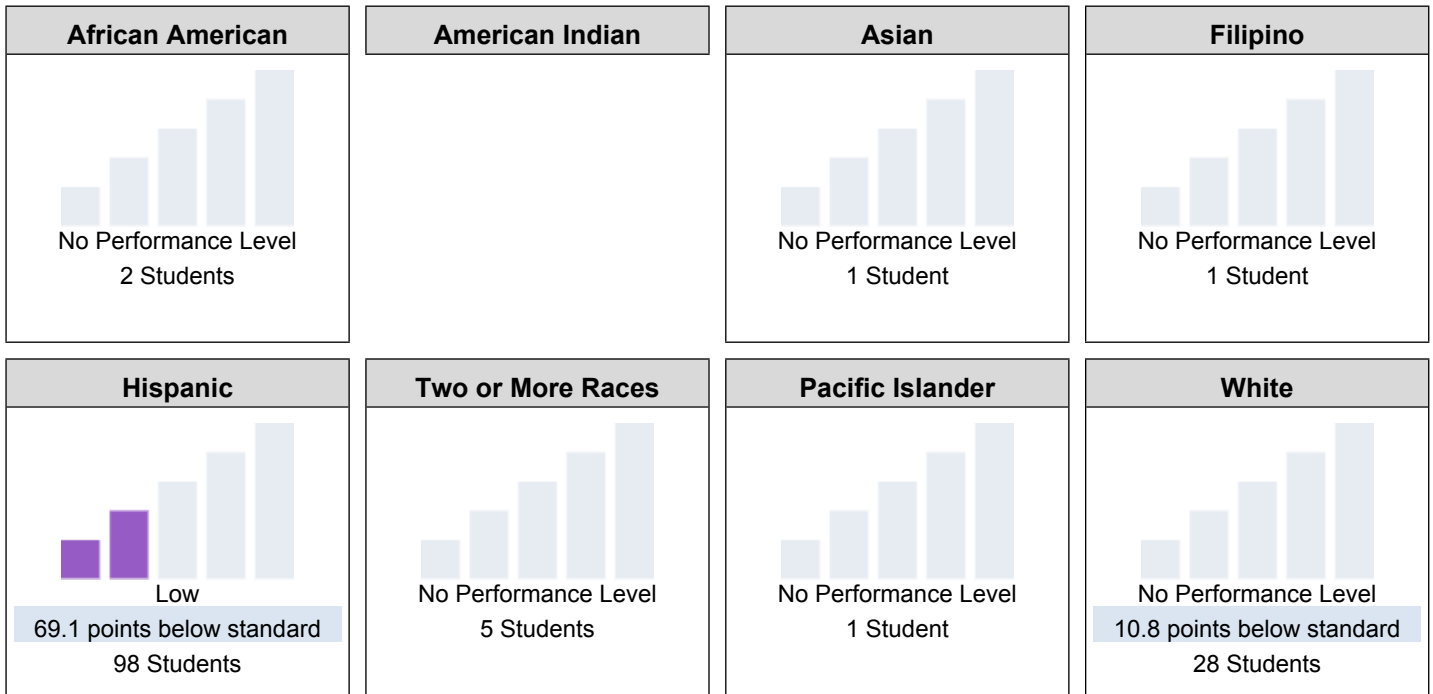
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
149.9 points below standard 29 Students	44.0 points below standard 19 Students	31.2 points below standard 57 Students

Conclusions based on this data:

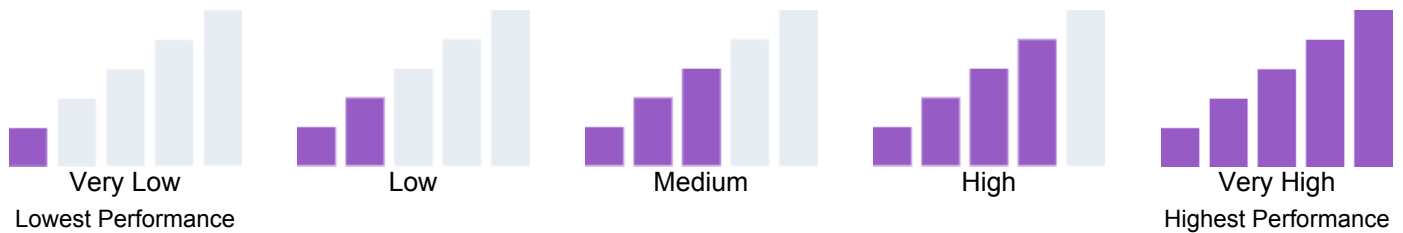
- All students are performing below ELA standards and require continued ELA support and access to supplemental materials to improve overall scores.

School and Student Performance Data

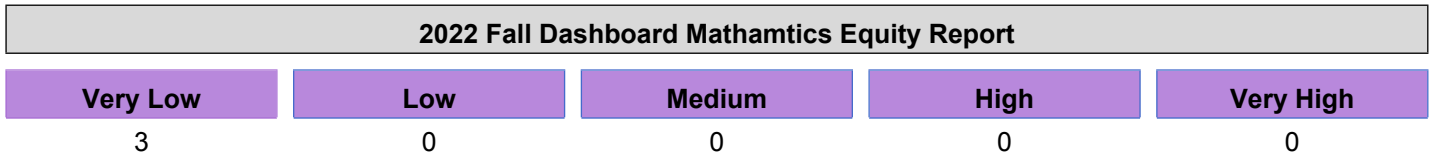
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

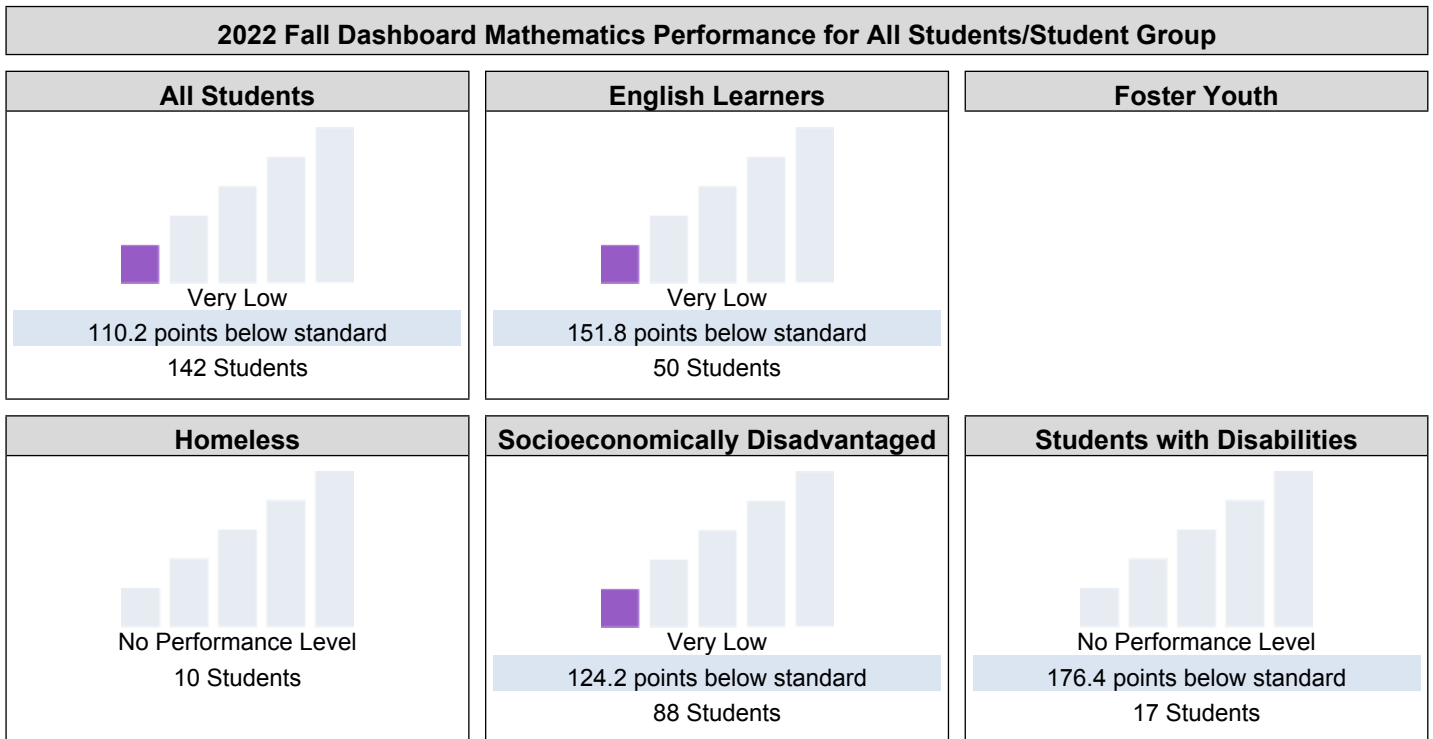
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



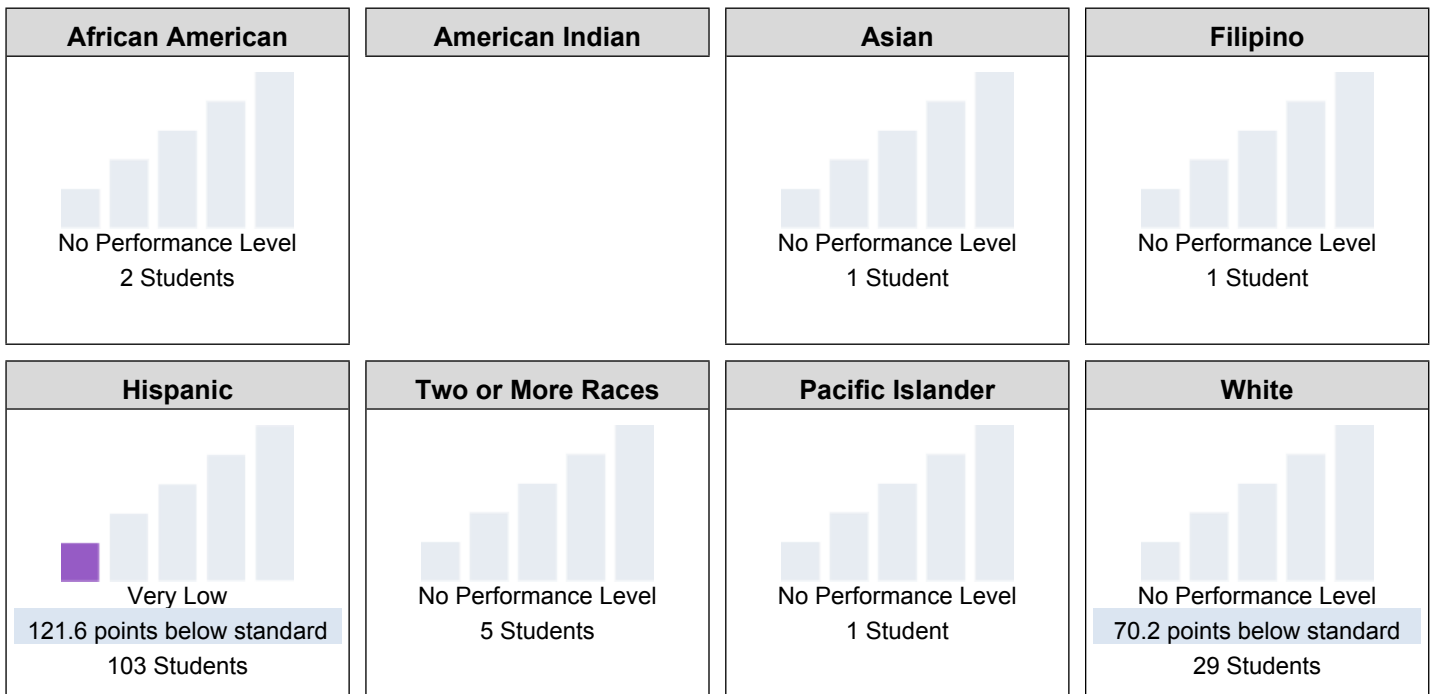
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">183.6 points below standard</p> <p>30 Students</p>	<p style="background-color: #e6f2ff;">104.0 points below standard</p> <p>20 Students</p>	<p style="background-color: #e6f2ff;">89.9 points below standard</p> <p>60 Students</p>

Conclusions based on this data:

1. All students are performing below Mathematical standards and require continued Mathematics support and access to supplemental materials to improve overall scores.

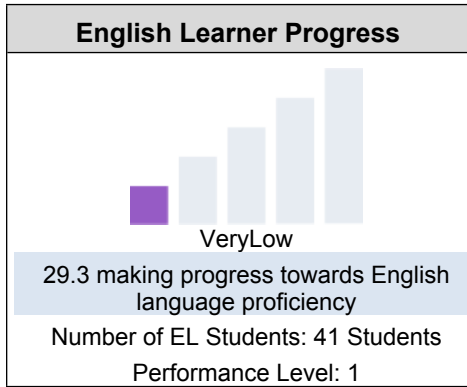
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
41.5%	29.3%	2.4%	26.8%

Conclusions based on this data:

- The overall progress for English Learners is low and continued development and support of the English Language Learner program will increase the proficiency rate of EL students.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

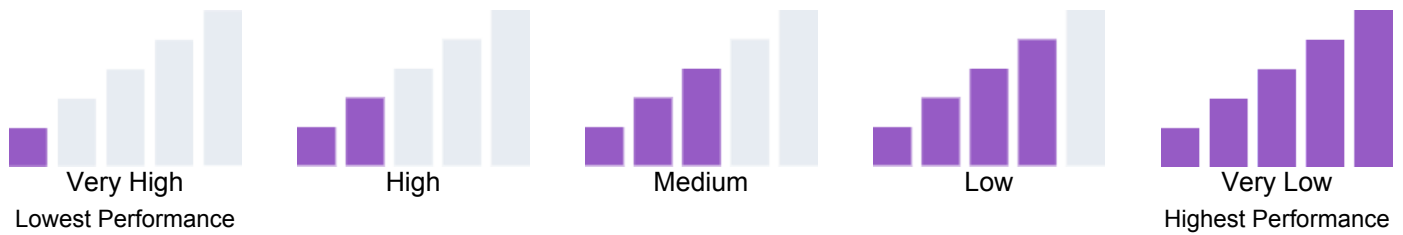
1. Not an indicator at the middle school level.

School and Student Performance Data

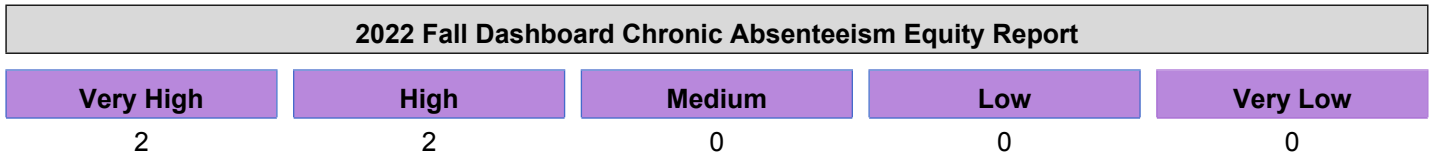
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

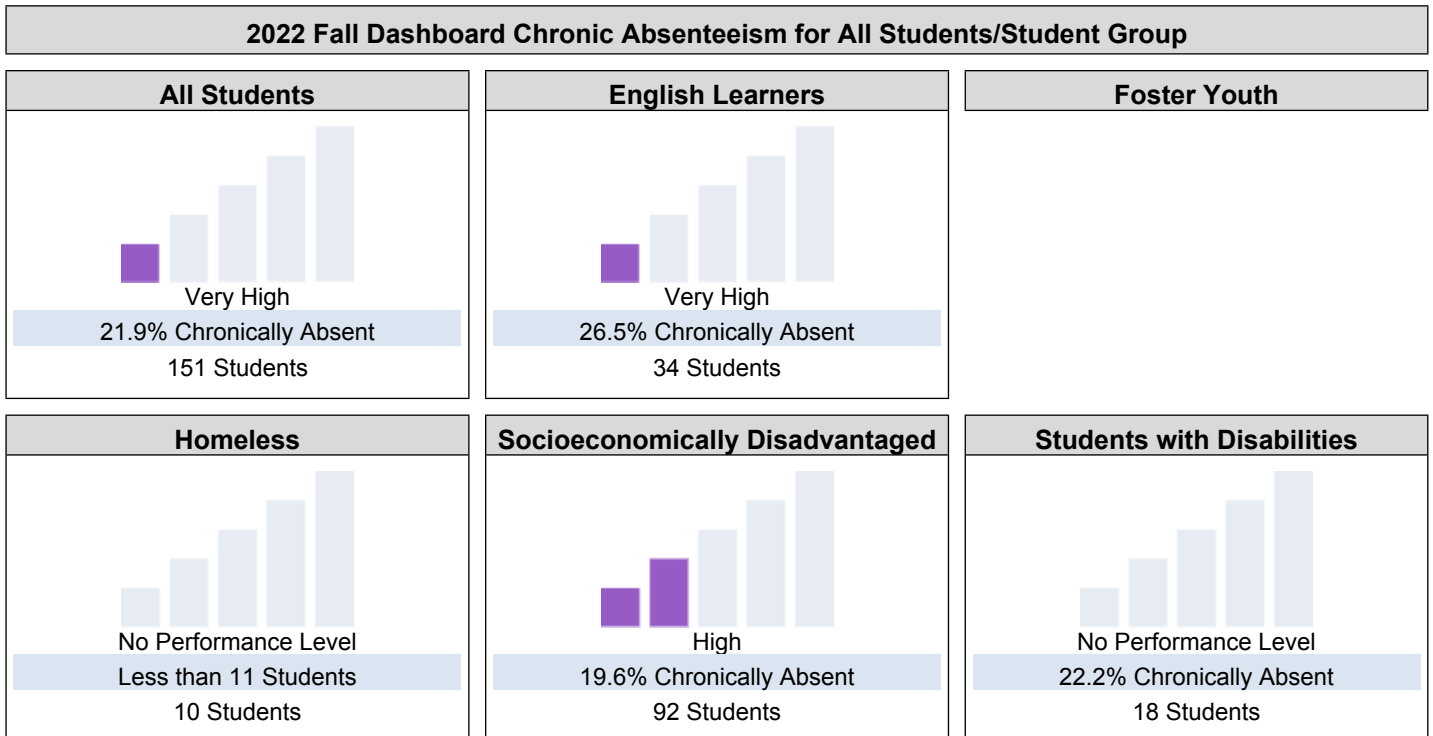
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



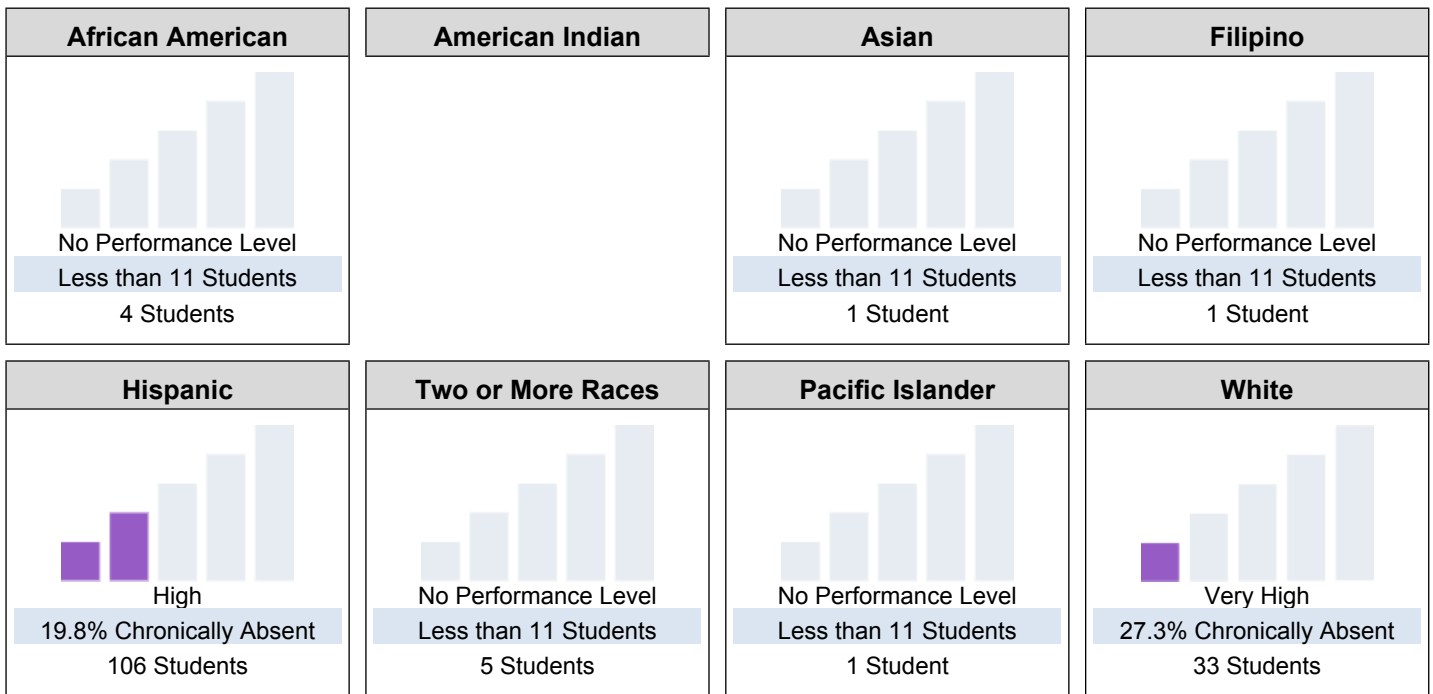
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Absentee percentages are elevated, ongoing interventions and guardian meetings need to increase to reduce student absences.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance

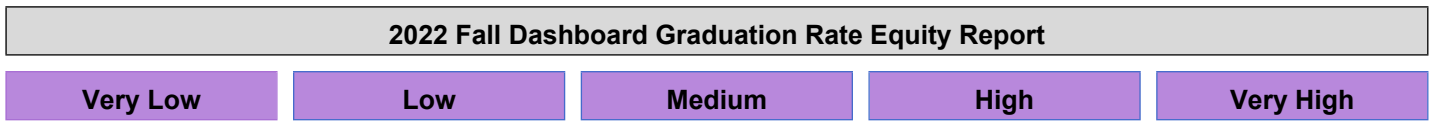
Low

Medium

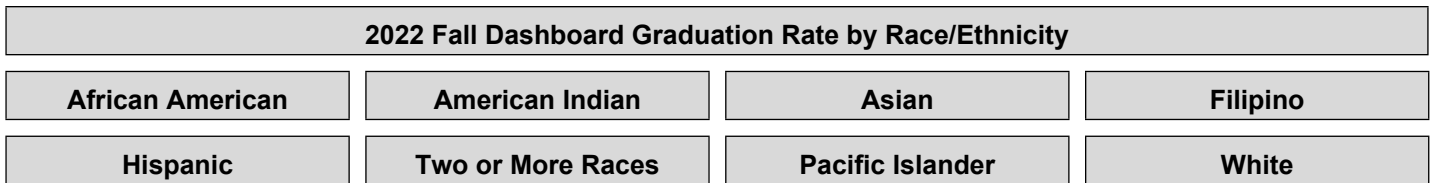
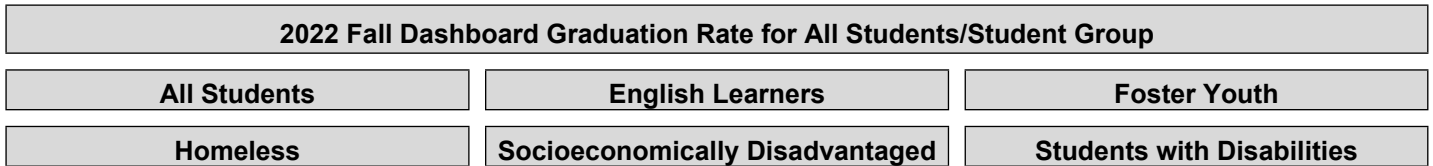
High

Very High
Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

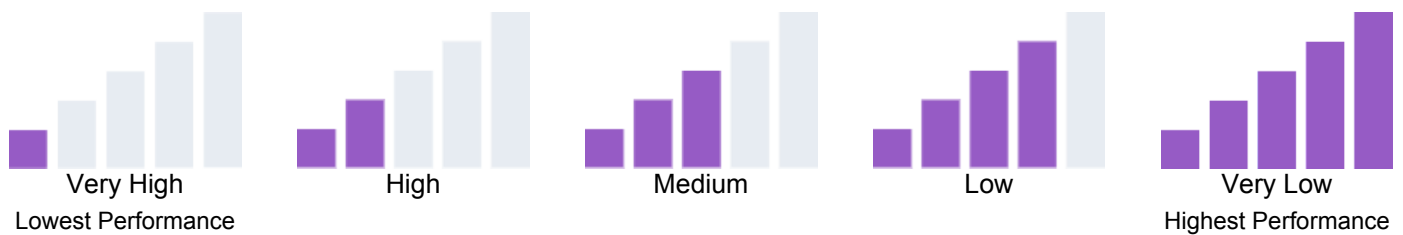
1. Not an indicator in middle school.

School and Student Performance Data

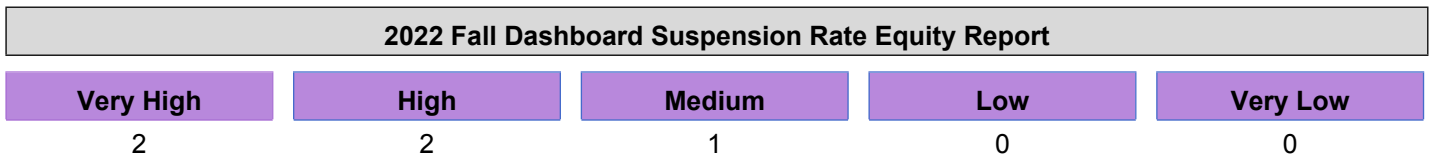
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

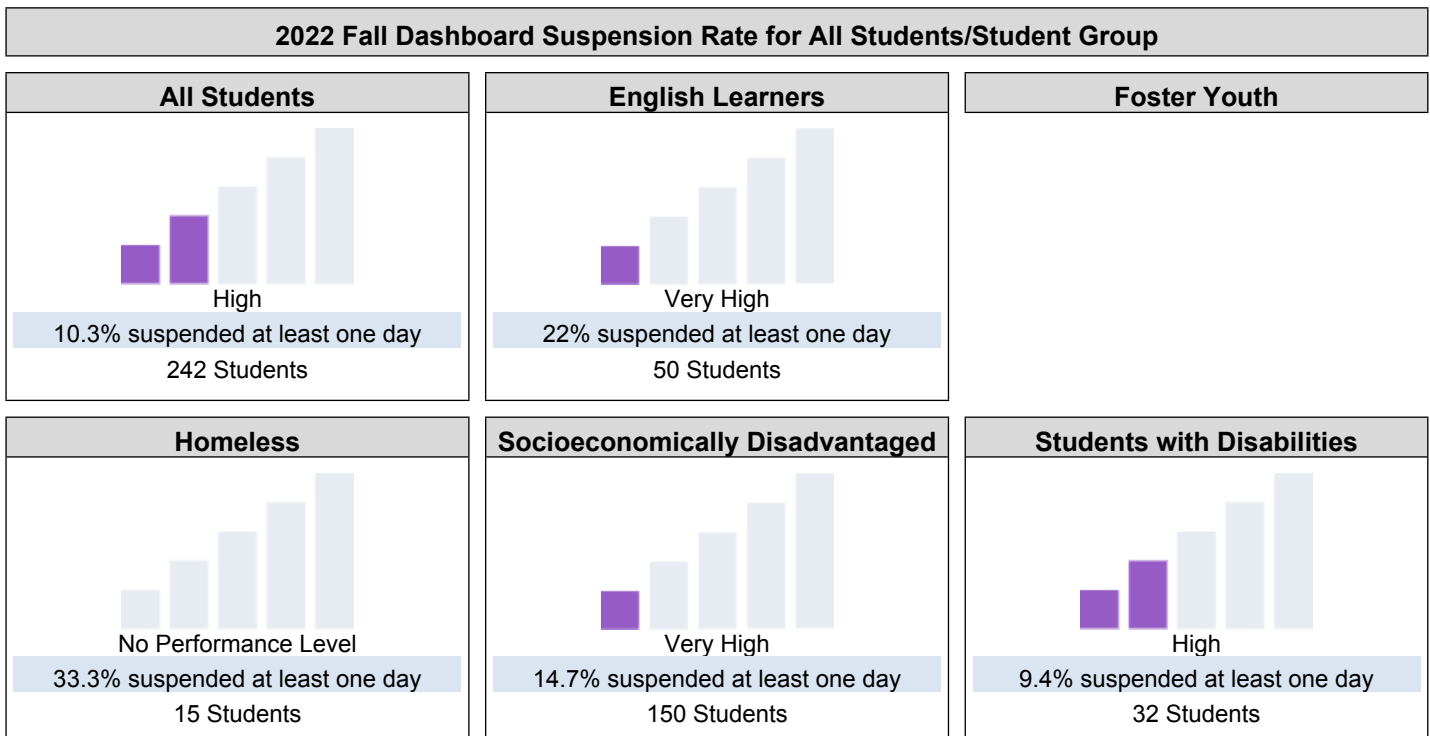
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



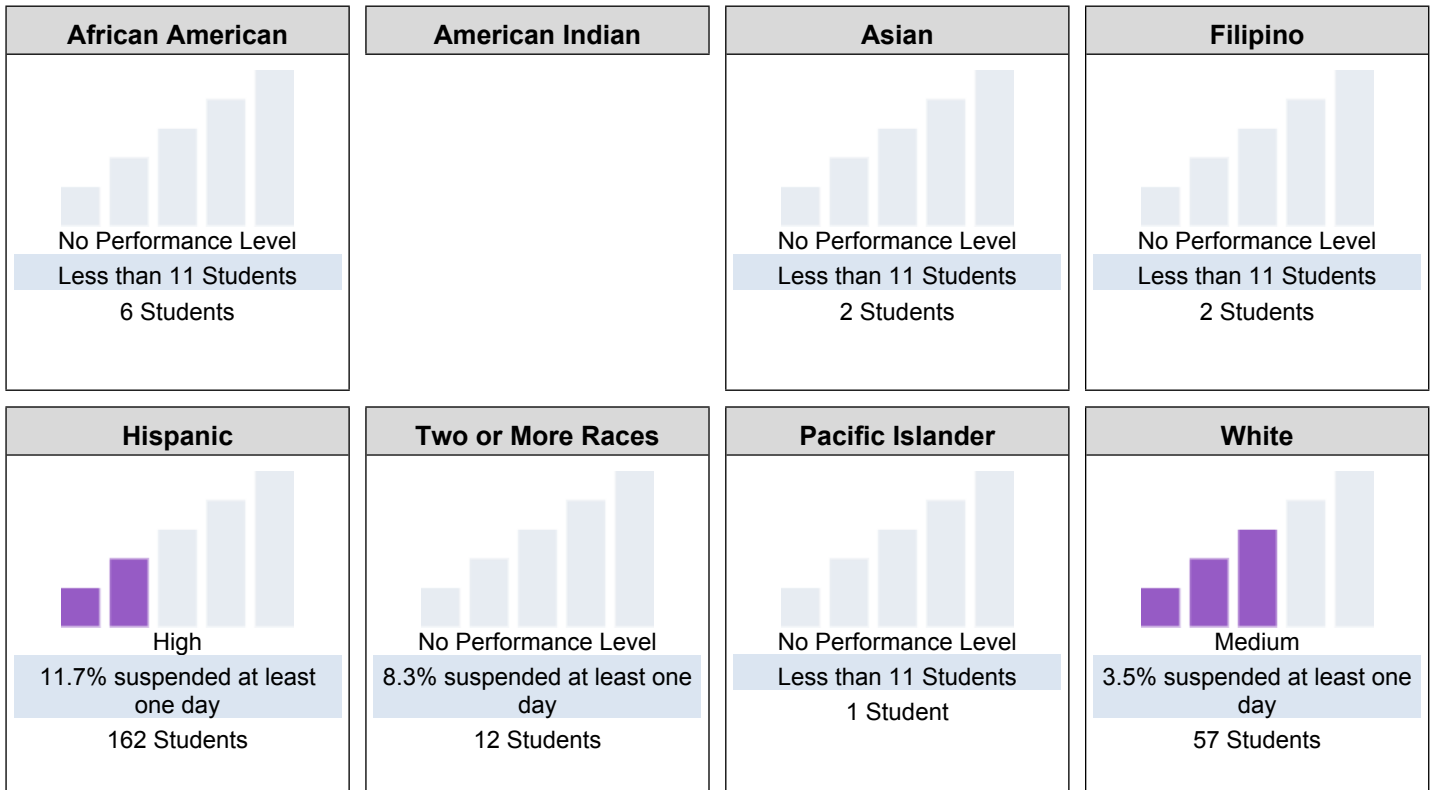
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. There will be an increase in suspensions for the 2021-2022 school year. Social interaction and conflict management were issues at Clarksburg Middle School during the 2021-2022 school year and suspensions, along with other solutions for intervention, increased during this school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CA State LCAP Priority 1--Basic Services (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 1 - Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready.

Goal 1

By the end of the 2024 school year, school personnel will receive ongoing training and instructional support to promote secondary preparedness through improved teaching practices, enhanced student learning, improved assessment scores and critical thinking skills based on examples of academic structure, identifiable in classrooms.

Identified Need

Goal Statement:

Students at Clarksburg Middle School (CMS) can show increased growth and success in standardized testing scores and coursework by staff's effective delivery of content which promotes college and career readiness. School staff can continue to develop their knowledge base in the area of student centered teaching and create a learning environment that is engaging, academically robust, and applicable to today's educational standards. Data driven practices, effective use of resources, access to supplemental material, student diagnostic testing, and opportunities for students to be involved in extra-curricular activities are some of the means to promote and effective and engaging learning environment.

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

Teacher requests for supplemental instructional materials, observational data from walk-throughs and observations of site classrooms and facilities, surveys and feedback from staff, students, and families.

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

Staff, department, leadership, community, and Associated Student Body (ASB) meetings where information will be analyzed, actions created, and results reviewed and adjusted as needed

Strategy:

Work with the SSC, instructional staff, booster groups, parents, and community to determine needs

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

By providing high quality instruction, students will be better equipped to access their education.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By the end of the 2023-2024 academic school year, all credentialed teachers will have participated in a minimum of four site-based professional learning opportunities focused on student academic success, or best teaching practices as measured by staff participation logs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6066.00

Source(s)

Unrestricted

Sub coverage, trainings (academic, social/emotional), develop/analyze data

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By the end of the 2024 academic school year, the overall average on MAP and CAASPP scores for all students and subgroups will show an increase of 5%, when compared to the previous year's average.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Participation in coursework which aligns with California standards will continue to be supported by providing the materials and supplies required of school staff to promote standards based instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9068.00	Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide teacher collaboration and standards-based training opportunities outside of the District by grade level, or subject area to promote best first instruction and academic rigor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Unrestricted
	Support and training

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CA State LCAP Priority 2--Course Access (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 2--Provide instructional programs that support full implementation of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Development Standards (ELD) in grades K-12, and Career Technical Education (CTE) course completion work.

Goal 2

By the end of the 2023-2024 school year, 100% of the instructional materials, office supplies and equipment will be maintained and restocked and curriculum needs in all content areas will be reviewed for applicability to 21st century learning and to support all students' academic achievement.

Identified Need

Goal Statement:

Clarksburg Middle School students and staff will be provided with equipment, curriculum, instructional and support materials to support all students in increased academic achievement.

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

Purchase order requests, conversations with teachers regarding curriculum needs, classroom observations and walkthroughs, work order requests for office equipment, secretarial input on needed office equipment.

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

Teacher surveys, collaborative conversations with teachers regarding effectiveness from curriculum improvements and office staff regarding effectiveness of equipment and frequency of ordering.

Strategy:

Inventory of textbooks/classroom materials to include year of publication and technology resources available, analysis of Clever supplemental materials provided, monitor the use of paper copies vs. digital use of materials.

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

Teachers are having to create curriculum without relevant materials, the use of ParentSquare and Google Classroom have changed the way the school and teachers communicate and use resources for instruction.

People Assigned:

Teachers

Students

Administration

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Purchase instructional materials and supplies and maintain leases on all office equipment to support achievement for all students

Strategy/Activity

Task:
 Purchase student planners
 Maintain and restock all instructional materials to include paper, toner, writing instruments
 Review department budgets
 Maintain lease and contract service agreements and maintain all supplies

Measures:
 Student feedback on the importance/relevancy of student planner
 Monitor teacher materials/classroom requests

People Assigned:
 Secretaries
 Teachers
 Administration
 Students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	Unrestricted
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will have 21st century learning and academic achievement supported by the acquisition and maintenance of relevant curriculum, technology, and other resources, to be tracked by a purchase order analysis at the conclusion of the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000.00

Source(s)

Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supports for school personnel and partners for assessment, data collection, analysis of content-area grade data for all students to determine targeted support for EL, socioeconomically disadvantaged students, and/or students receiving special education services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000.00

Source(s)

Site Supplemental & Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Effective support of Career Technical Education for all students involved in the Agriculture Department, which will be determined based on enrollment numbers, student interest, and educational partners' feedback regarding extra-curricular projects and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in Visual and Performing Arts (VAPA)

Strategy/Activity

By providing engaging instruction there will be an increase in participation in A-G Electives and CTE courses which will be determined based on transcripts, course requests, and feedback from students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2775.00	Unrestricted Supplies
1741.00	Unrestricted Replacement materials
1425.00	Site Supplemental & Concentration

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CA State LCAP Priority 3 - State Standards (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 3--Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction.

Goal 3

By the end of the 2023-2024 school year, Clarksburg Middle School will provide safe facilities and well maintained classrooms that are wired and equipped with technology to support current District aligned instruction, and will be monitored by maintenance and purchasing logs.

Identified Need

Goal Statement:

A professional learning environment is needed to support teachers with the facilitation of student learning which focuses on the refining of skills and an increase in academic achievement through a safe and productive learning environment.

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

Staff and site council meetings, English Learner Advisory Committee (ELAC), and other community meetings
Student and parent input

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

Teacher exit surveys, student and parent surveys, analysis of materials and facilities.

Strategy:

With current and modern resources students will have better access to District instructional norms. Teachers will support effective teaching and students will apply skills learned within a productive and modern learning environment
English Language Development (ELD) standards will be shared with all staff through the use of modern technology

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

Community, staff, and student feedback from scheduled meetings revealed that having access to available resources enables classroom learning to be enhanced and accessible. Progress of English Learners (EL) students to Reclassified Fluent English Proficient (RFEP) is progressing, continuous and relevant training and materials are needed for effective implementation of standards and standards-based learning.

People Assigned:

Teachers

Students

Administration

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By the end of the 2024 school year, 100% of all school labs, Chromebook carts, and teacher technology devices will be updated and/or replaced and software will be current for use, resulting in a productive and modern learning environment to best serve students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000.00

Source(s)

Site Supplemental & Concentration

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By the end of the 2024 school year, Clarksburg Middle School will have made improvements or enhancements to facilities based on purchase orders or maintenance records which will positively impact student performance and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000.00

Source(s)

Site Supplemental & Concentration



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CA State LCAP Priority 4 - Parent Involvement (Engagement)

LEA/LCAP Goal

RDUSD LCAP Goal 4--Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal 4

By the end of the 2024 school year, parents, guardians, and community members will have had the opportunity to participate in a minimum of six meaningful and varied experiences which support their student's academic achievement.

Identified Need

Goal Statement:

Mitigating community engagement loss is a concern when trying to create a positive and engaging school climate.

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

Community meetings

ASB meetings

California Healthy Kids Survey

Teacher meetings

Subgroup meetings such as ELAC and SSC

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

Provide and receive feedback from educational partners using different modalities.

Strategy:

Informal surveys, campus events and visits

Teacher, student, parent, administration interactions and student engagement

Celebrations for all students in a variety of academic achievements/attendance/improvement

Counselor communication with students and parents regarding educational analysis and opportunities

Increase the number of students enrolling in AP classes

Utilize the media center for before/after school or during lunch academic support

Post and share events with all school partners

Post all grade reporting dates at the beginning of the year for both parents and students

Establish and train staff on a student referral system for targeted student support including SST referral, not met in Tier 1 of MTSS

MTSS training for staff

Institute college/career spirit/awareness--College and career fair

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

Based on parent feedback, post pandemic engagement opportunities are highly desired by parents and community members. Guardians are supportive of providing assistance with student academic achievement and recognition

People Assigned:
Leadership Team
Students
SSC/Parents
Administration
Counselor
Teachers

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The school will purchase necessary items to present the opportunity for educational partners to share in accomplishments and have access to events which support their child's academic achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1700.00

Site Supplemental & Concentration

785.00

Lottery: Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Schoolwide Learner Outcomes (SLO's) will serve as the foundation for standards readiness for all students. With the development and purchase of posters and other items, the community can be informed of the school's vision for improving student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

200.00

Site Supplemental & Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CA State LCAP Priority 5--Pupil Engagement (Engagement)

LEA/LCAP Goal

RDUSD LCAP Goal 5--Foster a school and district culture that ensures academic, social and emotional well-being for all students.

Goal 5

By the end of the 2023-2024 school year, 90% of all students will report via student surveys that they feel safe at school, feel a sense of belonging and value, and have improved their mental health.

Identified Need

Goal Statement:

The feeling of loss and isolation continues for Clarksburg Middle School students post-COVID-19. Students are still lacking basic social skills, conflict resolution, and coping strategies for academic success and positive mental health.

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

Attendance/Tardy data

Discipline referrals and suspension/expulsion data

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

Scheduled meetings, educational partners feedback, staff feedback, and data entries in school operating systems

Strategy:

Build student/adult connections

Offer opportunities for mental health improvements, resources

Work on incorporating SEL curriculum/activities for all students

People Assigned:

Staff

Students

Community partners

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will have the opportunity to build genuine connections with a at least one adult throughout their three years at Clarksburg Middle School by the implementation of class advisory sessions with funding support to promote a positive school culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

600.00

Source(s)

Site Supplemental & Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Counseling, mediation, and support with intangible issues such as bullying, gossip, rumors, etc., will be accessible and utilized by all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

600.00

Source(s)

Site Supplemental & Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By increasing the number of students that are involved in non-classroom activities and sustaining such programs, a positive and enriching school culture and experience can be provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000.00	Lottery: Unrestricted Athletic and other stipends
2000.00	Unrestricted Cost for sports and other activities
1664.00	Site Supplemental & Concentration Cost for sports and other activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

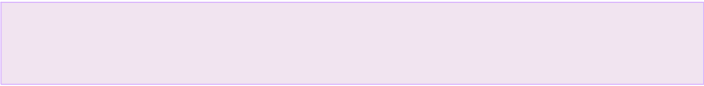
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified



Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

--

LEA/LCAP Goal

--

Goal 8

--

Identified Need

--

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified
	None Specified
	None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$65,124.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Lottery: Unrestricted	\$20,785.00
Site Supplemental & Concentration	\$14,189.00
Unrestricted	\$30,150.00

Subtotal of state or local funds included for this school: \$65,124.00

Total of federal, state, and/or local funds for this school: \$65,124.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Lottery: Unrestricted	20,785.00
Site Supplemental & Concentration	14,189.00
Unrestricted	30,150.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Lottery: Unrestricted	20,785.00
	Site Supplemental & Concentration	14,189.00
	Unrestricted	30,150.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,134.00
Goal 2	14,441.00
Goal 3	7,000.00
Goal 4	2,685.00
Goal 5	24,864.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Craig Cornelson	Principal
Amy Dyckovsky	Classroom Teacher
Brandon Sherman	Classroom Teacher
Nicole Keller	Parent or Community Member
Gloria White	Parent or Community Member
Noah White	Secondary Student
Francesca Varner	Secondary Student
Kerri Stump (not a voting member)	Parent or Community Member
Yasmine Granados	Other School Staff
Shane Cooper (not a voting member)	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 3, 2023.

Attested:

Two handwritten signatures in blue ink. The top signature is a cursive signature that appears to be 'Craig Cornelson'. The bottom signature is a cursive signature that appears to be 'Gloria White'.

Principal, Craig Cornelson on June 2, 2023

SSC Chairperson, Gloria White on June 2, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Delta High School	34674135731708	September 22, 2022	June 27, 2023

Purpose and Description

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

Schoolwide Program

The Delta High School and Clarksburg Middle School SPSA will describe a schoolwide program that will provide comprehensive support and improvement for all students.

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

ESSA requirements will be met by ongoing review of the School Plan for Student Achievement (SPSA) and examination of student performance data by the School Site Council and staff and student and parent surveys and forums. Data review will include, but not limited to, attendance information, progress, mid-term, and final grade reports, formative assessments in all content areas and survey analysis. The SPSA will support all students in academic achievement, social and emotional well-being, and professional learning for the staff and will include strategies and plans to continue the work in improving academic success and to mitigate learning loss from the COVID-19 pandemic. The SPSA goals of Delta High School are in alignment with the LCAP goals of the River Delta Unified School District (RDUSD), the CA state Local Control Accountability Plan (LCAP) priority goals, as well as recommendations from the Western Association of Schools and Colleges (WASC) mid-cycle visit in April of 2020.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Educational Partner Involvement 7
- Resource Inequities 8
- School and Student Performance Data 9
 - Student Enrollment..... 9
 - CAASPP Results..... 11
 - ELPAC Results 14
 - Student Population 16
 - Overall Performance 18
 - Academic Performance 20
 - Academic Engagement 26
 - Conditions & Climate..... 29
- Goals, Strategies, & Proposed Expenditures..... 31
 - Goal 1..... 31
 - Goal 2..... 34
 - Goal 3..... 38
 - Goal 4..... 41
 - Goal 5..... 44
 - Goal 6..... 47
 - Goal 7..... 49
 - Goal 8..... 51
 - Goal 9..... 53
 - Goal 10..... 54
 - Goal 11..... 55
- Budget Summary 56
 - Budget Summary 56
 - Other Federal, State, and Local Funds 56
- Budgeted Funds and Expenditures in this Plan 57
 - Funds Budgeted to the School by Funding Source..... 57

Expenditures by Funding Source57

Expenditures by Budget Reference57

Expenditures by Budget Reference and Funding Source57

Expenditures by Goal57

School Site Council Membership59

Recommendations and Assurances60

Instructions.....61

 Instructions: Linked Table of Contents.....61

 Purpose and Description.....62

 Educational Partner Involvement62

 Resource Inequities62

Goals, Strategies, Expenditures, & Annual Review63

 Annual Review64

 Budget Summary65

 Appendix A: Plan Requirements67

 Appendix B:.....70

 Appendix C: Select State and Federal Programs72

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Through site council meetings, ELAC meetings, DHS/CMS's Academic Forum, Open House, music concert events, athletic events, and other public input forums, parents and guardians viewed the communication between the schools and the parents as needing continued improvement with suggestions to continue to include parent/teacher nights and keeping Aeries and ParentSquare updated. Parents expressed gratitude for the improvements that have been made on facilities and ongoing student support, as well as a trend in the direction of increased communication.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations of all interns and probationary 1 took place formally three times with a post-observation meeting following all formal observations. All observations were completed in-person. In addition, a fourth, final observation was conducted and also followed with post-observation conference to provide the teacher with a summative performance appraisal. Probationary 2 teachers followed this same process, however, they were only observed three times the entire year, including the final, summative observation. Formal observations of all staff, whether tenured or probationary, were completed this school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

All Delta High School students, with the exception of 12th graders, completed three Measures of Academic Progress (MAP) testing sessions as measurement for learning this 2022-23. SBAC also resumed during the 2022-2023 school year. English Language Proficiency Assessments for California (ELPAC) testing took place this year and student results will be analyzed to determine how to move forward with the English Learner (EL) students and move them to reclassification.

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

Teachers will meet in departments to analyze formative assessment data and will begin conversations to vertically align content information in all areas from 7th to 12th grade.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Delta High School filled all teaching positions with credentialed teachers or teacher interns. There are 22 full-time teachers at DHS that may also teach students at Clarksburg Middle School as Clarksburg Middle School shares staff and administration with Delta High School.

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

Teachers had the opportunity to participate in peer observations and professional development is constantly developing, evolving, and on-going for all staff. The focus for the upcoming year will be using standards and testing data from MAP and SBAC to drive instruction and creating a rigorous classroom experience.

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

Teacher interns and new teachers participate in mentor coaching and a teacher induction program, and again, peer observations are encouraged by all teachers. Site trainings can include any and all trainings on ZOOM, Google Classroom and other software that is supported through district offerings. Teachers will continue to have opportunities for trainings of their interest level along with a professional learning calendar that will be created for the upcoming school year.

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

River Delta Unified School District (RDUSD) office provides multiple resources to assist staff in instructional practices: Common Core, English Language Development (ELD), Guided Language Acquisition by Design (GLAD), Advanced Placement (AP), and others as determined by staff interest.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by departments will be held once or twice a month on early-out Wednesdays. Topics for discussion may include grading and the use of absolute zero, academic conversations/vocabulary, the difference between formative and summative assessments, and other topics will be presented based on teacher/staff requests and/or student needs.

Teaching and Learning

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

This topic will be at the forefront of staff meetings. Teachers will look at content-area standards and be trained in using standards-based teaching and grading. Supplemental resources and materials are encouraged as the message "the textbook doesn't drive curriculum" will be the mantra. In addition, the collective commitments and student learning outcomes will also be reassessed and redefined.

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

NA

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

DHS transitioned to a traditional block schedule in 2020-21 school year and will continue that format in the future. Teachers have responded well to having more instructional minutes per lesson, but training on how to effectively teach on the block schedule needs to be an area of focus. There is a concern that students in some classes, particularly AP classes, World Language, and Math classes, struggle with this format, but the block schedule will continue and academic progress will be monitored by teachers and the school counselor to ensure potential concerns are addressed.

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

All students have access to textbooks and other materials as needed for learning. Delta High School collaborates with the other district high school to share supplies and curriculum.

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

All students have access to these materials.

Opportunity and Equal Educational Access

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

Teachers offer individual help to students during lunch and after school and the mental health of our students is also assessed to understand what role mental health may play in the part of poor academic progress. The school's social worker, psychologist, and social/emotional counselor assist with supporting underperforming students.

Evidence-based educational practices to raise student achievement

ELD standards will be shared with all teachers for this upcoming school year as well as continued coaching and feedback on teacher/student interactions. Academic outreach provided by support staff and the counselor will continue for next year's schedule to provide individual support for students, both for intervention and enrichment.

Parental Engagement

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

The school psychologist works closely with administration, teachers, and counselors to provide immediate assistance when needed. The school nurse and health aide make home visits on a regular basis and have invaluable knowledge to share with school staff when appropriate. There is a full-time academic counselor and a social/emotional counselor at the school that splits time with the middle school on campus, and an instructional aide works directly with students in migrant education and a counselor specifically assigned to our migrant families as a part of the Migrant Ed program. Parents are encouraged to attend English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings as well as Principal meetings at the site and other parent groups that support the school with resources and financial help. A district-wide social worker is utilized as a community connection to the school and students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents community members, and teachers are involved in many aspects of the school. Parents and students participate in the School Site Council, English Language Advisory Committee (both site (ELAC) and district (DELAC)), athletic and ag boosters, a very healthy Agriculture/FFA (Future Farmers of America) program, parents are also involved in the migrant education PAC (Parent Advisory Council) through the district. The administrative team values the collaboration and input of parents in all aspects of education, from academic success to concerns with behavior and discipline.

Funding

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

Site supplemental and concentrated Local Control funds meet the needs of underperforming students.

Fiscal support (EPC)

Programs are supported through various grants, lottery, discretionary funds, donations, and Associated Student Body.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is created as a fluid, working 3-year document. Delta High School started the 2022-2023 school year with a new Principal and Vice Principal and the document continues to change during the year to more effectively address student, staff, and community needs. The SPSA is created with the guidance of the School Site Council (SSC) who meet monthly during the school year analyzing goals and tasks, refining and deleting goals for subsequent years, and creating surveys to best provide information needed for the next two years. Parent and student surveys were distributed for

input as guiding components and parents, students, and staff represent all stakeholders as School Site Council (SSC) members. The complete review and final approval will take place in June 2023.

Resource Inequities

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

Inequities identified were a decrease in accessible Chromebooks due to damage or loss for student use, decreased enrollment due to the pandemic, teaching positions that were filled with interns as compared to credentialed teachers.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	91	66	77
Grade 11	74	86	49
Grade 12	69	63	77
Total Enrollment	234	215	203

Conclusions based on this data:

1. Enrollment has increased the past years, but throughout the 2022-2023 school year, enrollment at Delta High School has decreased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	22	29	30	9.40%	13.5%	14.8%
Fluent English Proficient (FEP)	104	84	79	44.40%	39.1%	38.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. English learners had a slight increase of over 1% from the 21-22 to the 22-23 school year. Reclassification of 2022-2023 took place during Spring of 2022-23 and should be reflected in next year's data.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	73	81		0	79		0	79		0.0	97.5	
All Grades	73	81		0	79		0	79		0.0	97.5	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	2566.		NA	13.92		NA	29.11		NA	26.58		NA	30.38	
All Grades	N/A	N/A	N/A	NA	13.92		NA	29.11		NA	26.58		NA	30.38	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	17.72		NA	56.96		NA	25.32	
All Grades	NA	17.72		NA	56.96		NA	25.32	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	20.25		NA	51.90		NA	27.85	
All Grades	NA	20.25		NA	51.90		NA	27.85	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	13.92		NA	78.48		NA	7.59	
All Grades	NA	13.92		NA	78.48		NA	7.59	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	16.46		NA	65.82		NA	17.72	
All Grades	NA	16.46		NA	65.82		NA	17.72	

Conclusions based on this data:

1. CASSPP testing scores for the 2021-2022 school year have decreased when compared to pre COVID data.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	73	81		0	79		0	79		0.0	97.5	
All Grades	73	81		0	79		0	79		0.0	97.5	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	2489.		NA	2.53		NA	7.59		NA	16.46		NA	73.42	
All Grades	N/A	N/A	N/A		2.53			7.59			16.46			73.42	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	1.27		NA	31.65		NA	67.09	
All Grades	NA	1.27		NA	31.65		NA	67.09	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	6.33		NA	58.23		NA	35.44	
All Grades	NA	6.33		NA	58.23		NA	35.44	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	5.06		NA	62.03		NA	32.91	
All Grades	NA	5.06		NA	62.03		NA	32.91	

Conclusions based on this data:

1. CASSPP testing scores for the 2021-2022 school year have decreased when compared to pre COVID data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	1567.5		*	1554.1		*	1580.3		7	11	
11	*	*		*	*		*	*		8	6	
12	*	*		*	*		*	*		6	6	
All Grades										21	23	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	27.27		*	45.45		*	18.18		*	9.09		*	11	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	19.05	22.73		38.10	40.91		38.10	27.27		4.76	9.09		21	22	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	36.36		*	27.27		*	27.27		*	9.09		*	11	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	23.81	31.82		47.62	45.45		23.81	13.64		4.76	9.09		21	22	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	9.09		*	45.45		*	18.18		*	27.27		*	11	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	9.52	13.64		28.57	31.82		47.62	31.82		14.29	22.73		21	22	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	18.18		*	63.64		*	18.18		*	11	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	13.64		85.71	68.18		14.29	18.18		21	22	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	45.45		*	45.45		*	9.09		*	11	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	52.38	57.14		38.10	38.10		9.52	4.76		21	21	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	9.09		*	63.64		*	27.27		*	11	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	9.52	13.64		71.43	50.00		19.05	36.36		21	22	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	18.18		*	72.73		*	9.09		*	11	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	9.52	18.18		85.71	77.27		4.76	4.55		21	22	

Conclusions based on this data:

1. ELPAC testing scores for the 2021-2022 school year have decreased when compared to pre COVID data.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
215	56.3	13.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Delta High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	13.5
Foster Youth		
Homeless	6	2.8
Socioeconomically Disadvantaged	121	56.3
Students with Disabilities	29	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.4
American Indian		
Asian		
Filipino	1	0.5
Hispanic	137	63.7
Two or More Races	4	1.9
Pacific Islander	1	0.5
White	69	32.1

Conclusions based on this data:

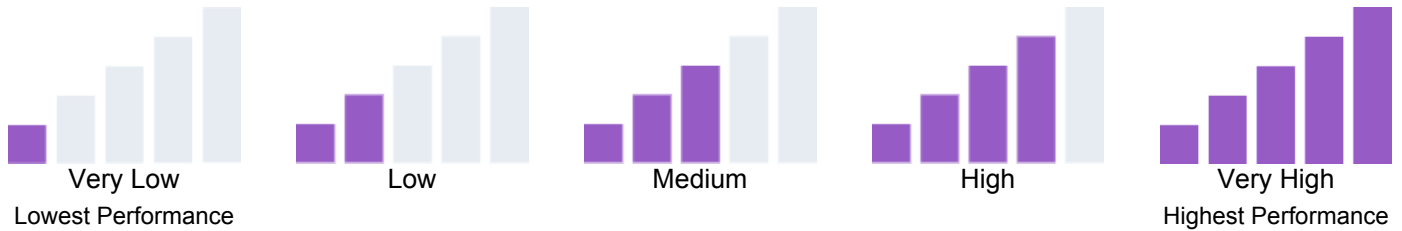
1. Over half of the student population is socioeconomically disadvantaged and having access to available school resources will enhance and ensure students' access to their education.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate Very High	Suspension Rate High
Mathematics Very Low		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

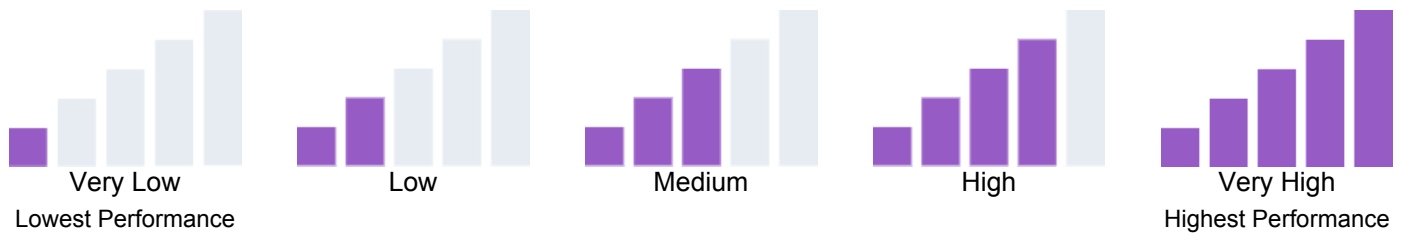
1. Student performance overall is low and having access to supplemental and support services will increase student progress and scores.

School and Student Performance Data

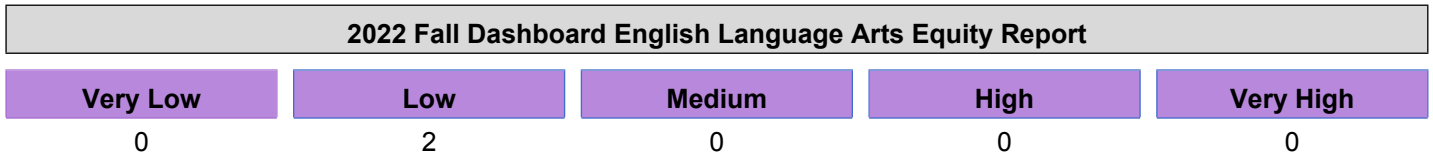
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

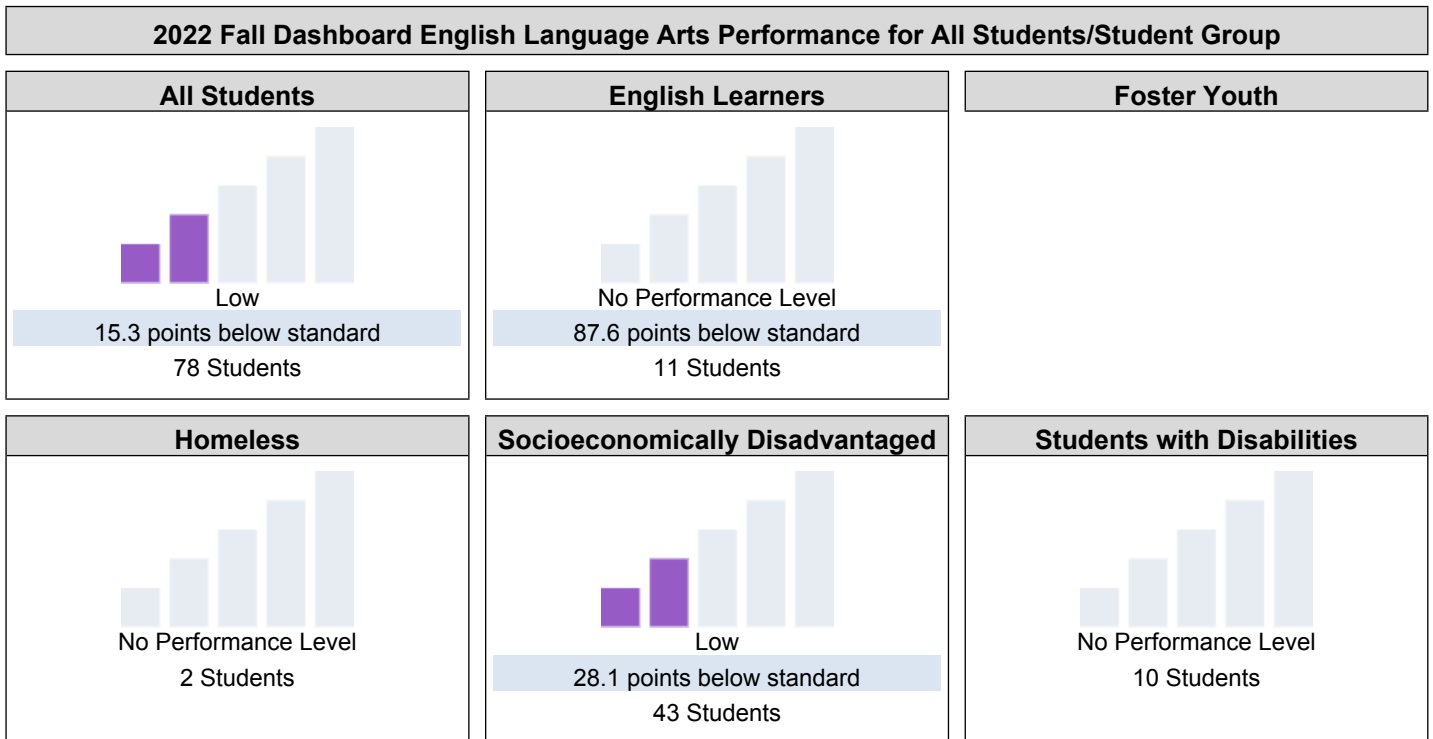
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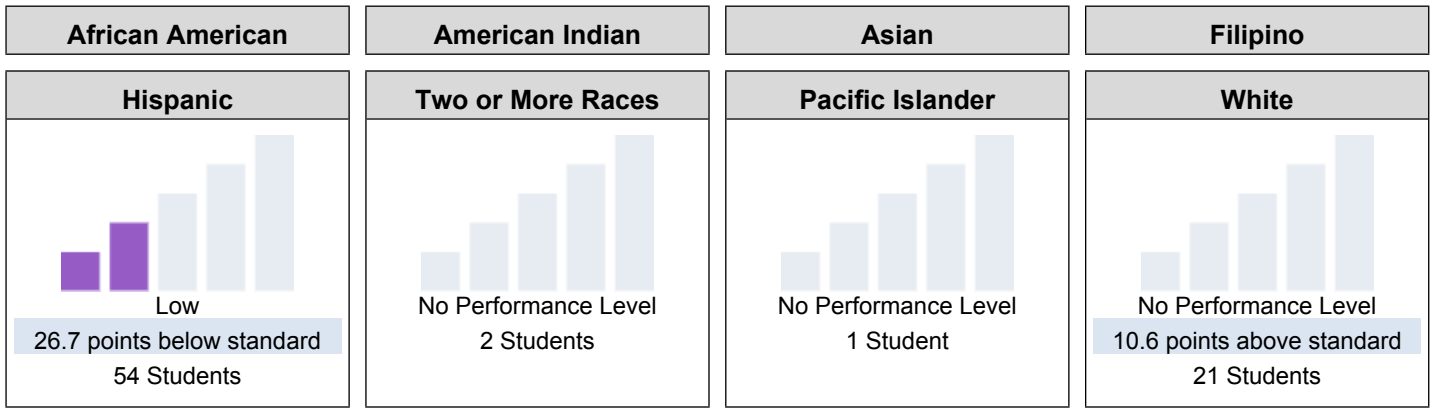
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	5 Students	8.0 points below standard
		34 Students

Conclusions based on this data:

1. ELA scores are significantly below standards and ongoing support and supplemental materials are necessary to show positive growth in ELA standards.

School and Student Performance Data

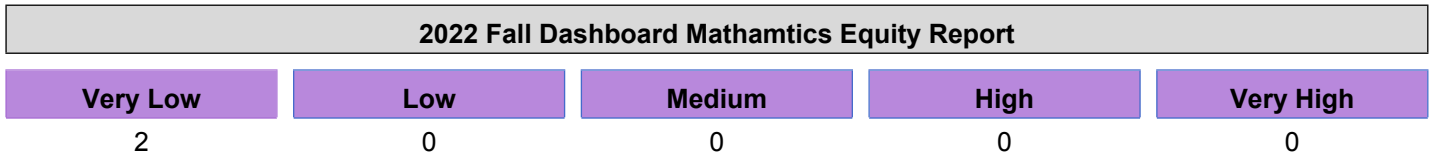
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

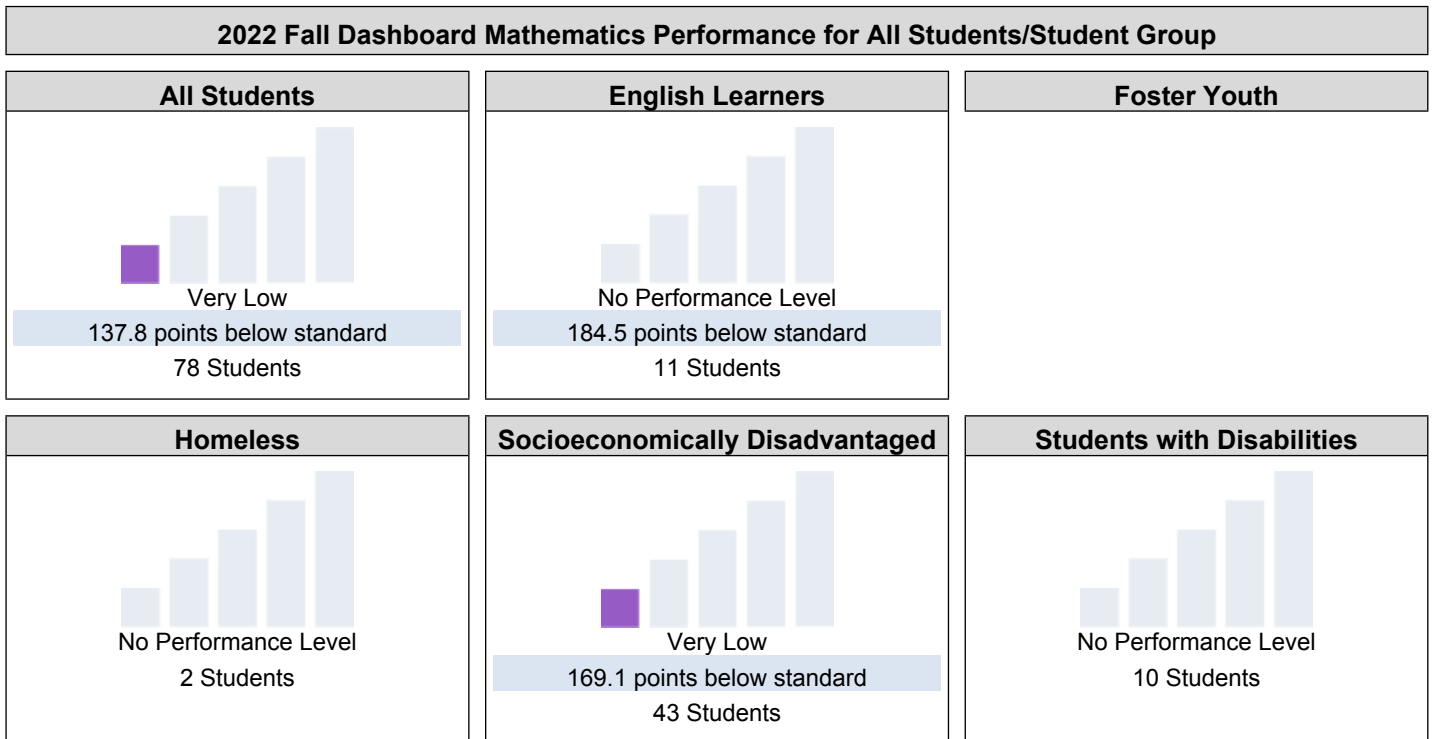
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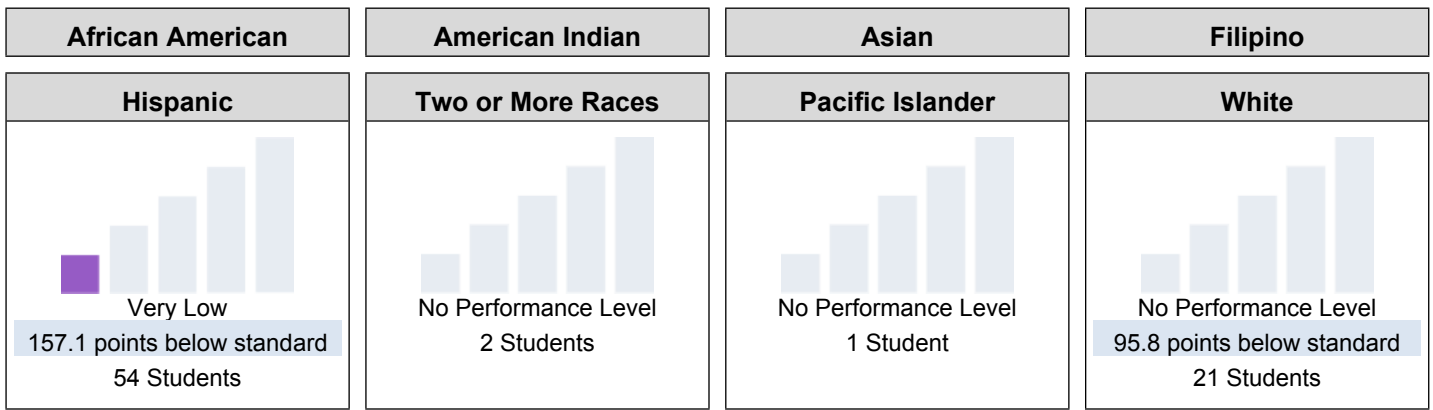
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	5 Students	101.7 points below standard 34 Students

Conclusions based on this data:

1. Mathematic scores are significantly below standards and ongoing support and supplemental materials are necessary to show positive growth in Math standards.

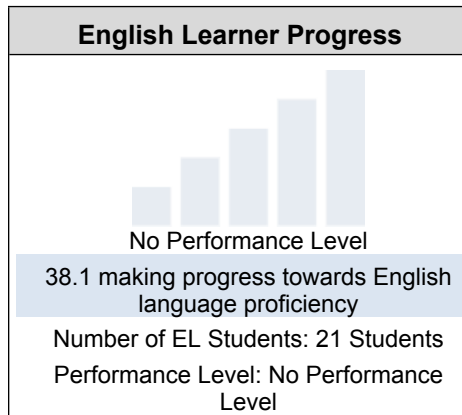
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.5%	52.4%	4.8%	33.3%

Conclusions based on this data:

1. With over 33% increase in at least on ELPI level, continued support programs for EL students in necessary to maintain and improve overall scores.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Data not available from 2022 school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High

High

Medium

Low

Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

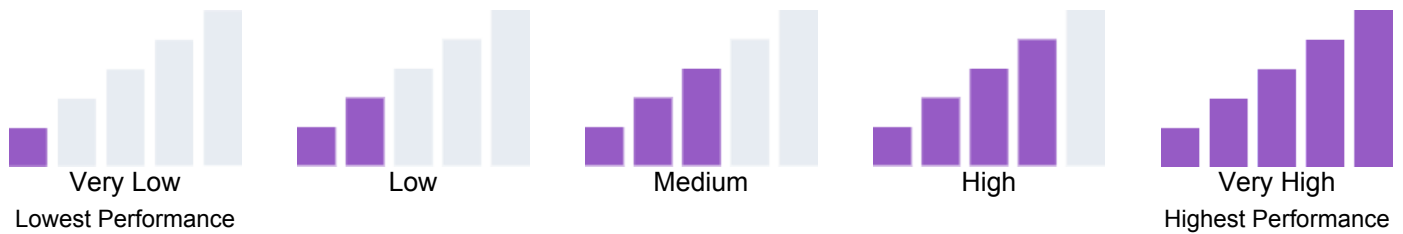
Conclusions based on this data:

1. Data not available for 2022 school year.

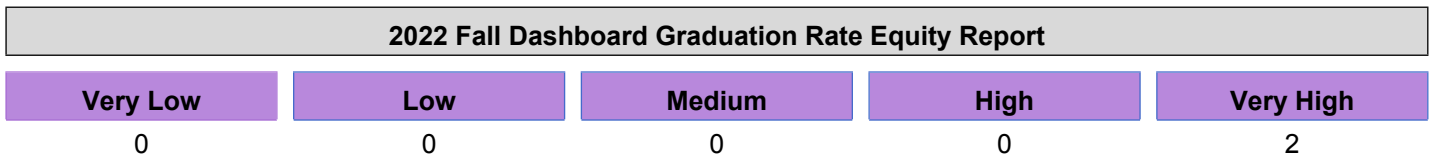
School and Student Performance Data

Academic Engagement Graduation Rate

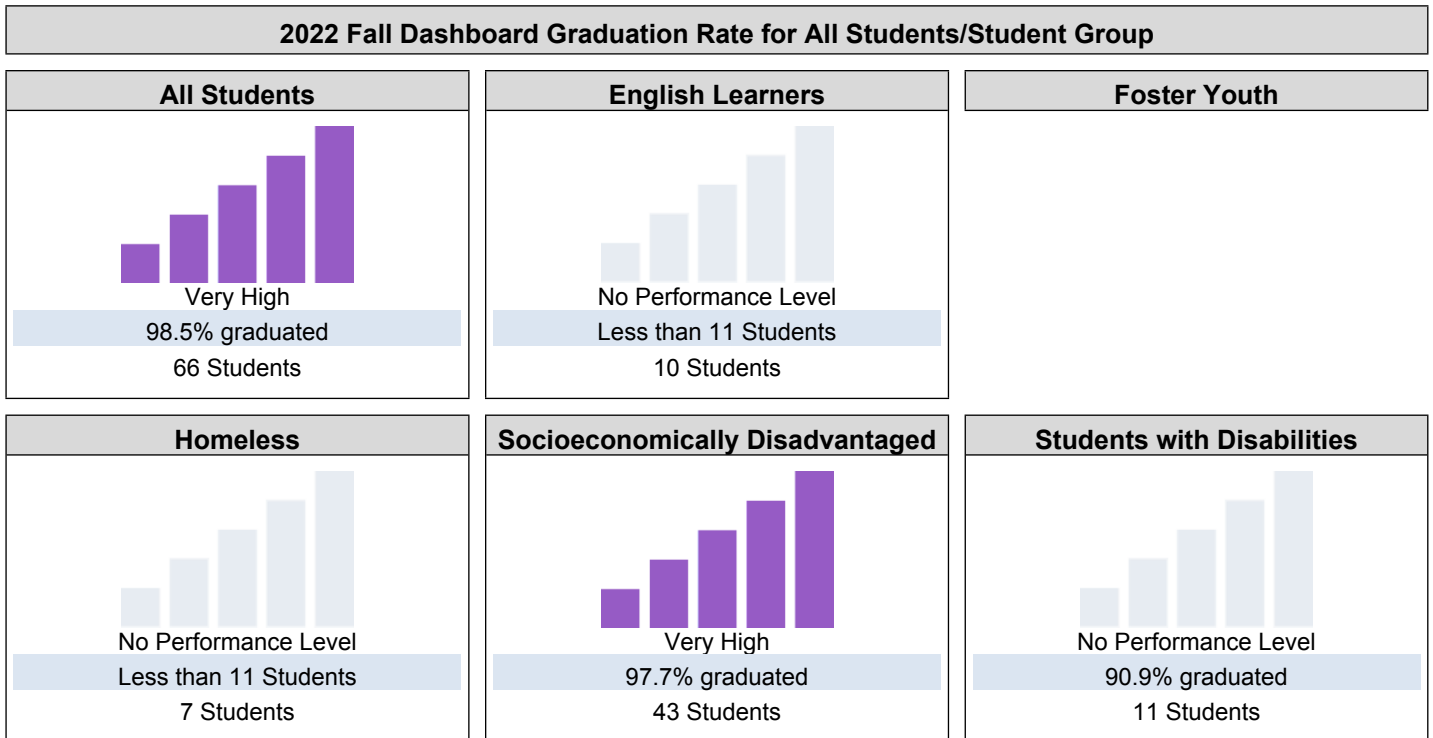
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



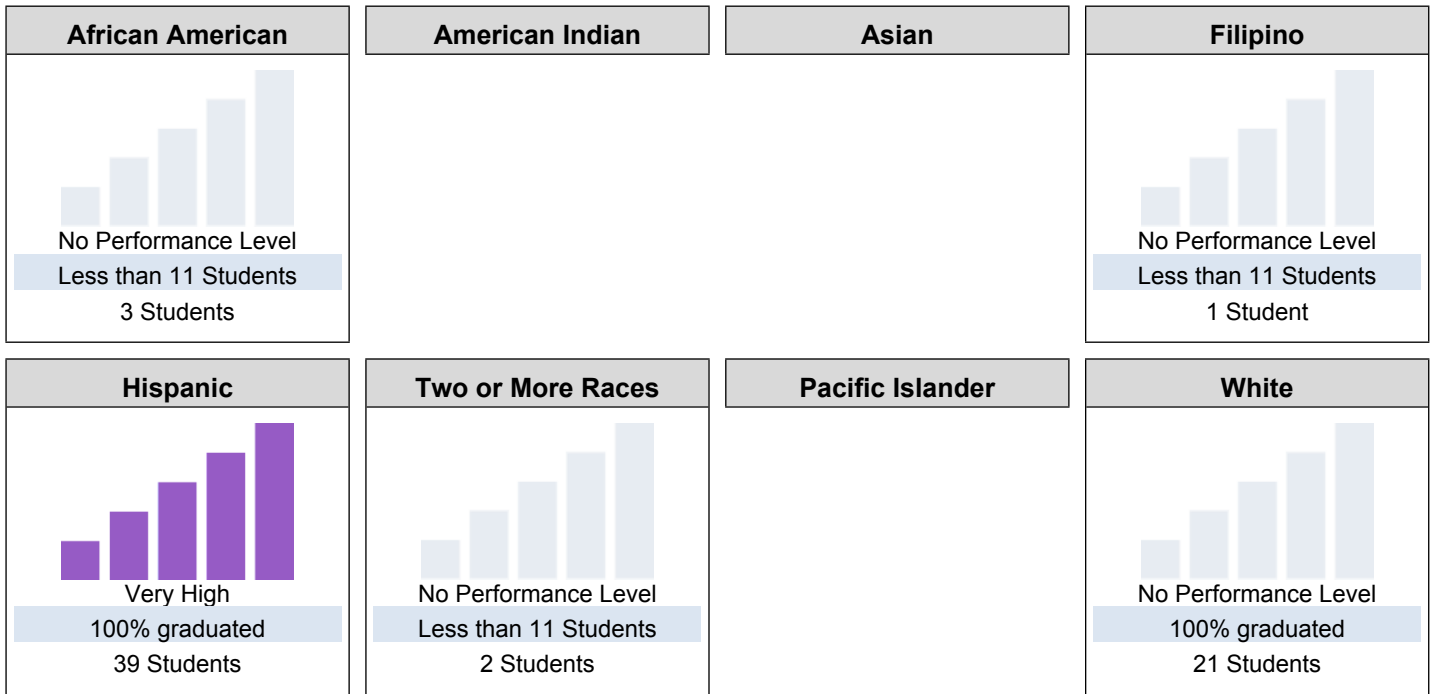
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

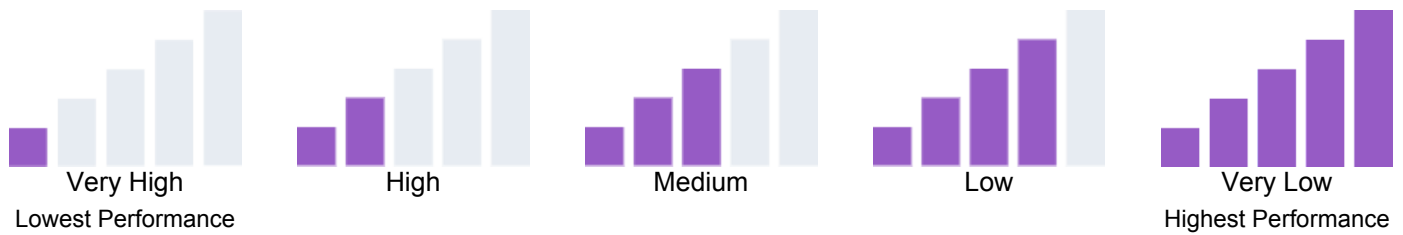
- Continued access to educational pathways will promote a high graduation rate.

School and Student Performance Data

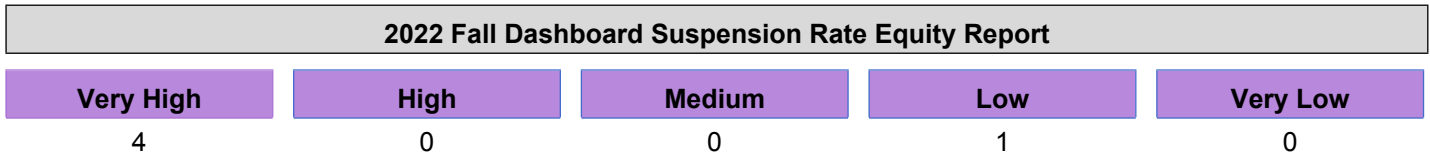
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

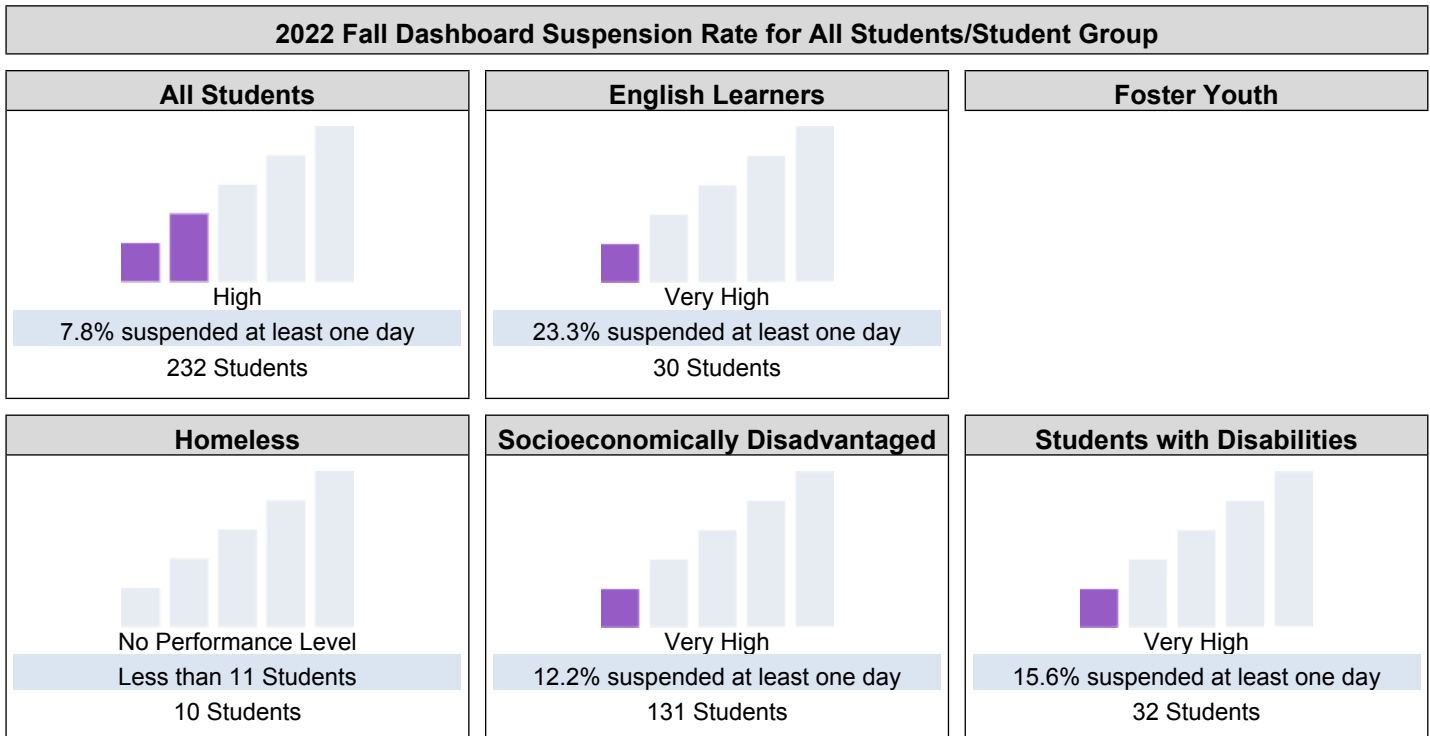
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



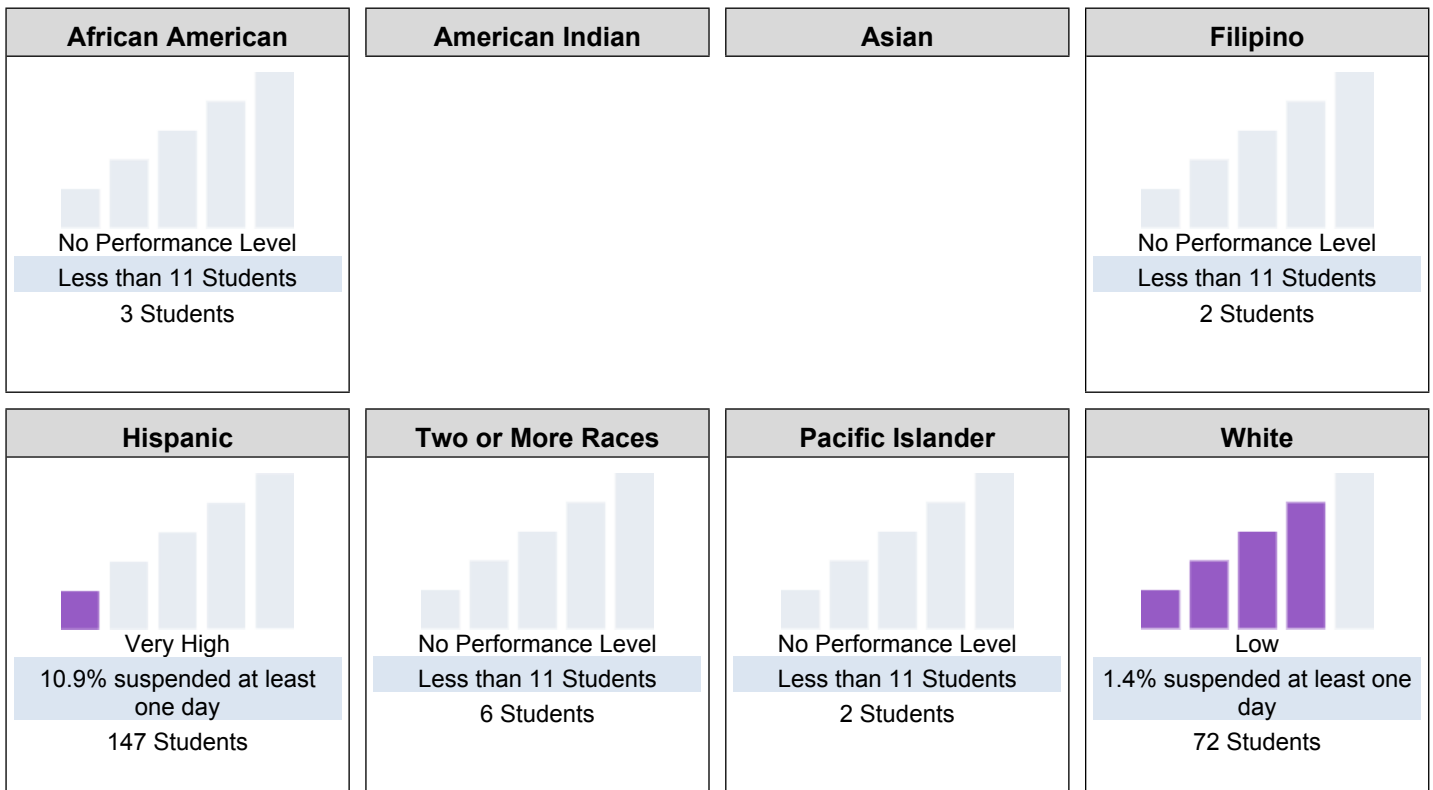
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Based on high suspension rates, alternatives to suspension and ongoing counseling supports/programs need to continue to promote a reduction in the number of suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CA State Local Control and Accountability Plan (LCAP) Priority 1--Basic Services (Conditions of Learning)

LEA/LCAP Goal

River Delta Unified School District (RDUSD) LCAP Goal 1--Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready.

Goal 1

By the end of the 2024 school year, school personnel will receive ongoing training and instructional support to promote college and career preparedness through improved teaching practices, enhanced student learning, improved assessment scores and critical thinking skills based on examples of academic structure identifiable in classrooms.

Identified Need

Goal Statement:

Students at Delta High School (DHS) can show increased growth and success in standardized testing scores and coursework by staff's effective delivery of content which promotes and college and career readiness. School staff can continue to develop their knowledge base in the area of student centered teaching and creating a learning environment that is engaging, academically robust, and applicable to today's educational standards. Current classroom textbooks and supplemental resources, student diagnostic testing, and opportunities for students to be involved in extra-curricular activities are some of the means to promote and effective and engaging learning environment.

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

Teacher requests for supplemental instructional materials, observational data from walk-throughs and observations of site classrooms and facilities, surveys and feedback from staff, students, and families.

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

Staff, department, leadership, community, and Associated Student Body (ASB) meetings where information will be analyzed, actions created, and results reviewed and adjusted as needed

Strategy:

Work with School Site Council (SSC), instructional staff, booster groups, parents, and community to determine needs

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

Academic scores need to improve, student and parent engagement needs to increase based on attendance and tardy counts, and informal and formal observations of teaching staff reveal an area of growth in teaching to the block schedule.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

By the end of the 2023-2024 academic school year, all credentialed teachers will have participated in a minimum of four site-based professional learning opportunities focused on student academic success, or best teaching practices as measured by staff participation log.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3100.00	Unrestricted Sub coverage, trainings (academic/social, emotional), develop/analyze data
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

By the end of the 2024 academic school year, the overall average on Measures of Academic Progress (MAP) and California Assessment of Student Performance and Progress (CAASPP) scores for all students and subgroups will show an increase of 5%, when compared to the previous year's averages.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Participation in A-G electives and Career Technical Education (CTE) coursework will continue to be supported by providing the materials and supplies required of school staff to promote student pathways.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9068.00

Source(s)

Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teacher collaboration and standards-based training opportunities outside of the District by grade level, or subject area to promote best first instruction and academic rigor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000.00

Source(s)

Unrestricted

Support and training

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CA State LCAP Priority 2--Course Access (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 2--Provide instructional programs that support full implementation of the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Development Standards (ELD) in grades K-12, and CTE course completion work.

Goal 2

By the end of the 2023-2024 school year, 100% of the instructional materials, office supplies and equipment will be maintained and restocked and curriculum needs in all content areas will be reviewed for applicability to 21st century learning and to support all students' academic achievement.

Identified Need

Goal Statement:

Delta High School students and staff will be provided with equipment, curriculum, instructional and support materials to support all students increased academic achievement.

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

Purchase order requests, conversations with teachers regarding curriculum needs, classroom observations and walkthroughs, work order requests for office equipment, secretarial input on needed office equipment.

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

Teacher surveys, collaborative conversations with teachers and support staff regarding effectiveness of curriculum and frequency of ordering targeted instructional materials.

Strategy:

Inventory of textbooks/classroom materials to include year of publication and technology resources available, analysis of supplemental materials provided, monitor the use of paper copies vs. digital use of materials.

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

Teachers are having to create curriculum without relevant materials, the use of ParentSquare and Google Classroom have changed the way the school and teachers communicate and use resources for instruction.

People Assigned:

Teachers

Students

Administration

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase of instructional materials and supplies, maintain leases and contracts of educational supports to promote student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	Unrestricted
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will have 21st century learning and academic achievement supported by the acquisition and maintenance of relevant curriculum, technology, and other resources, to be tracked by a purchase order analysis and analysis of assessment scores which will be reviewed at the conclusion of the school year by staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supports for school personnel and partners for assessment, data collection, analysis of content-area grade data for all students to determine targeted support for EL, socioeconomically disadvantaged students, and/or students receiving special education services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000.00

Source(s)

Site Supplemental & Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Effective support of Career Technical Education pathways for all students involved in the Agriculture Department, which will be determined based on enrollment numbers, student interest, and educational partners' feedback regarding extra-curricular projects and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2045.00

Source(s)

Agricultural Career Technical Education Incentive

Materials for CTE course and trainings

3439.00

Agricultural Career Technical Education Incentive

Conference, registration, travel expenses

10,000.00

Agricultural Career Technical Education Incentive

	Materials for Ag. courses, stipends
15,484.00	Lottery: Unrestricted Ag/VocEd district matching funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students in enrolled in Visual and Performing Arts (VAPA)

Strategy/Activity

By providing engaging instruction there will be an increase in participation in A-G Electives and CTE courses which will be determined based on transcripts, course requests, and feedback from students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,775.00	Unrestricted Supplies for Visual and Performing Arts program
	None Specified
1741.00	Unrestricted Replacement, Repair of musical instruments
1,425.00	Site Supplemental & Concentration

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CA State LCAP Priority 3 - State Standards (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 3--Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction.

Goal 3

By the end of the 2024 school year, Delta High School will provide safe facilities and well maintained classrooms that are wired and equipped with technology to support current District aligned instruction, and will be monitored by maintenance and purchasing logs.

Identified Need

Goal Statement:

A professional learning environment is needed to support teachers with the facilitation of student learning which focuses on the refining of skills and an increase in academic achievement through a safe and productive learning environment.

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

Staff and site council meetings, English Learner Advisory Committee (ELAC), and other community meetings
Student and parent input

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

Teacher exit surveys, student and parent surveys, analysis of materials and facilities.

Strategy:

With current and modern resources students will have better access to District instructional norms. Teachers will support effective teaching and students will apply skills learned within a productive and modern learning environment
English Language Development (ELD) standards will be shared with all staff through the use of modern technology

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

Community, staff, and student feedback from scheduled meetings revealed that having access to available resources enables classroom learning to be enhanced and accessible. Progress of English Learners (EL) students to Reclassified Fluent English Proficient (RFEP) is progressing, continuous and relevant training and materials are needed for effective implementation of standards and standards-based learning.

People Assigned:

Teachers

Students

Administration

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

By the end of the 2024 school year, 100% of all school labs, Chromebook carts, and teacher technology devices will be updated and/or replaced and software will be current for use, resulting in a productive and modern learning environment to best serve students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000.00

Source(s)

Site Supplemental & Concentration

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

By the end of the 2024 school year, Delta High School will have made improvements or enhancements to facilities based on purchase orders or maintenance records which will positively impact student performance and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000.00

Site Supplemental & Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CA State LCAP Priority 4 - Parent Involvement (Engagement)

LEA/LCAP Goal

RDUSD LCAP Goal 4--Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal 4

By the end of the 2024 school year, parents, guardians, and community members will have had the opportunity to participate in a minimum of six meaningful and varied opportunities which support their student's academic achievement.

Identified Need

Goal Statement:

Mitigating community engagement loss is a concern when trying to create a positive and engaging school climate.

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

Community meetings

ASB meetings

California Healthy Kids Survey

Teacher meetings

Subgroup meetings such as ELAC and SSC

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

Provide and receive feedback from educational partners using different modalities.

Strategy:

Informal surveys, campus events and visits

Teacher, student, parent, administration interactions and student engagement

Celebrations for all students in a variety of academic achievements/attendance/improvement

Counselor communication with students and parents regarding educational analysis and opportunities

Increase the number of students enrolling in AP classes

Utilize the media center for before/after school or during lunch academic support

Post and share events with all school partners

Post all grade reporting dates at the beginning of the year for both parents and students

Establish and train staff on a student referral system for targeted student support including SST referral, not met in Tier 1 of MTSS

MTSS training for staff

Institute college/career spirit/awareness--College and career fair

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

Based on parent feedback, post pandemic engagement opportunities are highly desired by parents and community members. Guardians are supportive of providing assistance with student academic achievement and recognition

People Assigned:
Leadership Team
Students
SSC/Parents
Administration
Counselor
Teachers

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The school will purchase necessary items to present the opportunity for educational partners to share in accomplishments and have access to events which support their child's academic achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1700.00

Site Supplemental & Concentration

1082.00

Lottery: Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Schoolwide Learner Outcomes (SLO) will serve as the foundation for college and career readiness for all students and with the developing and purchasing of posters and other items, the community can be informed of the school's vision for improving student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200.00

Source(s)

Site Supplemental & Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CA State LCAP Priority 5--Pupil Engagement (Engagement)

LEA/LCAP Goal

RDUSD LCAP Goal 5--Foster a school and district culture that ensures academic, social and emotional well-being for all students.

Goal 5

By the end of the 2023-2024 school year, 90% of all students will report via student surveys that they feel safe at school, feel a sense of belonging and value, and have improved their mental health.

Identified Need

Goal Statement:

The feeling of loss and isolation continues for Clarksburg Middle School students post-COVID-19. Students are still lacking basic social skills, conflict resolution, and coping strategies for academic success and positive mental health.

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

Attendance/Tardy data

Discipline referrals and suspension/expulsion data

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

Scheduled meetings, educational partners feedback, staff feedback, and data entries in school operating systems

Strategy:

Build student/adult connections

Offer opportunities for mental health improvements, resources

Work on incorporating SEL curriculum/activities for all students

People Assigned:

Staff

Students

Community partners

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will have the opportunity to build genuine connections with at least one adult throughout their three years at Delta High School by the implementation of class advisory sessions with funding support to promote a positive school culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

629.00

Source(s)

Site Supplemental & Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counseling, mediation, and support with intangible issues such as bullying, gossip, rumors, etc. will be accessible and utilized by all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

629.00

Source(s)

Site Supplemental & Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

By increasing the number of students that are involved in non-classroom activities and sustaining such programs, a positive and enriching school culture and experience can be provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
53434.00	Lottery: Unrestricted Athletic and other stipends
4416.00	Unrestricted Costs for sports and other activities
600.00	Site Supplemental & Concentration Costs for sports and other activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

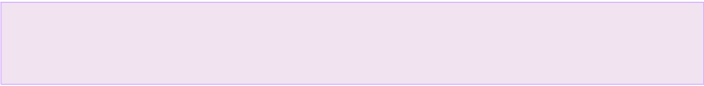
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Lottery: Unrestricted



Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified
	None Specified
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified
	None Specified
	None Specified
	None Specified
	None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$127,767.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Agricultural Career Technical Education Incentive	\$15,484.00
Lottery: Unrestricted	\$70,000.00
Site Supplemental & Concentration	\$13,183.00
Unrestricted	\$29,100.00

Subtotal of state or local funds included for this school: \$127,767.00

Total of federal, state, and/or local funds for this school: \$127,767.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Agricultural Career Technical Education Incentive	15,484.00
Lottery: Unrestricted	70,000.00
Site Supplemental & Concentration	13,183.00
Unrestricted	29,100.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Agricultural Career Technical Education Incentive	15,484.00
	Lottery: Unrestricted	70,000.00
	Site Supplemental & Concentration	13,183.00
	Unrestricted	29,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,168.00
Goal 2	44,909.00
Goal 3	7,000.00

Goal 4

2,982.00

Goal 5

59,708.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Craig Cornelson	Principal
Amy Dyckovsky	Classroom Teacher
Brandon Sherman	Classroom Teacher
Nicole Keller	Parent or Community Member
Gloria White	Parent or Community Member
Noah White	Secondary Student
Francesca Varner	Secondary Student
Kerri Stump (not a voting member)	Parent or Community Member
Shane Cooper(not a voting member)	Classroom Teacher
Yasmine Granados	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 3, 2023.

Attested:



Principal, Craig Cornelson, Principal on 6-2-2023



SSC Chairperson, Gloria White on 6-2-2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Vista High School	34674134835302	May 10, 2023	June 13, 2023

Purpose and Description

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

Schoolwide Program

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

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

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Educational Partner Involvement	8
Resource Inequities	8
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	18
Overall Performance	20
Academic Performance.....	22
Academic Engagement.....	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	38
Goal 3.....	43
Goal 4.....	46
Goal 5.....	49
Budget Summary	55
Budget Summary	55
Other Federal, State, and Local Funds	55
Budgeted Funds and Expenditures in this Plan.....	56
Funds Budgeted to the School by Funding Source.....	56
Expenditures by Funding Source	56
Expenditures by Budget Reference	56
Expenditures by Budget Reference and Funding Source	56
Expenditures by Goal.....	56

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The River Delta conducted a culture and climate survey in the spring of 2023. Results were not available at this time. Additionally, a survey was conducted for staff, students and parents for the WASC visitation in the spring of 2020. The results were largely positive.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The River Delta USD has focused their classroom observations on Academic Conversations. Both teachers and administrators have viewed models of academic conversations and have been trained on the content and observation tool. Administrators use a common Academic Conversation tool in evaluating teachers. Administrators have teamed up and observed fellow schools sharing their observations with the site administrator. In addition both the Assistant Superintendent of Educational Services and the Superintendent participate in bi-yearly walk throughs and share their observation with site administrator.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

School staff and administration monitor the impact of the WASC Action Plan on student achievement at Rio Vista High School using state and local assessments. A variety of data and teacher input is used to initially place and monitor student progress in English and Math intervention classes. Staff and students have transitioned to the English Language Proficiency Assessment of California (ELPAC) This data is an important component of our multiple measures and the test is evolving and a new tool was initiated in 2018-19. English learners are assessed at entry and annually to ascertain their growth in English language acquisition, and their placement in any needed academic interventions. The staff analyzes ELPAC data annually to ascertain the degree to which Rio Vista High School meets its target objectives for English learners. In addition all English Learners are assessed 3 times a year using MAP assessments. The ELL Director provides district-wide materials. RVHS 11th grade students participate in SBAC Testing and data has been made available to staff at the end of the end of each school year. SBAC testing was reinstated in the spring of 2022. Three times yearly all students are assessed with the Measures of Academic Progress test and all teachers have access to reports on line.

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

Curriculum embedded assessments and MAP data are analyzed in school wide monthly collaboration and department meetings. All students participated in the interim SBAC testing in the spring of 2023. Additionally, staff members are meeting in curricular areas to develop a mapping component. Subject area teachers have identified the 10 necessary skills needed to enter a grade level subject area and the 10 necessary skills needed to exit and enter the next grade level. Staff have identified the process as "10 in and 10 out".

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

18 staff members at Rio Vista High School are Highly Qualified Teachers and there are 5 teaching interns.

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

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

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

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

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

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

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by departments are held bi-monthly on early release days. The focus over past years has been identification of Academic Conversations within grade level subject standards and Best Practices for staff. Additionally there will be identification of learning loss and differentiated instruction to assist these students.

Teaching and Learning

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

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

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

NA

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Resources are available from family, school, district, and community to assist under-achieving students and this is a large component of our current plan. All of RVHS ELAC meetings each year are dedicated to providing parents with information to assist students at home and increase involvement at the school. RVHS has a full-time academic school counselor and one full time social-emotional counselor. The community provides a Parent Project component to assist in parenting skills. The community is also represented by a private counseling group, Rio Vista Care, who provide additional support.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

Funding

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

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

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

RVHS shared and sought input on the development of the SPSA with School Site Council, English Language Advisory Committee, Booster Club, RVHS Leadership class, Teachers and classified staff.

Resource Inequities

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

Declining enrollment and lack of funds has resulted in a loss of state income.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	92	101	90
Grade 10	92	85	97
Grade 11	103	92	86
Grade 12	102	101	94
Total Enrollment	389	379	367

Conclusions based on this data:

1. RVHS is experiencing declining enrollment since the pandemic. New housing developments may result in an enrollment increase.
2. Steady increase in African American enrollment.
3. Current facilities at RVHS are maxed out and school will need additional classrooms if growth does develop.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	38	42	48	9.80%	11.1%	13.1%
Fluent English Proficient (FEP)	98	94	95	25.20%	24.8%	25.9%
Reclassified Fluent English Proficient (RFEP)	2			5.3%		

Conclusions based on this data:

1. English Learner enrollment is steadily increasing
2. Percent of Fluent English Proficient students is increasing
3. Reclassification of students to Fluent English Proficient is decreasing which could be a result of the increasing number of Fluent English Proficient students and additional requirements to pass the current ELPAC exam (Must score all 4's now).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	98	88		0	84		0	84		0.0	95.5	
All Grades	98	88		0	84		0	84		0.0	95.5	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2550.			13.10			32.14			20.24			34.52	
All Grades	N/A	N/A	N/A		13.10			32.14			20.24			34.52	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		15.48			60.71			23.81	
All Grades		15.48			60.71			23.81	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		14.29			48.81			36.90	
All Grades		14.29			48.81			36.90	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		4.76			73.81			21.43	
All Grades		4.76			73.81			21.43	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		14.29			66.67			19.05	
All Grades		14.29			66.67			19.05	

Conclusions based on this data:

1. Prior SBAC scores indicate an increase in students exceeding or meeting ELA Standards. .However CAASPP testing for 19-20 was suspended leaving a gap in scores and learning loss for the the past two years will need to be taken into account
2. This could be a reflection on our changing demographics and the need for more differentiated instruction.
3. Additional attention should be considered for students to achieve "above-average" scores. More interventions and focused academics are needed to address the growing number of students performing "below basic".

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	98	88		0	80		0	80		0.0	90.9	
All Grades	98	88		0	80		0	80		0.0	90.9	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2485.			3.75			2.50			25.00			68.75	
All Grades	N/A	N/A	N/A		3.75			2.50			25.00			68.75	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.75			27.50			68.75	
All Grades		3.75			27.50			68.75	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2.50			70.00			27.50	
All Grades		2.50			70.00			27.50	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.25			66.25			32.50	
All Grades		1.25			66.25			32.50	

Conclusions based on this data:

1. Test scores indicate a decrease in students exceeding or meeting Math Standards. This could be the result of a constantly changing math department.

2. This could be a reflection on our changing demographics and the need for more differentiated instruction.
3. Additional attention should be considered for students to achieve "above-average" scores. More interventions and focused academics are needed to address the growing number of students performing "below basic".

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1558.2	1593.9		1569.1	1639.1		1547.0	1548.6		11	12	
10	1551.9	*		1549.0	*		1554.2	*		11	9	
11	*	*		*	*		*	*		4	8	
12	*	*		*	*		*	*		11	4	
All Grades										37	33	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	18.18	33.33		27.27	41.67		45.45	8.33		9.09	16.67		11	12	
10	18.18	*		36.36	*		36.36	*		9.09	*		11	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	17.14	27.27		34.29	39.39		28.57	21.21		20.00	12.12		35	33	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	36.36	75.00		27.27	8.33		27.27	8.33		9.09	8.33		11	12	
10	45.45	*		36.36	*		9.09	*		9.09	*		11	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	40.00	60.61		28.57	27.27		17.14	6.06		14.29	6.06		35	33	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.09	8.33		18.18	16.67		45.45	50.00		27.27	25.00		11	12	
10	9.09	*		18.18	*		54.55	*		18.18	*		11	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	5.71	3.03		14.29	18.18		51.43	45.45		28.57	33.33		35	33	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	18.18	16.67		54.55	75.00		27.27	8.33		11	12	
10	9.09	*		72.73	*		18.18	*		11	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	8.57	9.09		62.86	78.79		28.57	12.12		35	33	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	63.64	83.33		27.27	16.67		9.09	0.00		11	12	
10	81.82	*		9.09	*		9.09	*		11	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	70.59	90.91		17.65	6.06		11.76	3.03		34	33	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.09	8.33		54.55	50.00		36.36	41.67		11	12	
10	9.09	*		63.64	*		27.27	*		11	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	5.88	6.06		58.82	39.39		35.29	54.55		34	33	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	8.33		72.73	66.67		27.27	25.00		11	12	
10	9.09	*		81.82	*		9.09	*		11	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	8.57	6.06		65.71	72.73		25.71	21.21		35	33	

Conclusions based on this data:

1. The changing demographics of our community continue to reflect on the data.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
379	52.2	11.1	0.5
Total Number of Students enrolled in Rio Vista High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	42	11.1
Foster Youth	2	0.5
Homeless	11	2.9
Socioeconomically Disadvantaged	198	52.2
Students with Disabilities	38	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	3.4
American Indian	2	0.5
Asian	3	0.8
Filipino	5	1.3
Hispanic	170	44.9
Two or More Races	17	4.5
Pacific Islander	1	0.3
White	167	44.1

Conclusions based on this data:

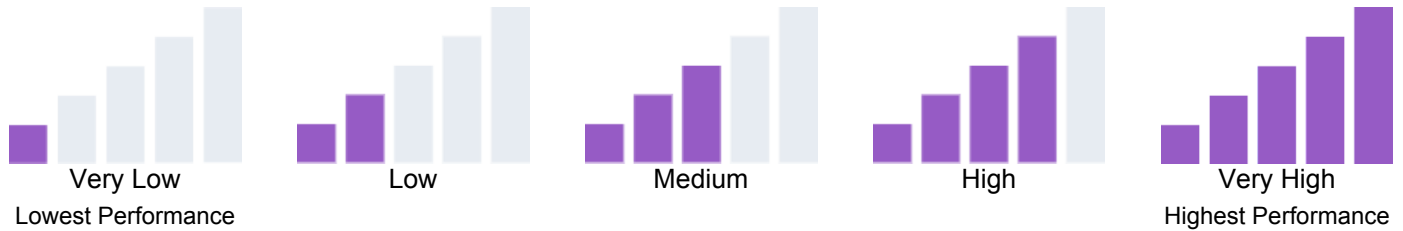
1. Over 50 % of RVHS enrollment are Socioeconomically Disadvantaged.
2. Approximately 45% of our enrollment is white, 45% Hispanic and 10% all other combined,
3. The demographics of RVHS continue to change as more growth moves into the area.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate Very High	Suspension Rate Very High
Mathematics Very Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Academic performance needs to be a major focus in the future.
2. RVHS has a continual high graduation rate.
3. RVHS continues to practice the restorative justice model.

School and Student Performance Data

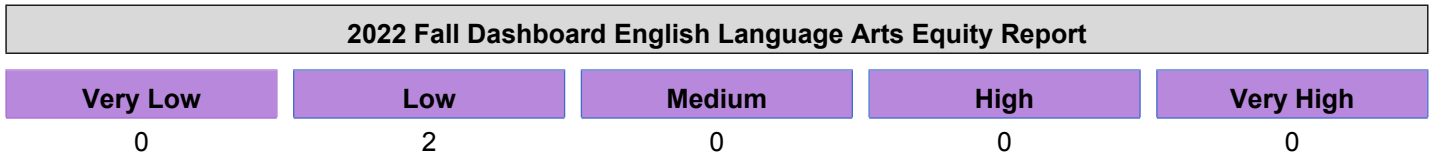
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

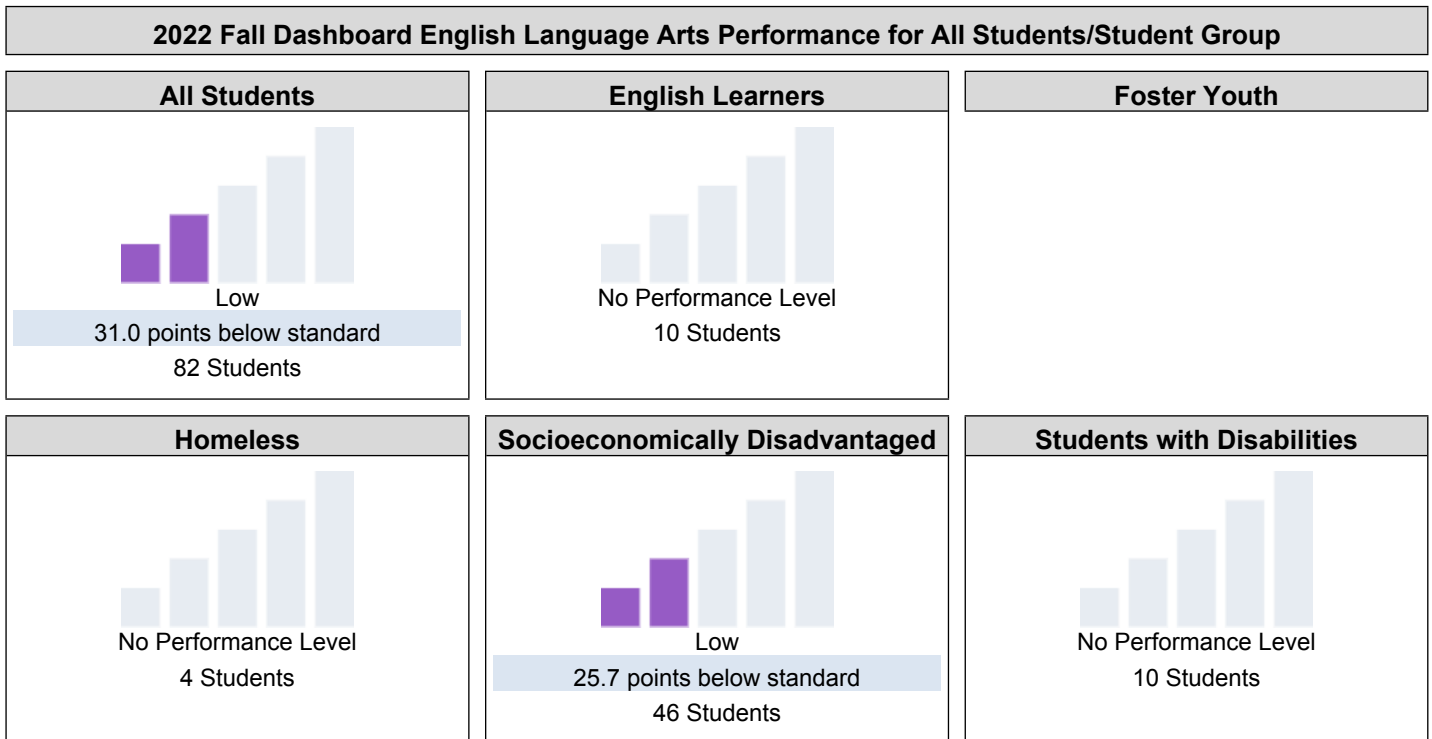
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



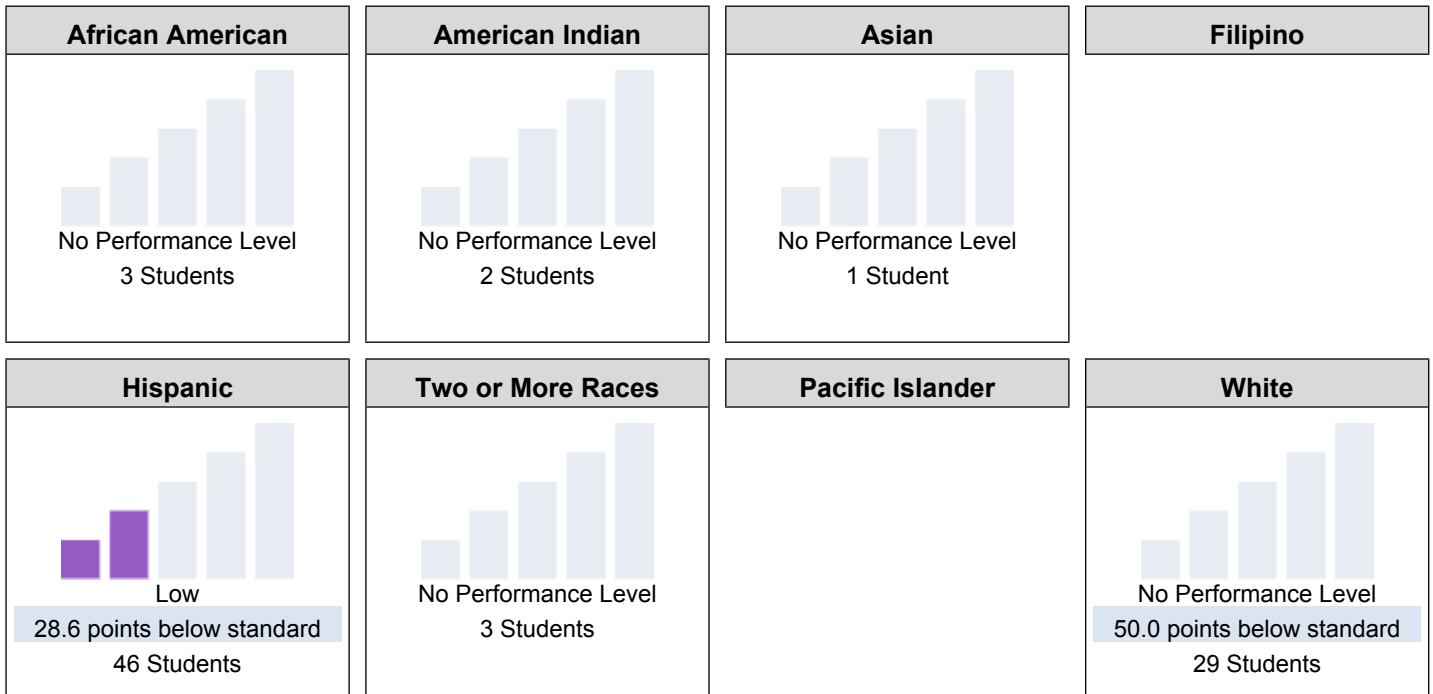
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	1 Student	35.0 points below standard 47 Students

Conclusions based on this data:

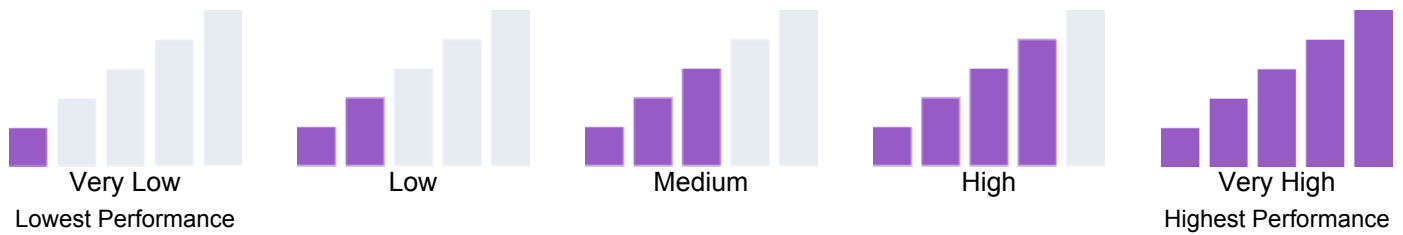
- Overall RVHS is facing declining test scores in ELA, particularly with our Hispanic population.
- 2021-22 test results indicate learning loss and the need for differentiated instruction and extended school year.

School and Student Performance Data

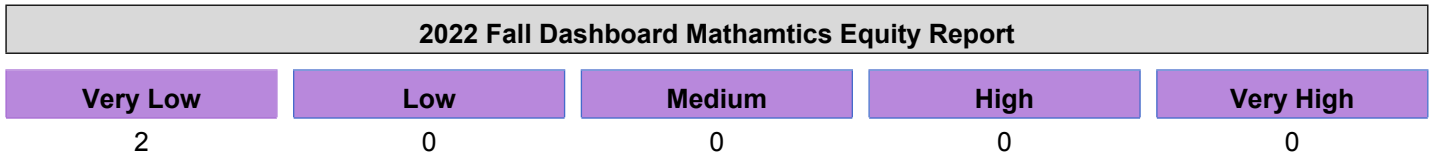
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

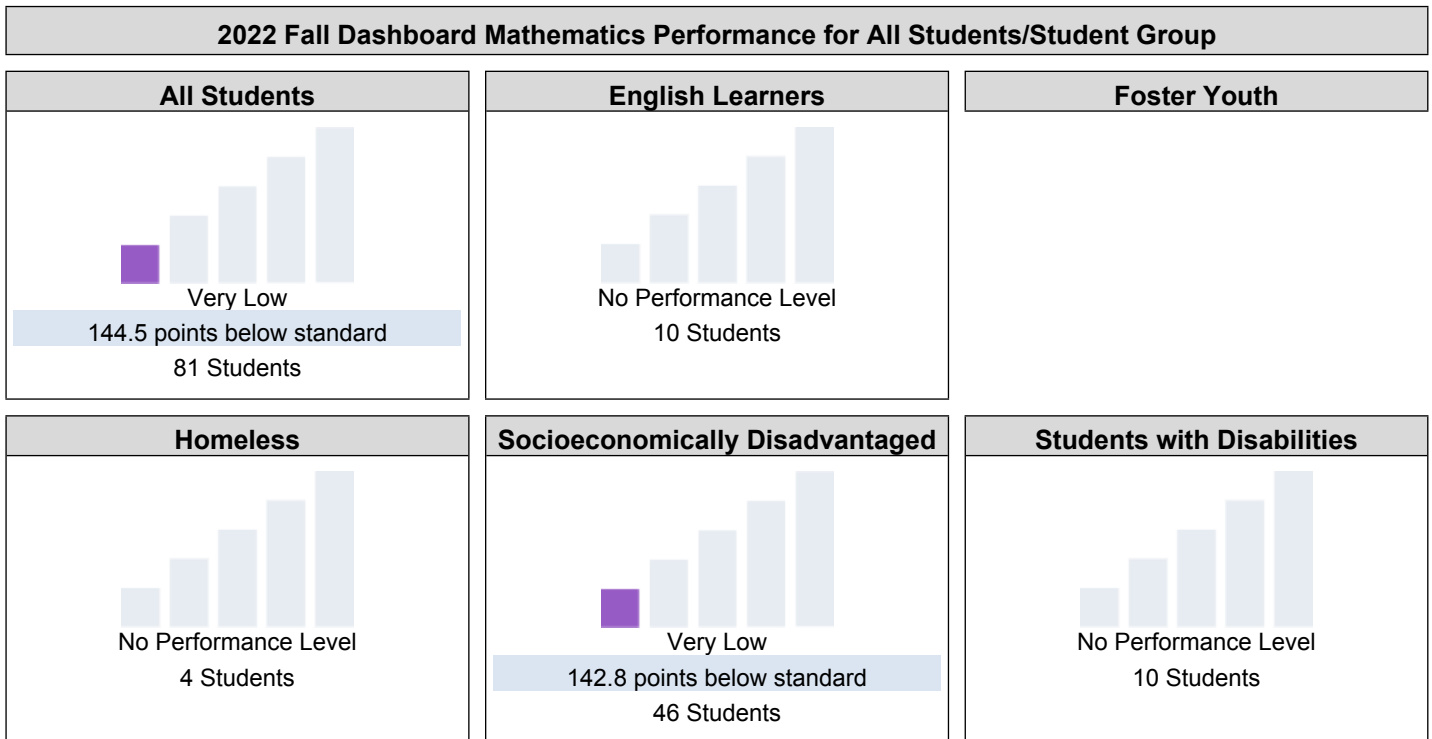
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



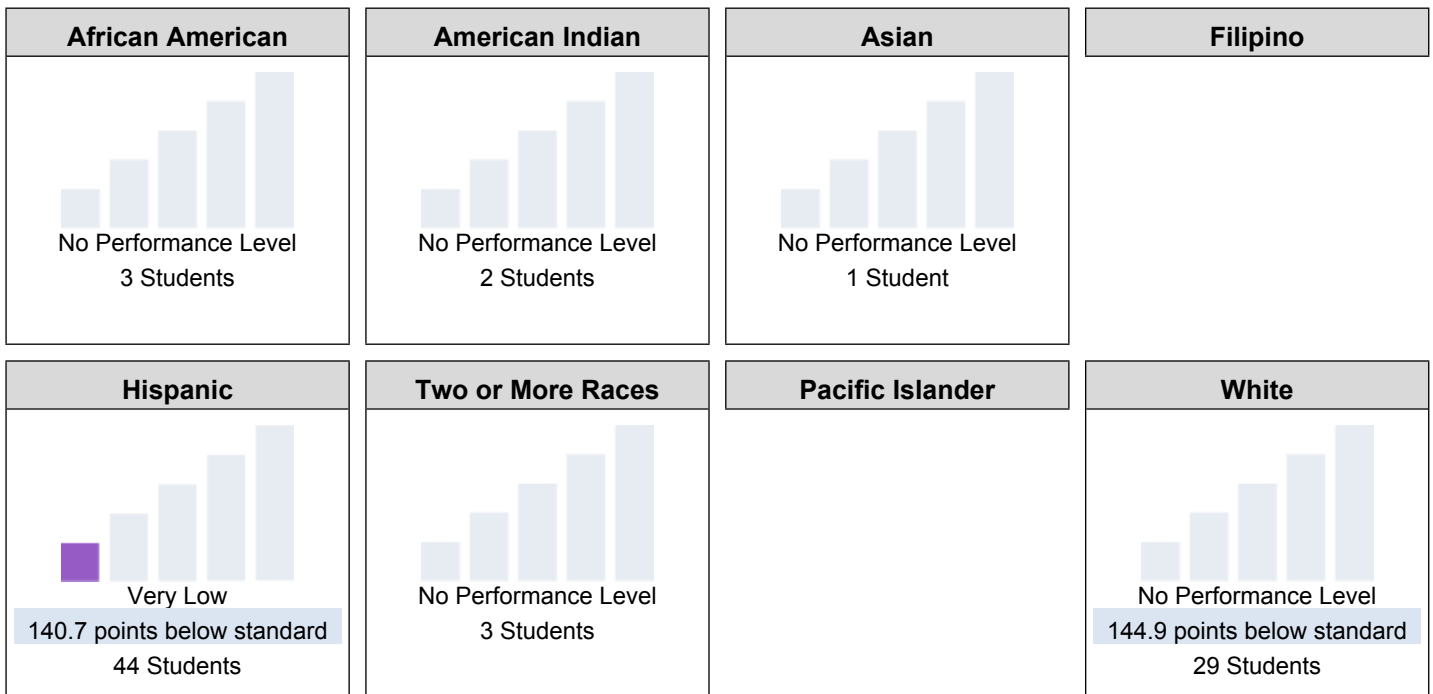
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	1 Student	<div style="background-color: #e0e0e0; padding: 2px;">151.7 points below standard</div> 47 Students

Conclusions based on this data:

1. Improved Mathematics scores need to be a focus for all populations.
2. Professional development in mathematics needs to be identified and additional scaffolding supports put in place.
3. 2021-22 test results indicate learning loss and the need for differentiated instruction and extended school year.

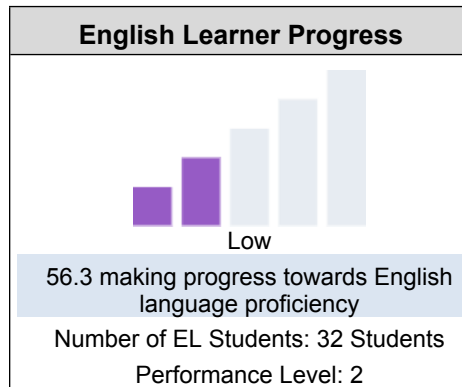
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.9%	21.9%	12.5%	43.8%

Conclusions based on this data:

- 56.3% of our English Language Learners have maintained an ELPI Level 4 or progressed one ELPI Level
- 2021-22 test results indicate learning loss and the need for differentiated instruction and extended school year.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. School wide focus on student's being A-G ready has been encouraged through registration process.
2. Block Schedule allows for students to have both a high A-G completion rate in addition to CTE pathway completers
3. RVHS continues to have a high graduation rate.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

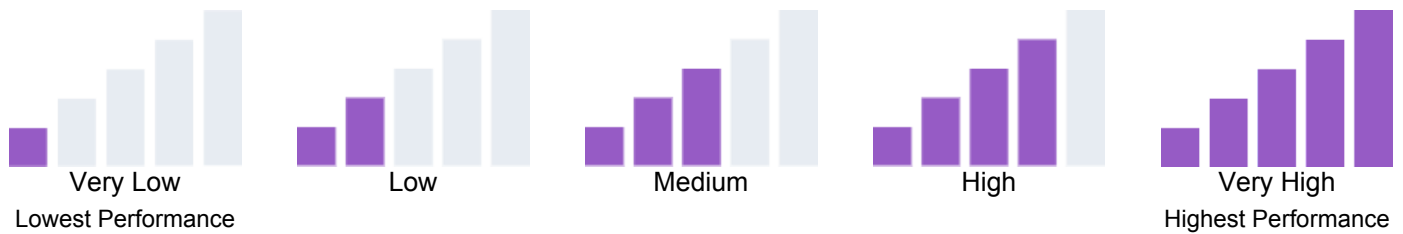
Conclusions based on this data:

1. Chronic absenteeism has not been an issue in past years.
2. Data from 22-23 school year may show an increase in absenteeism

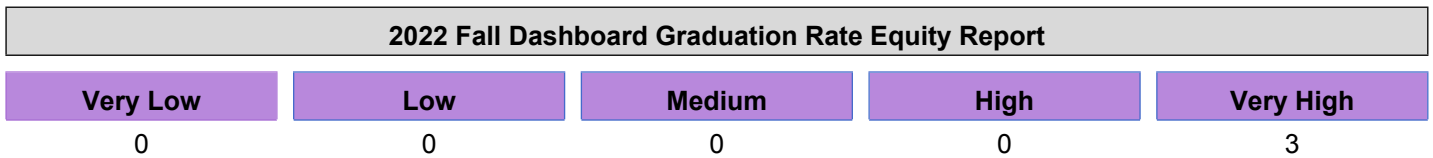
School and Student Performance Data

Academic Engagement Graduation Rate

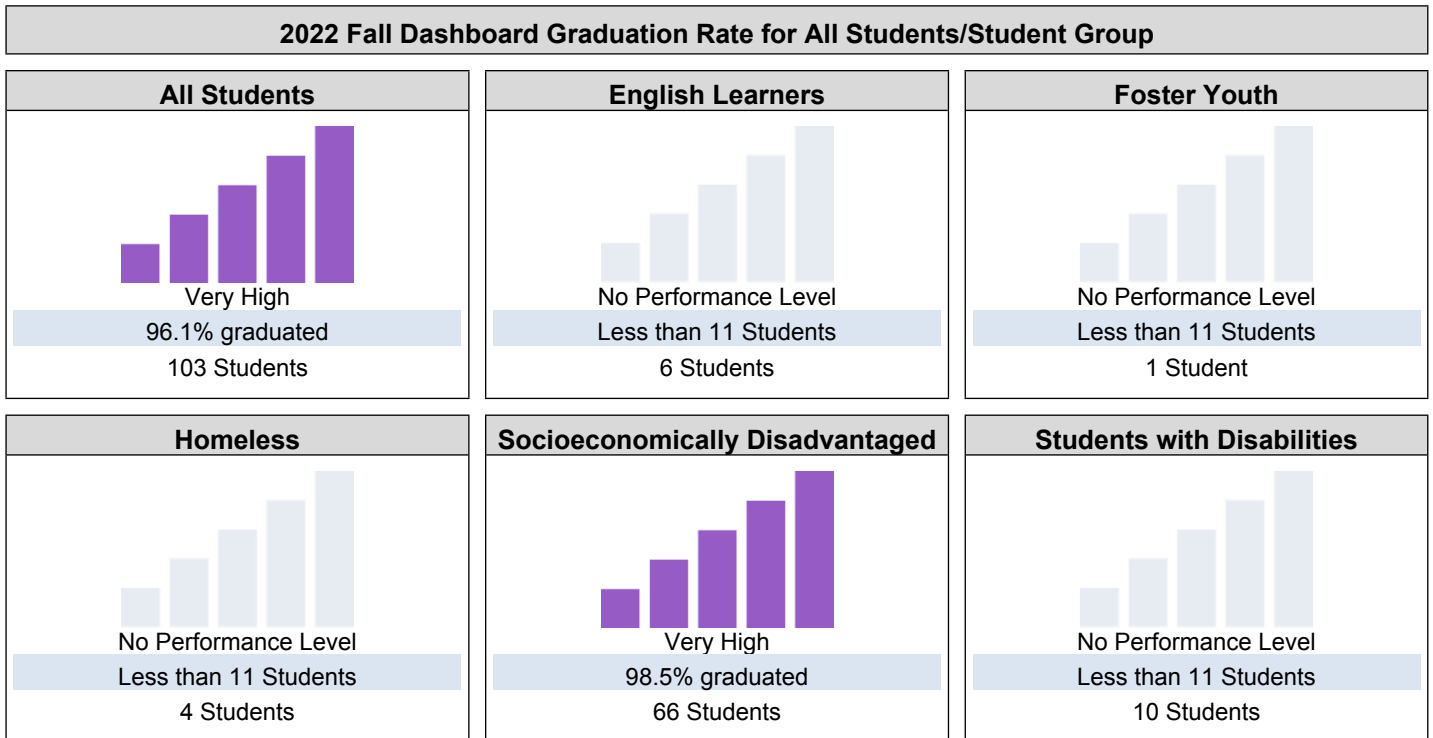
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



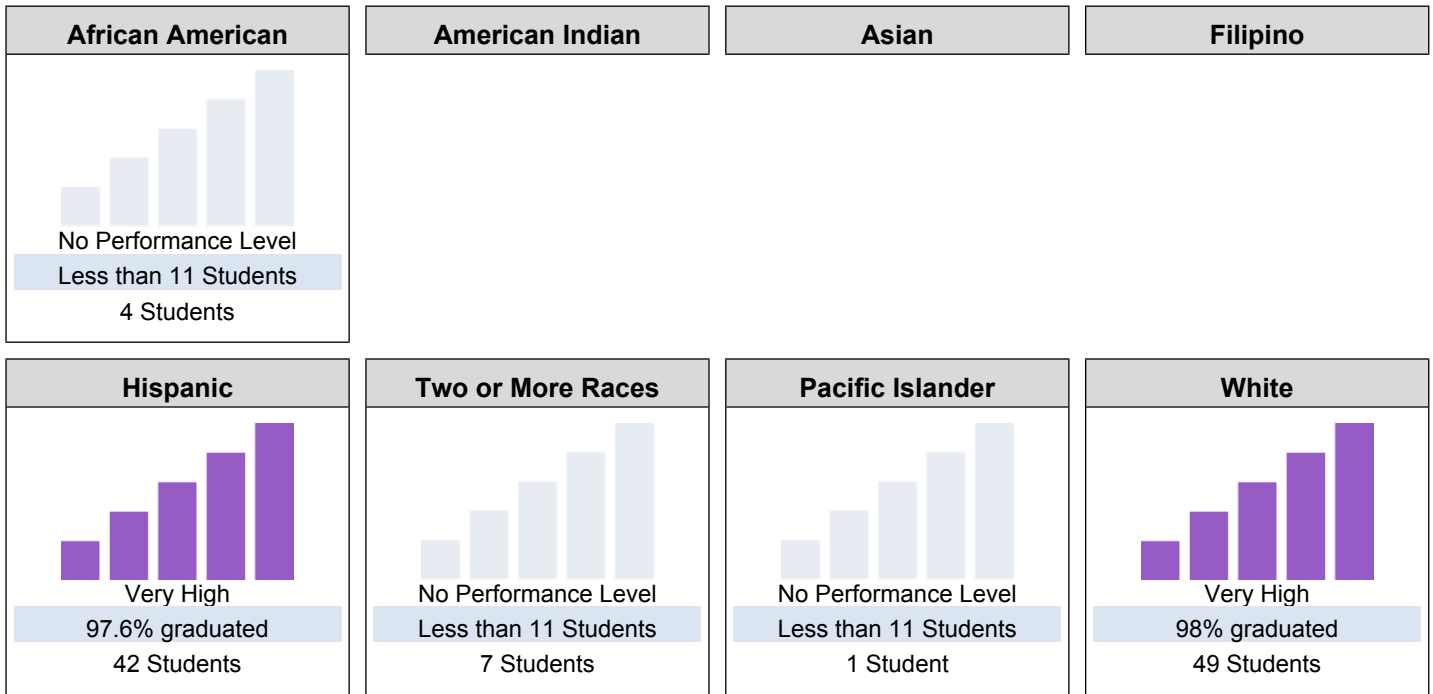
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

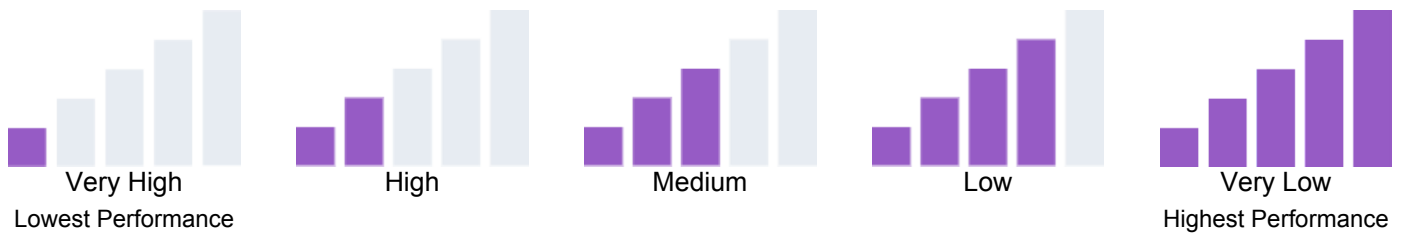
1. RVHS maintains a high graduation rate.
2. Students who start at RVHS but may transfer remain in our cohort for data collection.

School and Student Performance Data

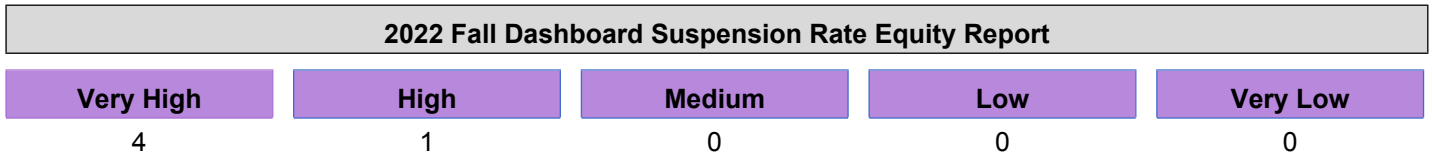
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

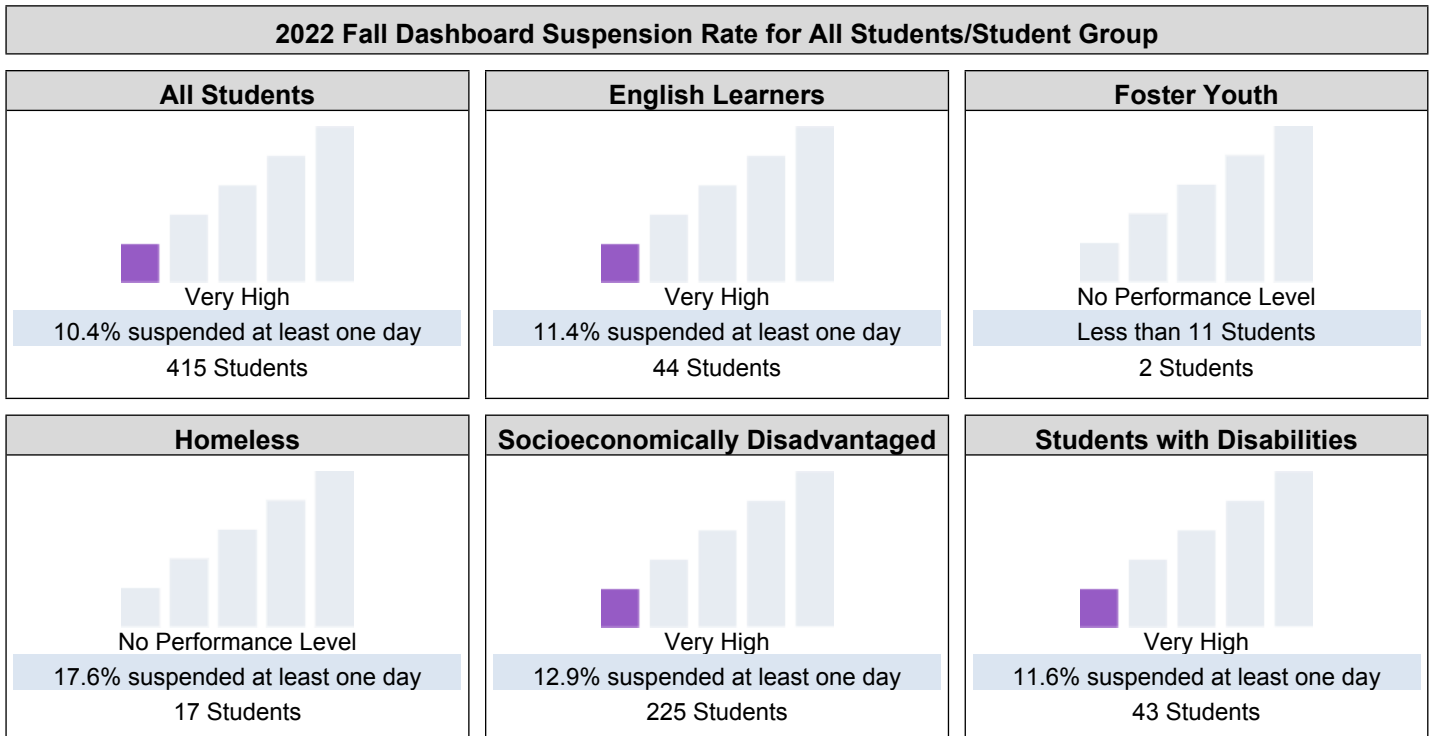
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



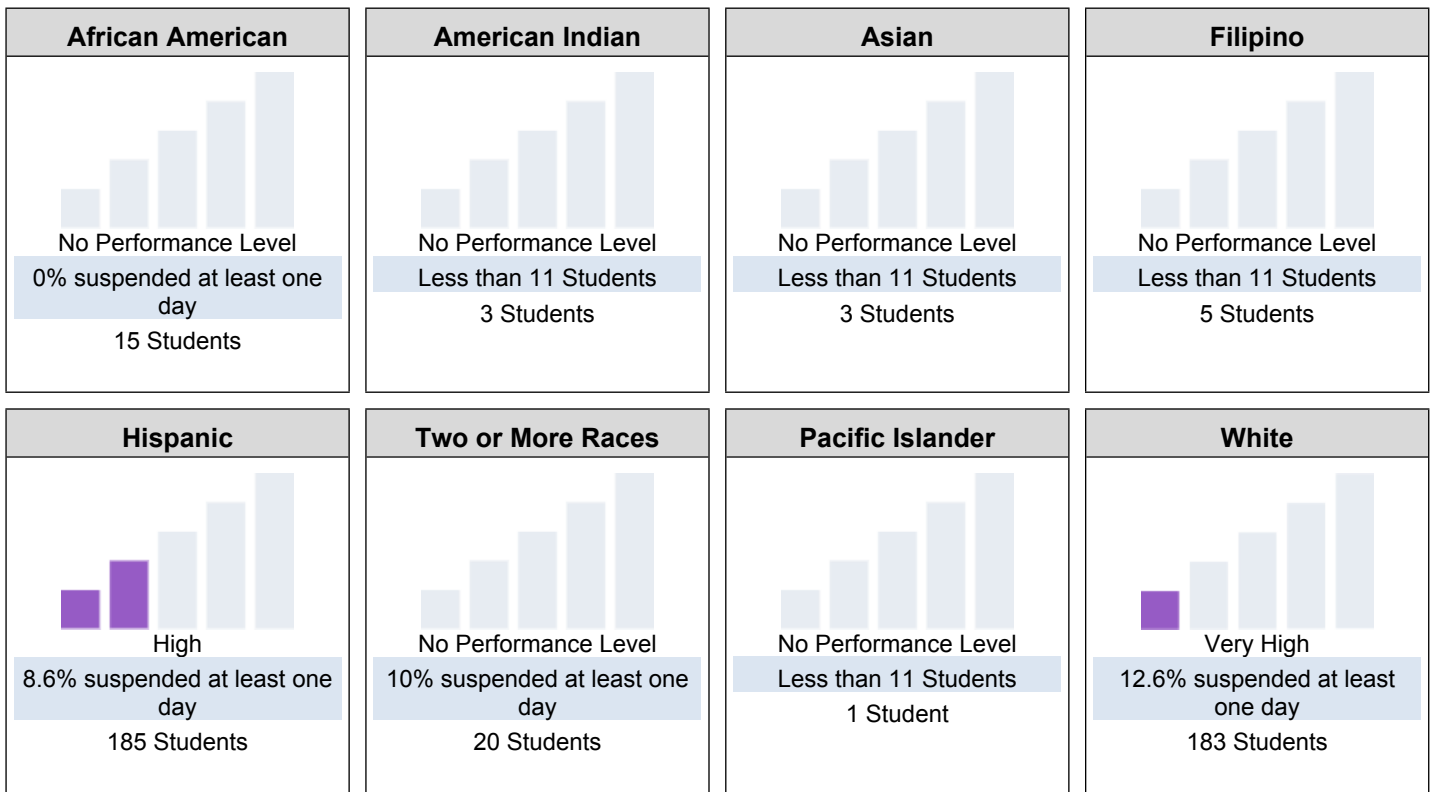
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Social emotional learning loss during the pandemic has resulted in higher suspension rates.
2. RVHS continues to practice the restorative justice model.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LCAP Priority 1 - Basic Services

LEA/LCAP Goal

Improve and support student learning to close the achievement and ensure all students who graduate are college and career ready.

Goal 1

Improve student achievement and provide the necessary skills to pursue career/technical and/or post secondary education.

Identified Need

Goal Statement:

By June 2024 65% of RVHS students will achieve a 3.0 or better GPA and less than 10% of RVHS students will be on the ineligibility list. And 35% of 12th grade students will have completed a CTE Pathway.

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

Area of Improvement #1: Focus on improving achievement and proficiency in ELA and Math

Area of improvement #4: Develop a data analysis system to drive instruction and monitor growth

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

Transcripts, report cards, detention and suspension records, AP course enrollments, and Measures of Academic Performance

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

Early Release Wednesday Collaboratives, Department Meetings, MAP results, curricular assessments, block schedule and grades.

Strategy:

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

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

In 2022- 23 school year 63% of students in Block A Term 1 were on the Honor Roll, and 65% of students in Block A Term 2 were on the honor roll.

47% of the Class of 2023 were A - G ready. Currently RVHS averages 10-18% of the student population on the ineligible list.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Develop a data analysis system

Task:

Rio Vista High School continues to develop a collaborative structure, a comprehensive, detailed, and realistic strategic plan, and allocate sufficient resources to facilitate the use of data to drive instruction and monitor growth and to effectively communicate data and analysis of data to all stakeholders. In addition, Rio Vista High School continues to monitor at risk students and provide targeted instruction. Core and CET teachers will be offered paid summer collaborative time for backwards mapping.

Measures:

Master schedule, class registration, student grades, visitations, parental and teachers input.

People Assigned:

Administration

Counselor

Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000.00

Source(s)

Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide AVID class for each grade level. Implement school wide AVID strategies and support AVID Site Team

Task:

Support students in achieving skills necessary to be successful in a college atmosphere. Utilize AVID strategies which include: school wide notebook, Cornell Note Taking, and Critical Reading.

Send a team of teachers to AVID summer training and additionally provide training for student tutors during the school year.

Measures:

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

People Assigned:

AVID site team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3185.00

Source(s)

Site Supplemental & Concentration

Supplies and Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide CTE Pathways for students. 30% of the Class of 2022 were CTE completers. Increase CTE completers in Class of 2024 by 5%.

Task:

RVHS offers Career Pathways in Culinary Arts, Construction, Graphic Design, Education, and Agricultural Mechanics. Research possibility of a Health/Medical Pathway.

Measures:

Classroom syllabi, class enrollments and CTE Pathway completers.

People Assigned:

CTE Teachers , counselor, Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500.00

Source(s)

Discretionary

Supplies and Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase student access to post secondary/career options

Task:

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

Measures:

Calendar of presentations and visits.

People Assigned:

Administration Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000.00

Source(s)

Discretionary

Materials and supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Task:

47% of the Class of 2023 will have fulfilled the A-G requirements for admission into a UC or CSU by June of 2023. Staff continues to strive for 100% student A-G requirements completed in the 2023-24 school year. Additionally staff will encourage a higher participation rate of the SAT/ and or ACT exam.

Measures:

Transcripts.

Class of 2012 28% completed A-G courses for CSU/UC.

Class of 2013 32% completed A-G courses for CSU/UC.

Class of 2014 47% completed A-G courses for CSU/UC.

Class of 2015 50% completed A-G courses for CSU/UC.
 Class of 2016 39% completed A-G courses for CSU/UC.
 Class of 2018 41% completed A-G courses for CSU/UC
 Class of 2019 52% completed A-G courses for CSU/UC
 Class of 2020 42% completed A-G courses for CSU/UC
 Class of 2021 51% completed A-G courses for CSU/UC
 Class of 2022 60% completed A-G courses for CSU/UC
 Class of 2023 47% completed A-G courses for CSU/UC

People Assigned:
 Administration
 Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide student access to PSAT and SAT test on campus

Strategy/Activity

Task:

PSAT test will be purchased and scheduled on campus for all 10th and 11th grade students. An SAT test will be scheduled for 12th grade students on campus in the fall of 2022 and an additional SAT will be scheduled in the spring of 2023 for 11th grade students on campus., Additionally a PSAT will be scheduled for 9th grade students in the spring of 2023

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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1000.00

Discretionary

Testing fees

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LCAP Priority 2 - Implementation of State Standards

LEA/LCAP Goal

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

Goal 2

Common Core Standards

Identified Need

Goal Statement:

RVHS will ensure students have access to rigorous textbooks and materials aligned to the Common Core Standards, provide professional development for teachers on the instructional shifts necessary to effectively implement Common Core Standards, and develop tools to evaluate the effectiveness of classroom instruction. In addition, RVHS will address programs to mitigate learning loss during the global pandemic. All students will baseline test in Measures of Academic Testing in Math and ELA in the fall of 2022. Each grade level will test 3 times a year. Objective: 60% of students in each grade level will reach their growth projection in both ELA and Math.

Area of Improvement #2: Focus on student achievement and proficiency in ELA and Math

Area of Improvement #5: Initiate a systematic and sustainable means by which to identify at-risk students, provide targeted interventions, and monitor progress

Strategy:

Initiate a systemic and sustainable means by which to identify at-risk students, provide targeted instruction and monitor progress.

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

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will be tested 3 times/year utilizing Measures of Achievement. Teachers will be provided with opportunities to collaborate and examine data. They will utilize the data to drive instruction, determine areas of strength and weaknesses and develop strategies for intervention. In Advisory period students will examine data, determine areas of growth and set goals with teacher after each test.

Task:
MAP test will be scheduled in the fall, winter, and spring.

Measures:
Teachers and students will be trained on MAP Growth Reports and will set measurable goals.

People Assigned:
All Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Discretionary Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learner

Strategy/Activity

Provide two classes of ELD instruction and explore ELD curriculum, engagement strategies, and professional development

Task:
Develop an English Language Development curriculum that is engaging for students.

Measures:
Student engagement, Purchase Orders

People Assigned:
Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000.00

Source(s)

Site Supplemental & Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide Teachers with Opportunities to Attend Professional Development Conferences

Task:

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

Measures:

Registration forms Conference agendas Reporting

People Assigned:

Administration

Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,500.00

Source(s)

Lottery: Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

RVHS will provide district sponsored summer school for credit recovery, ELA and Math Academies, CTE Academies.

Task:

Students at RVHS need to be provided with strategies to mitigate learning loss

Measures:

Attendance, grades, credits, transcripts

People Assigned:

Administration

School Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide an Algebra Support Class and a

Task:

RVHS will provide an Algebra Support class in addition to Algebra 1 classes. Struggling Algebra 9th grade students will enroll in the Algebra Support Class one block and the Algebra 1 class the following block. The block schedule enables students to access higher level courses once mastery is met. 75% of the Algebra Support students will pass Algebra 1. In addition, RVHS needs to identify 10th and 11th grade students who are not meeting the math standard and explore possibility of an intervention class during intersession or summer.

Measures:

Passing rates Algebra Support and Algebra 1 Class

People Assigned:

Administration

Math Department

Special Education Department

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty input box for Amount(s)]

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District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers with a classroom budget to support student learning and classroom materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3900.00

Source(s)

Discretionary

Materials and supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LCAP Priority 3 - Facilities

LEA/LCAP Goal

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

Goal 3

Classrooms will be safe and support student learning

Identified Need

Goal Statement:

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

Area of Improvement #2: Focus on improving student achievement in ELA and Math with a focus on proficiency on the CAASPP

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

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

Strategy:

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

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

The campus is clean and facilities are continually evaluated and upgraded.. A bond measure for school improvement was passed by voters and stakeholders have shared their vision for school improvement,

RVHS continues to update emergency plans and drills, In addition, The Catapult Emergency System, which operates in real time, has been purchased for the 2023-24 school year.

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide maintain and support Chrome labs, teacher workstations, teacher lap tops or surface pros, and classroom hardware,

Task:

Provide 1 to 1 access to chrome books, teacher work stations, and equip every classroom with necessary hardware.

Measures:

Classroom, teacher and student inventory

People Assigned:

Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15000.00

Source(s)

Discretionary

Hardware and software

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Upgrade Interactive Classroom TV's, RVHS Theater and Wellness Center technology. Explore possibility of live broadcasting on campus.

Task:

RVHS needs to determine and purchase appropriate technology for theater and Wellness Center use by students and the community. This should include TV's capable of screencasting, device charging stations, cameras, and live streaming hardware.

Measures

Theater technology inventory

People Assigned:

Administration

Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	Site Supplemental & Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Develop a Facilities Master List with input from all stakeholders

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

Measures:
 Facilities and technology inventory, work orders, stakeholders input

People Assigned:
 Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LCAP 3 - Parent Involvement

LEA/LCAP Goal

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

Goal 4

Increase opportunities for parent to support students.

Identified Need

Goal Statement:

RVHS will implement multiple forums for involving parents in student and school activities. During the 2022-23 school year there were 20 opportunities for parental input and 44 opportunities for parents to be involved on campus, excluding athletics., Increase parental input and involvement activities by 5%.

Area of Improvement #1 expand mental health and partnerships to support students in crisis.
Area of Improvement #6 Increase stakeholder engagement

What data did you use to form this goal (findings from data analysis)?
LCAP Meetings, surveys, parental input.

Strategy:

Continue to provide and implement new communication tools to keep parents involved.,

What did the analysis of the data reveal that led you to this goal?
Parents continue to express a need for continued and additional communication tools.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Create Multiple Parent Forums

Task:

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

Measures:

Agendas and minutes from various committees.

People Assigned:

Administration Counselor Teachers Athletic Director
Athletic Coaches

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000.00

Discretionary

Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize Technology To Increase Parental Communication

Task:

RVHS will continue to implement a web based program for grades and reporting to keep parents informed weekly regarding student progress. Regularly input school information, events, and activities on Parent Square, Facebook and Instagram. Continue to develop and increase parent e-mail data base. Continue to send weekly bulletins, monthly newsletters, Remind and other information to parents via the data base. Continue teacher/parent call logs. Explore possibility of live streaming broadcast on campus and into homes.

Measures:

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

People Assigned:

Administration
Counselor
Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

Discretionary

Materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide parents with opportunities to celebrate their student's successes.

Task:

Invite parents to student rewards celebrations, provide evening opportunities to celebrate student success, and utilize different forums and locations (athletic events, Booster Club, ELAC and SSC meetings, and grade level parent meetings).

Measures:

Agendas

People Assigned:

Administration Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Source(s)

Site Supplemental & Concentration

Materials and supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LCAP Priority 5 -School Clima

LEA/LCAP Goal

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

Goal 5

Foster a safe environment that supports the academic and social/emotional needs of students

Identified Need

Goal Statement:

RVHS will provide an educational environment that promotes rigorous academics, exploration of elective areas and student engagement and well-being. Positive referrals will increase by 10% and detentions and suspensions will decrease by 10%

Area of Improvement #1 Expand mental health resources and partnerships to support students

Area of improvement #5 Initiate a system to identify at risk students and provide target instruction

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

Course registration, 8th grade parent night, student six year plans, principal observations, walk throughs, Wellness Center visitations, counseling referrals

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

Stakeholders input, honor roll and ineligibility List, CTE completers, master schedule, Rammie of the month, detention and suspension rates.

Strategy:

Provide a variety of instructional strategies and activities that foster student engagement while promoting mental health.

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

There is a need to provide additional mental health counseling, strategies for coping with emotional issues, Restorative Justice training, and a variety of classes, clubs, and activities that promote student engagement and well-being.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Support AVID Site Team

Task:

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

Measures:

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

People Assigned:

AVID site team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Discretionary College Field Trips
5000.00	Discretionary Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide CTE Pathways for Students. 30% of the Class of 2023 were CTE completers. Increase CTE completers in Class of 2024 by 5%.

Task:

RVHS offers Career Pathways in Engineering, Culinary Arts, Construction, Graphic Design, Education, and Agricultural Mechanics. .

Measures:

Classroom syllabi, class enrollments and CTE Pathway completers.

People Assigned:

CTE Teachers Counselor Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	Site Supplemental & Concentration Materials, supplies, conferences

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Support Student Math and Writing Center

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

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

People Assigned:
Administration Counselor
ELA Department

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Discretionary Substitutes, Supplies and Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Support Extracurricular Activities

Task:

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

Measures:

Student Enrollment.

People Assigned:

Athletic Director Teachers Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

75500.00

Source(s)

Lottery: Unrestricted

Stipends, transportation, officials, dues, competitions, and events

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Continue implementation of the Wellness Center

Task:

Enlarge the Wellness Center to support more students and student groups

Measures:

Nami Meeting Agendas

People Assigned:

Counselor
NAMI Club

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000.00

Source(s)

Discretionary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Educate students on diversity and cultural events,

Task:

Implement a Black Student Union, provide events to celebrate cultures, and train teachers in addressing racial bias

Measures:

Agendas, trainings, events

People Assigned: Principal

Administration

Teachers

Clubs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000.00

Source(s)

Site Supplemental & Concentration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Programs to Address Social and Safety Issues on Campus

Task:

Provide instructional time and programs that address both on campus and social bullying for students, teachers, and parents. Provide instructional time and programs that address tobacco, alcohol, and drug use in young adults for students teachers, and parents

Provide Family Life Program for all 9th grade students. Investigate alternative discipline strategies in resolving issues.

Measures:

Panorama and WASC survey, suspension, and counseling referrals.

People Assigned:
Administration Counselor Nurse

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Continue to reward students for exemplary behavior in academics, attendance, athletics, responsibility, and Leadership.

Task:

Provide 4 student 4 Showcases, 4 Rammies of the Month, Athletic Awards Night, Academic Awards Night, Attendance Rewards and Gotcha being good cards.

Measures:

Teacher input, honor roll, attendance records, scholarships.

People Responsible:

Administration
Counselor]
Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

1000.00

Discretionary

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$155583.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$155,585.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
Discretionary	\$51,900.00
Lottery: Unrestricted	\$80,000.00
Site Supplemental & Concentration	\$23,685.00

Subtotal of state or local funds included for this school: \$155,585.00

Total of federal, state, and/or local funds for this school: \$155,585.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
	0.00
Discretionary	51,900.00
Lottery: Unrestricted	80,000.00
Site Supplemental & Concentration	23,685.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Discretionary	51,900.00
	Lottery: Unrestricted	80,000.00
	Site Supplemental & Concentration	23,685.00

Expenditures by Goal

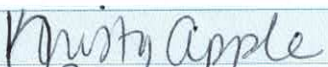
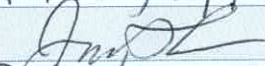




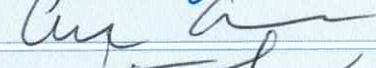


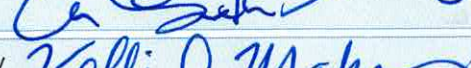

Goal Number	Total Expenditures
Goal 1	12,685.00
Goal 2	16,400.00
Goal 3	25,000.00

Goal 4	11,000.00
Goal 5	90,500.00
Goal 6	0.00
Goal 7	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Kristy Apple 	Classroom Teacher
Jay Forbes 	Parent or Community Member
Rick Vieira 	Parent or Community Member
Jennie Gornto 	Parent or Community Member
Jane Cronin 	Parent or Community Member
Bonnie Selph 	Parent or Community Member
Ann Arroyo 	Other School Staff
Victoria Turk 	Principal
Michelle Bowers 	Parent or Community Member
Chris Smith 	Classroom Teacher
Kelli Mahoney 	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

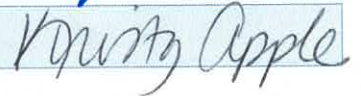
This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Victoria Turk on 5/10/23



SSC Chairperson, Kristy Apple on 5/10/23



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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Tracy Barbieri, Director of Special Education

Item Number: 10.4

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

SUBJECT:

Request to Approve the Independent Contract for Services Agreement with Rio Vista CARE for the 2023-2024 School Year at a Cost Not to Exceed \$20,000

BACKGROUND:

Rio Vista CARE is a regionally based nonprofit counseling and family resource center that has served thousands of children and families through professional counseling, the PALS mentoring program, grief interventions, parent support groups and more.

STATUS:

Rio Vista CARE offers licensed clinicians to provide therapy at all the River Delta Unified School District schools. This is a renewal agreement. The 2022-2023 contract was \$10,000. The 2023-2024 contract is not to exceed \$20,000.

PRESENTER:

Tracy Barbieri, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$20,000 paid by Special Education Mental Health and LCFF Funds.

RECOMMENDATION:

That the Board approves the Independent Contract for Services Agreement with Rio Vista CARE for the 2023-2024 school year at a cost not to exceed \$20,000

Time allocated: 2 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

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

INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

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

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

1. TERM: The term of this agreement is from July 1, 2023 through June 30, 2024. Extension or renewal requires approval of DISTRICT or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the agreement without approval of the DISTRICT or authorized representative.

This agreement may be terminated with 60 days advance written notice by either party. In the event of termination for cause, CONSULTANT need be compensated only to the extent required by law.

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

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

\$ ___ per ___ day ___ week ___ month ___ year or per ___ hour ___
OR
for a total cost not to exceed \$ 20,000.

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

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

Independent Contractor Agreement

Page 2

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

Creating Excellence To Ensure That All Students Learn

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

regulations and ordinances involving its employees, including workers' compensation and tax laws.

8. **CONFLICTS OF INTEREST:** Consultants are responsible for complying with the Regulations of the Fair Political Practices Commission, Title 2, Division 6, California Code of Regulations and may be required to file an annual Form 700 Conflict of Interest Statement of Economic Interests (as required following the passage of the Political Reform Act Government Code Section 81000, et seq.) (attached to and made a part of this contract).

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

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

CONTRACTOR/CONSULTANT:

RIVER DELTA UNIFIED SCHOOL DISTRICT:

Rio Vista CARE

Printed/Typed Name Date

Requested By Date

Social Security Number/Federal Tax ID Number

Approval Signature Date

Address State Zip

Budget Code (Name & Coding)

Contact Phone and Email

Board of Trustees Action Date

Signature (Contractor/Consultant Authorized Representative)

Consultant must answer the two questions below:

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

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

Creating Excellence To Ensure That All Students Learn

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: x

From: Tammy Busch, Asst. Supt. of Business Services

Item Number: 10.5

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

SUBJECT:

Request to Pre-Approve the 2023-24 ASB, Booster Clubs, PTC and PTA Fundraisers

BACKGROUND:

Every year River Delta's School sites encourage the various student ASB clubs and parent organizations to raise funds to further and enhance the educational experience. Starting in Fiscal Year 2015-16 all ASB fundraisers were required to be preapproved through the district office and presented to the Board for final approval prior to the event.

In order to streamline the process and still comply with set procedures, the sites are submitting a list of fundraisers that they intend to hold throughout the coming fiscal year.

STATUS:

Generally, these fundraisers are held annually. The fundraisers have received a cursory review with pre-approval from the district office and is seeking approval from the Board.

As each fundraising event approaches, the sites will continue to submit an individual request form with all required signatures for final district office approval prior to the event, as required for ASB clubs. Parent organizations do not have the same requirements as ASB and this approval is currently all the district is requiring.

PRESENTER:

Tammy Busch, Asst. Supt. of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the 2023-24 Fundraiser pre-approval lists as presented.

Time allocated: 3 minutes

**River Delta Unified School District
Fundraiser Pre-Approval list
2023-2024**

*Delta High School and
Clarksburg Middle School
2023-2024*

School site:
Fiscal Year:

ASB Club/ PTC, PTA, Boosters,				
	FFA	Activity	Proposed Net Profit	Proposed Month(s)
		All School - Sports Banners/Business		
1	Heavenly Boosters	Advertisements (DHS)	\$3,000	Aug-May
2	HB	All School - Golf Tournament (DHS)	\$4,000	Aug-Nov
3	HB Clubs/Sports	All School - Spirt Wear (CMS/DHS)	\$1,500	Aug-May
	ASB Club/Sports	All School - Spirit Wear (CMS/DHS)	\$500	Aug-May
4	HB	All School - Clarksburg Country Run (DHS)	\$450	Nov
5	HB	Nugget Script (DHS)	\$200	Aug-May
6	HB	Parent Prom (DHS)	\$1,000	April
7	ASB	Senior Snack bar (DHS)	\$2,000	Aug-Nov
8	HB	Basketball - Snack bar (DHS/CMS)	\$500	Nov-Feb
9	HB	Baseball - Snack bar (DHS)	\$500	Feb-May
10	HB	Volleyball - Snack bar (DHS/CMS)	\$500	Aug-Nov
11	ASB	Soccer - Snack bar	\$500	Aug-Nov, Feb-May
12	HB	Music/Drama - Snack bar (DHS/CMS)	\$500	Sept-May
13	HB	Crab Feed	\$2,000	Aug-Apr

14	HB	Art - Artwork sale (DHS/CMS)	\$300 Oct-May
	ASB	Art - Artwork sale (DHS/CMS)	\$300 Oct-May
		Baseball - River Cats vouchers	
15	HB	(DHS)	\$2,000 Feb-Apr
		Basketball - Free-throw-a-thon,	
		Jamba Juice & Quick Quack	
16	HB	cards	\$600 Aug-Nov
17	HB	Drama - Programs (DHS)	\$700 Mar-May
		Football - Game program,	
18	HB	banners, lift-a-thon (DHS)	\$2,000 Aug-Nov
		Music - Winter and Spring	
19	HB	concerts/dinner (HS/CMS)	\$600 Sept-Jan, Mar-May
		Volleyball - Serve-a-thon	
20	HB	(CMS/DHS)	\$500 Aug-Nov
		XC and Track - Caramel corn	
21	HB	sale, Chick-Fil-A (DHS)	\$400 Aug-Nov, Feb-May
22	HB	Fall Fest/ Spring Fling (DHS)	\$500 Sept-Nov, Jan-Mar
23	HB	Pear Fair- Sports & Clubs (DHS)	\$300 July
25	HB	Sports & Cheer Clinics	\$500 Aug-Oct, Jan-Mar
26	HB	Movie Nights- Srs/Jrs (DHS)	\$200 Aug-May
27	HB	Soccer- kick-a-thon (DHS/CMS)	\$300 Sept-Nov, Jan-Apr
		Candy Sales- sports/clubs	
28	HB	(DHS/CMS)	\$400 Aug-May
		Candy Sales - sports/clubs	
	ASB	(DHS/CMS)	\$1,600 Aug-May
		Car wash- sports/clubs	
29	HB	(DHS/CMS)	\$250 Aug-May
		Car wash- sports/clubs	
	ASB	(DHS/CMS)	\$250 Aug-May
30	HB	Dinner Plates-take out Sr Class	\$400

31	HB	Athlete sponsorship (DHS/CMS)	\$500	Aug-May
	ASB	Student sponsorship (DHS/CMS)	\$1,500	Aug-May
32	ASB	"a thons"	\$500	Aug-May
		Extra-curricular concessions		
33	ASB	(DHS/CMS)	\$500	Aug-May
34	FFA	sponsor a student (DHS/CMS)	\$500	Aug-May
35	ASB	Carnival/parade/festivals	\$500	Aug-May
36	ASB	Sports tournaments (DHS/CMS)	\$1,000	Aug-May
37	FFA	Concessions (DHS)	\$500	Aug-May
38	FFA	Plant and veggie sales (DHS)	\$500	Aug-May
39	FFA	Product sales (DHS)	\$500	Aug-May
40	Boosters	Banquets (DHS/CMS)	\$1,000	Aug-May
41	ASB	Banquets (DHS/CMS)	\$1,000	Aug-May
42	FFA	Sponsorships (DHS)	\$500	Aug-May

**River Delta Unified School District
Fund Raiser Pre-Approval list**

PTC - PTA

School site: *Bates Elementary School*
Fiscal Year: *2023-2024*

	ASB Club	Approx. Month	Activity	Net Profit
1	PTA	July	Pear Pie Making July 2023	\$3,000.00
2	PTA	Sept	Flower Bulbs	\$500.00
3	PTA	Oct	Read-A-Thon or/and Walk-a-thon	\$300.00
4	PTA	Nov	Family Dances/Baile Familiar	\$500.00
5	PTA	Feb	Family Dinners Drive Thru	\$1,000.00
6	PTA	Mar	Pencil Grams	\$200
7	PTA	Oct, Dec, Jan	Movie Nights (3-4 nights this year)	\$500
8	PTA	Apr	Spirit Wear	\$400.00

All individual fund raisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all approval signatures

River Delta Unified School District

Fundraiser Pre-Approval list

School site:	<i>Walnut Grove Elementary School</i>	
Fiscal Year:	<i>2023 - 2024</i>	
ASB Club/ PTC, PTA, Boosters	Activity	Net Profit
WGES ASB	Family Dance/Baile	\$500
WGES ASB	Walk-a-Thon	\$1,000
WGES ASB	Cinco de Mayo Dinner	\$1,000
WGES ASB	Kiss the Pig Coin Drive	\$500
WGES ASB	Spirit Wear Sale	\$300
WGES ASB	Panda Express, Chipotle, Chick-fil-A, or other places	\$100-\$300/event
WGES ASB	Free Movie Night with dinner/snacks (with movie license)	\$300-\$500/event
WGES ASB	Volleyball/Basketball/Soccer Tournament/Drop In	\$1,500
WGES ASB	Donation Letters	\$3,000
WGES ASB	Yearbook	\$50
WGES ASB	Fun Run	\$500
WGES ASB	Pancake Breakfast	\$300
WGES ASB	School Store	\$1,000
PTA	Read-a-Thon	\$500
PTA	Jerry's Tees or other catalog sale	\$1,200
PTA	See's Candy	\$1,000
PTA	Harvest Festival Entry/Food Sales/Haunted House	\$1,000
PTA	Bunco Night/Silent Auction	\$1,000
PTA	BBQ and Blues Dinner	\$4,000
PTA	Pear Fair Pie Sale	\$10,000
PTA	Raffle Michael Kors Purse or similar items or baskets	\$1,200
PTA	Holiday Pear Pie Sale	\$1,500
PTA	Lotteria/Bingo Night	\$1,000
PTA	Candy Bar Sales	\$1,600
PTA	Box Tops	\$200
PTA	Paint Night	\$750
PTA	Holiday Grams	\$100/event
PTA	Drive Through BBQ	\$500
PTA	Student Store	\$300
PTA	Taco Night Fundraiser	\$1,000

All individual fund raisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all approval signatures in tact.

**River Delta Unified School District
Fund Raiser Pre-Approval list**

ASB

School site:

Fiscal Year:

2023-2024

	ASB Club	Activity	Net Profit
<i>Sample</i>	<i>Band</i>	<i>Car Wash</i>	<i>\$200</i>
1	ASB	Candy Bar Sales	4,000
2	ASB	Sweatshirt/T-shirt Sales	1,000
3	ASB	Donation Letters	\$3,000.00
4			
5			
6			
7			
8			
9			
10			
11			

All individual fund raisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all approval signatures in tact.

**River Delta Unified School District
Fund Raiser Pre-Approval list**

PTA

School site:

Fiscal Year:

2023-2024

	ASB Club	Activity	Net Profit
<i>Sample</i>	<i>Band</i>	<i>Car Wash</i>	<i>\$200</i>
1			
2	PTA	Denim and Diamonds	\$18,000-20,000
3	PTA	Sees Candy Sales	\$2,000
4	PTA	Movie Night	\$100
7	PTA	Butterbraid Sales	\$2,000
8	PTA	Paint Nights	\$1,000
9	PTA	Book Fair	\$1,500
10			
11			

All individual fund raisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all approval signatures in tact.

**River Delta Unified School District
Fund Raiser Pre-Approval list**

ASB
2023-2024

School site: DHW
2023-2024

	ASB	Activity	Net Profit
<i>Sample</i>	<i>Band</i>	<i>Car Wash</i>	
1	ASB	Candy Bar sales	\$2,500
2	ASB	Halloween Grams	\$200
3	ASB	Popsicle sales	\$1,500
4	ASB	Donation letters	\$4,000
5	ASB	Dances	\$100
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

**River Delta Unified School District
Fund Raiser Pre-Approval list**

Parent Clubs

School site:DHW
2023-2024

2023-2024

	Parent Clubs	Activity	Net Profit
<i>Sample</i>	<i>Band</i>	<i>Car Wash</i>	<i>\$ 200.00</i>
1	PTC	Run te Sweets	\$ 4,000.00
2	PTC	Scholastic Bookfair	\$ 400.00
3	PTC	Coin Wars	\$ 3,000.00
4	PTC	Valentine Grams	\$ 2,000.00
5	PTC	Birthday Marquee	\$ 1,000.00
6	PTC	Butter Braids	\$ 4,000.00
7	PTC	Movie Night	\$ 200.00
8	PTC	Kids Kastle- Holiday store	\$ 1,000.00
9	PTC	Ginnger bread house	\$ 1,000.00
10	PTC	Trunk or treat	\$ 200.00
11	PTC	Paint night	\$ 1,200.00
12	PTC	Corn Hole tourney	\$ 1,000.00
13	PTC	Pie a teacher	\$ 450.00
14	PTC	Duct tape a principal	\$ 800.00

15	PTC	You got Splashed	\$ 200.00
16	PTC	Parents night out	\$ 1,000.00
17	PTC	School dance	\$ 100.00
18	PTC	6th grade lawn signs	\$ 200.00
19	PTC	Egg the yard	\$ 400.00
20	PTC	Restaurant Night	\$ 800.00
21	PTC	Bacon Sales	\$ 3,000.00
22	PTC	Christmas tree raffle	\$ 800.00
23	ELAC	Cinco de Mayo	\$ 1,000.00
24	ELAC	Day of dead	\$ 1,000.00

**River Delta Unified School District
Fundraiser Pre-Approval List
2023-24**

Site: Riverview Middle School

ASB CLUB/PTC, PTA, Boosters	Activity	Net Profit
ASB	School Dances – Snack Bar and Ticket Sales	\$200
ASB	Game Night	\$50
ASB	Halloween Carnival	\$50
ASB	Open House – Snack Bar	\$25
ASB	Recycling	\$300
ASB	Spirit Wear Sales	\$200
ASB	Photo Booth	\$50
ASB	Laser Tag	\$200
ASB	PE Uniforms	\$800
ASB	Sports Games Snack Bar	\$25

**River Delta Unified School District
Fundraiser Pre-Approval List
2023-24**

Site: Riverview Middle School

ASB CLUB/PTC, PTA, Boosters	Activity	Net Profit
PTC	Pizza Factory	\$400
PTC	Krispy Kreme	\$200
PTC	Sunny Valley Bacon	\$400
PTC	Coin Combat	\$500
PTC	Uncle Jerrys Ts/Nature Vision	\$800
PTC	Stockton Heat	\$400
PTC	Cookie Dough	\$3,000
PTC	Mixed Bags	\$300
PTC	Spirit Wear	\$500
PTC	Kings Tickets Raffle	\$2000
PTC	SF Giants Tickets Raffle	\$2000
PTC	Sees Candy	\$400
PTC	Yearbook Sales	\$600
PTC	The Pie Company	\$1000
PTC	Petunia Sales	\$400

**Rio Vista Unified School District
Fund Raiser Pre-Approval list**

School site: *Rio Vista High School ASB*
Fiscal Year: *2023-24*

All individual fund raisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all approval signatures in tact.

	ASB Club	Activity	Net Profit
1	FFA	Flower arrangements	\$100
2	FFA	Drive Thru BasketballQ	\$500
3	FFA	Poinsettia Sale	\$500
4	Boys Basketball	Concession Stand	\$1,000
5	Girls Basketball	Concession Stand	\$1,000
6	Cheerleaders	Spiritwear	\$1,500
7	Football	Snackbar	\$750
8	Class of 24	Snack bar	\$750
9	Class of 25	Snack bar	\$750
10	Class of 26	Snack bar	\$750
11	Class of 27	Snack bar	\$750
12	Volleyball	Snackbars	\$2,000
13	Volleyball	Spiritwear	\$1,000
14	Volleyball	Kids Camp	\$1,000
15	AFS	Sees Candy Sale	\$1,000
16	AFS	Christmas Card Walk	\$1,000
17	Drama	Ad for Radio Sales	\$300
18	Drama	Improv Night	\$500
19	Drama	Affair of the Arts	\$500
20	Fine Arts	Art Exhibition	\$500
21	Creative Arts	Christmas Ornaments	\$300
22	ASB	Spookagrams	\$100
23	ASB	Candygrams	\$100
24	ASB	Coin Drive	\$250

25	ASB	Tailgate BasketballQ	\$500
26	ASB	Homcoming Dance	\$500
27	ASB	Winter Ball	\$500
28	Class of 23	Coffee Shack	\$2,000
29	Class of 23	Prom	\$500
30	Class of 23	Spruitwear	\$500
31	Class of 23	Sausage Feed	\$500
32	GSA	Penny challenge	\$100
33	GSA	Cake decorating contest	\$100
34	GSA	Jelly Bean Count	\$50
35	GSA	Walk-a-athon	\$250
36	GSA	Recipe Book Sale	\$250
37	Health Careers	Cookie Dough	\$500
38	Health Careers	Wrapping paper sale	\$300
39	AFS	Charity Jail	\$300
40	Art	Facepainting	\$300
41	Art	Silent Auction	\$3,000
42	Graphic Arts Club	Postcards	\$500
43	Athletic Teams	Spiritwear	\$5,000
44	Incentive ACross Countyo	Spiritwear	\$2,500
45	Girls' Volleyball	Concessions	\$1,500
46	Football	VIP Seats	\$2,500
47	Football	Poker Night	\$2,000
48	Football	Spirit Wear	\$1,000
49	ASB	Spirtiwear	\$3,000
50	Softball	Spiritwear	\$1,000
51	Softball	Sausage Dinner	\$3,000
52	SoCross Countyer	kids camps	\$500
53	Basketball	Spiritwear	\$1,000
54	Basketball	Alumni Tourney	\$1,000
55	Baseball	Alumni Tourney	\$1,500
56	Baseball	Spiritwear	\$1,000
57	ArRK	Ghost pops	\$250

58	ARK	Reindeer Grams	\$250
59	ARK	Valentine Candy Grams	\$250
60	Football	Sponsor Ad Broadcast	\$500
61	Radio Club	Radio Telethon	\$500
62	Volleyball	Servathon	\$300
63	Swim Team	Swimathon	\$2,500
64	Volleyball	Devon Davis Scholarship	1000
65	Volleyball	Breast Cancer Awareness	\$200
66	Basketball	Free throwathon	\$500
67	Cross County	Summer rus	\$500
68	Cross County	Turkey Trot	\$1,500
69	General Athletic	sports posters	\$6,000
70	AFS	Sees Candy Sale	\$1,000
71	Softball	Lockford Sausage	\$1,000
72	Football	email campaign	\$1,000
73	Football	VIP Seating	500
74	Swim Team	Sponsor A Parka	\$1,000
75	FFA	Flower Night	\$500
76	Cheer	Brunch	\$500
77	Volleyball	Deven Davis Scholarship Game	\$500
78	Volleyball	Servathon	\$500
79	Football	VIP Seating	\$2,000
80	Wrestling	Tournament	\$2,000
81	Wretling	T shirts	\$1,000
82	Xcountry	Turkey Trot	\$5,000
83	FFA	Holiday Market	\$500
84	FFA	Bingo	\$1,000
85	FFA	Fall Festival	\$500
86	FFA	Shop Sale	\$500
87	FFA	Dinner Event	\$1,500
88	FFA	Taste of the Delta	\$1,000
89	Cheer	Kids Camp	\$1,000
90	Cheer	Car Wash	\$250

**Rio Vista Unified School District
Booster Club
Fund Raiser Pre-Approval list**

School site: *Rio Vista High School*
Fiscal Year: *2023-2024*

	Booster Club	Activity	Net Profit
1	Booster Club	Dinner Dance	\$ 10,000.00
2	Booster Club	Snackbars at Booster Events	\$ 2,500.00
3	Booster Club	Baseball Alumni Tourney	\$ 500.00
4	Booster Club	River Cats Game	\$ 2,500.00
	Booster Club	Calendar Sales	\$ 1,000.00
	Booster Club	Hog August Bites	\$ 5,000.00
5	Booster Club	Stockton Heat	\$ 1,000.00
6	Booster Club	Poker Night	\$ 2,000.00
7	Booster Club	Basketball Alumni Toureny	\$ 2,000.00
8	Booster Club	Adopt a Locker	\$ 10,000.00
9	Booster Club	Sports Camps	\$ 3,000.00
10	Booster Club	Friday Night Soccer	\$ 1,000.00
11	Booster Club	Lockefod Sausage Feed	\$ 3,000.00

All individual fund raisers must adhere to the procedures previously setforth and be submitted to the district office at least two (2)weeks prior to requested date, with all approval signatures in tact.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services

Item Number: 10.6

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

SUBJECT:

Request to Approve the One-Year Renewal Contract with ABC Mouse Early Learning Academy for the 2023-2024 School Year

BACKGROUND:

ABC Mouse Early Learning Academy is a digital education program for children in grades Pre-K through 2nd grade. ABC Mouse offers more than 5,000 individual learning activities and more than 450 lesson plans. The program includes all the important academic basics that young children need to know to be successful in transitional kindergarten and kindergarten classes.

STATUS:

This is a renewal contract. ABC Mouse Early Learning Academy will provide 190 individual student licenses with full at-home access for our Pre-K, TK, and Kindergarten students.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$6,080 from Educational Services Funds.

RECOMMENDATION:

That the Board approves the purchase of ABC Mouse Early Learning Academy for the 2023-2024 school year at a cost to exceed \$6,080.

Time allocated: 2 minutes



101 N. Brand Blvd, Glendale, CA 91203 | Submit PO & Quote to: school.orders@aofl.com

QUOTE #: **Q-01980** Valid until: 5/23/2023
CONFIDENTIAL | Prepared by: Lisa Padilla

Prepared For:
River Delta Unified School District
445 Montezuma St
Rio Vista California 94571

Bill To:
River Delta Unified School District
445 Montezuma St
Rio Vista California 94571

Payment Terms: Net 30

Subscription Term: 12 Months (9/1/2023 - 8/31/2024)

Item #	Product Name	Max Qty	Unit	Net Unit Price	Total*
MMA-ABC-L	My Math Academy & ABCmouse (Legacy Customer)	190	Student	\$32.00	\$6,080.00
	Total				\$6,080.00

*Prices shown above do not include any taxes that may apply.

Item # Product Description

MMA-ABC-L My Math Academy and ABCmouse Student License (Legacy Customer) includes educator access to self-guided virtual professional learning courses and ongoing technical product support.

The subscription(s) and/or services on this quote are inclusive of any costs and fees for participation by invitation in certain customer events sponsored by Age of Learning including, but not limited to, roundtables, lectures, panel discussions, and Leadership Forums (including meals, where applicable) for the purposes of implementation planning and engagement, customer feedback, professional development, and related activities and events.

PLACING AN ORDER: To place an order with Age of Learning, Inc. for the services during the Subscription Term as described in this quote, send email to school.orders@aofl.com, copy your account partner, Lisa Padilla (lisa.padilla@aofl.com) and include the following items:

1. this quote,
2. your purchase order, and
3. your tax exemption certificate (or add tax to your purchase order).

If a Data Privacy Agreement is required and has not yet been provided, please forward your required agreement to your account partner. This quote is valid through 5/23/2023; if you have not returned this quote to Age of Learning, Inc. by such date, please contact your account partner for a revised quote.



101 N. Brand Blvd, Glendale, CA 91203 | *Submit PO & Quote to:* school.orders@aofl.com

QUOTE #: **Q-01980** *Valid until: 5/23/2023*
CONFIDENTIAL | *Prepared by: Lisa Padilla*

TERMS AND CONDITIONS: https://educate-cdn.aofl.com/pdf/terms_and_conditions.pdf

The Terms and Conditions linked above are applicable to the services described in this quote. By providing Age of Learning, Inc. with a purchase order for the services specified in this quote, or signing this quote below, you represent that you have read, understand, and agree:

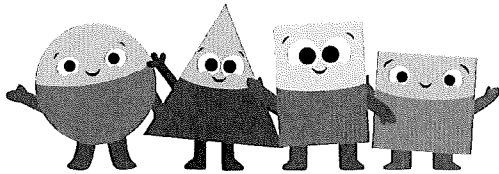
1. to the terms of this quote,
2. to the Terms and Conditions linked above, and
3. that you are authorized on behalf of **River Delta Unified School District** to agree to the Terms and Conditions.

Age of Learning®

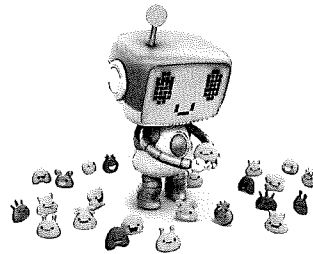
Creators of **ABCmouse**

101 N. Brand Blvd, Glendale, CA 91203
school.orders@aofl.com

QUOTE #: **Q-01980** Valid until: 5/23/2023
CONFIDENTIAL | Prepared by: Lisa Padilla



My Math Academy®



My Reading Academy™

Quote Submitted to:
River Delta Unified School District
Rio Vista, California
Proposal Date: 5/4/2023

Submitted by:
Lisa Padilla
Area Sales Manager
lisa.padilla@aofl.com

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services

Item Number: 10.7

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

SUBJECT:

Request to Approve the AVID Membership Dues for Delta High School, Rio Vista High School, Riverview Middle School, Clarksburg Middle School and Walnut Grove Elementary School for the 2023-2024 School Year

BACKGROUND:

In order to offer AVID on our campuses, we must pay an annual membership, attend the AVID Summer Institute and meet all the essential standards set forth by the AVID organization.

STATUS:

This is a renewal contract. River Delta Unified School District would like to continue offering AVID on our campuses.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

\$29,411 from Educational Services Funding

RECOMMENDATION:

That the Board approves the AVID membership dues for Delta High School, Rio Vista High School, Riverview Middle School, Clarksburg Middle School and Walnut Grove Elementary School for the 2023-2024 School Year at a Cost Not to Exceed \$29,411.

Time allocated: 2 minutes

AVID Center



Products and Services Quote/Order

Quote/Order #: Q-87499
 Client: River Delta Unified School District
 Address: 445 Montezuma St
 Rio Vista, CA 94571

AVID Center Representative: Veronica Martinez
 Phone: (858) 654-5117
 Email: vmartinez@avid.org

Effective Date: July 01, 2023

Expiration Date: June 30, 2024

District Products				
QTY	PRODUCT NAME	UNIT PRICE	DISCOUNT	EXTENDED PRICE
1	AVID District Leadership Year 1	\$9,000.00	\$3,000.00	\$6,000.00
District Products SUBTOTAL:				\$6,000.00

Clarksburg Middle School				
QTY	PRODUCT NAME	UNIT PRICE	DISCOUNT	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,349.00	\$0.00	\$4,349.00
1	AVID Weekly Secondary	\$675.00	\$0.00	\$660.00
Clarksburg Middle School SUBTOTAL:				\$5,009.00

Delta High School				
QTY	PRODUCT NAME	UNIT PRICE	DISCOUNT	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,349.00	\$0.00	\$4,349.00
1	AVID Weekly Secondary	\$675.00	\$0.00	\$660.00
Delta High School SUBTOTAL:				\$5,009.00

Rio Vista High School				
QTY	PRODUCT NAME	UNIT PRICE	DISCOUNT	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,349.00	\$0.00	\$4,349.00
1	AVID Weekly Secondary	\$675.00	\$0.00	\$660.00
Rio Vista High School SUBTOTAL:				\$5,009.00

Riverview Middle School				
QTY	PRODUCT NAME	UNIT PRICE	DISCOUNT	EXTENDED PRICE

1	AVID Membership Fees Secondary	\$4,349.00	\$0.00	\$4,349.00
1	AVID Weekly Secondary	\$675.00	\$0.00	\$660.00
Riverview Middle School SUBTOTAL:				\$5,009.00

Walnut Grove Elementary School				
QTY	PRODUCT NAME	UNIT PRICE	DISCOUNT	EXTENDED PRICE
1	AVID Membership Fees Elementary School	\$3,375.00	\$0.00	\$3,375.00
1	AVID Weekly Elementary	\$675.00	\$0.00	\$0.00
Walnut Grove Elementary School SUBTOTAL:				\$3,375.00

TOTAL:			\$29,411.00
<i>plus all applicable taxes</i>			

Additional Comments:

N/A

This AVID Center Products and Services Quote/Order is a Subsequent Quote/Order as defined in the General Terms and Conditions previously agreed to by AVID Center and the "Client" identified above ("Ts&Cs"). This Quote/Order and any exhibits or attachments hereto, together with the Ts&Cs (including the definitions of terms set forth at <https://www.avid.org/Page/3290> or another location on AVID Center's website designated by AVID Center), supersedes all previous Quote/Orders and constitutes a binding agreement between AVID Center and Client with respect to the AVID Products and Services specified above. Certain AVID Products and Services may be cancelled by Client as set forth in AVID Center's Rest Assured Policy at <https://www.avid.org/rest-assured-policy>.

AVID Center is committed to assisting Client with a successful implementation. Additional information regarding professional learning registrations is listed below:

- Newly implementing AVID sites are best supported by a core site team of educators – at least 8 for AVID Secondary or 4 for AVID Elementary. In the initial year of implementation, Client agrees to enroll participants into AVID Summer Institute ("SI") equal to the minimum core site team described herein, unless AVID Center agrees otherwise on this Quote/Order. If other professional learning events are taken instead of SI, prices will be adjusted accordingly upon completion of the training event.
- For each existing site in year 2 and beyond of AVID implementation, Client agrees to enroll one (1) participant into AVID Ignite, unless Client notifies otherwise. If a participant is not enrolled or a registrant does not attend, Client will receive a voucher to be used for AVID Ignite in the following summer after payment has been received.

Client will be invoiced for the greater of the number of participants from a site registered for the event or committed to on this Quote/Order. No payment is due at the time of execution of this Quote/Order, notwithstanding anything to the contrary in the General Terms and Conditions. At the time of invoicing, AVID Center will verify registration fees for each site listed on this Quote/Order and any registrations which have been previously paid will be removed from the invoice. Payment will be due within thirty (30) days following receipt of AVID Center's invoice related to this Quote/Order. Each party has caused this Quote/Order to be signed by its duly authorized representative. The terms of this Quote/Order will control in the event of a conflict with any terms or conditions set forth in any purchase order or other document or communication from Client and any such terms and conditions are hereby rejected by AVID Center and of no effect.

AVID Center,
a California Non-Profit Corporation 501(c)(3)

River Delta Unified School District

Sign: _____
Print
Name: _____

Sign: _____
Print
Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Email: contracts@avid.org

Email: tosalomon@riverdelta.k12.ca.us

AVID Center
9797 Aero Drive, Suite 100
San Diego, CA 92123
Employer ID # 33-0522594

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services

Item Number: 10.8

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

SUBJECT:

Request to Approve the Purchase of Imagine Learning (Edgenuity) for use at Rio Vista High School, Delta High School, Alternative Education and Adult Education for the 2023-2024 School Year

BACKGROUND:

Imagine Learning (Edgenuity) provides easy-to-access, user-friendly digital content and curriculum that includes over 400 interactive courses covering core, electives, world languages, test prep, career and technical education (CTE) and advanced placement.

STATUS:

River Delta Unified School District would like to use Imagine Learning (Edgenuity) for instructional purposes and credit recovery at Rio Vista High School, Delta High School, Mokelumne High Continuation, River Delta Independent Study and Wind River Adult Education. This comprehensive instructional program will allow students in our alternative education program to complete their graduation requirements.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$62,500 paid by Educational Services Funds

RECOMMENDATION:

That the Board approves the purchase of Imagine Learning (Edgenuity) for use at Rio Vista High School, Delta High School, Alternative Education and Adult Education for the 2023-2024 school year at a cost not to exceed \$62,500.

Time allocated: 2 minutes



8860 E. Chaparral Rd
 Suite 100
 Scottsdale, AZ 85250
 877-725-4257

Price Quote

Date 6/30/2023
Quote No. 275960
Acct. No. 03:ri:CA:12214932
Total \$62,500.00
Pricing Expires 6/30/2024

River Delta Unified School District
 445 Montezuma St
 Rio Vista CA 94571

Payment Schedule	Contract Start	Contract End
	7/1/2023	6/30/2024

Site	Description	Comment	End Date	Qty
1. River Delta Unified School District				
	Digital Libraries 6-12 Comprehensive All Content Concurrent User (MS and HS content for math, ELA, science, social studies, electives, AP, world languages, Virtual Tutors; excludes eDynamic Learning and Purpose Prep)		06/30/2024	60
	EdgeEX Promotional Access – Available Fall 2023, access not to exceed 6/30/2024		06/30/2024	1
	Odysseyware K-5 Concurrent User (K-5 Spark, 3-5 Math, ELA, Science, Social Studies, and General Electives; excludes eDynamic Learning and Purpose Prep)		06/30/2024	13
	Professional Development Webinar Training		06/30/2024	2
	eDynamic Electives Per Enrollment Per Semester (14 day drop/add grace period)		06/30/2024	100

Site	Description	Comment	End Date	Qty
1. Delta High School				
2. Mokelumne Continuation High School				

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <https://www.imaginelearning.com/standard-terms-and-conditions>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Imagine Learning's written consent.

Signature: _____
 Print Name: _____
 Title: _____
 Date: _____

Imagine Learning Representative

Lisa Lynch
 Account Executive
 801-717-4083
lisa.lynych@imaginelearning.com

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.



8860 E. Chaparral Rd
 Suite 100
 Scottsdale, AZ 85250
 877-725-4257

Price Quote

Date 6/30/2023
 Quote No. 275960
 Acct. No. 03:ri:CA:12214932
 Total \$62,500.00
 Pricing Expires 6/30/2024

Site	Description	Comment	End Date	Qty
3.	Rio Vista High School			
4.	River Delta High-Elementary School			
5.	WIND RIVER SCHOOL			
	Digital Libraries District Pool Access Concurrent User		06/30/2024	5

Site	Description	Comment	End Date	Qty
1.	Delta High School			
2.	Mokelumne Continuation High School			
3.	Rio Vista High School			
4.	River Delta High-Elementary School			
	eDynamic District Pool Access		06/30/2024	4

Site	Description	Comment	End Date	Qty
1.	River Delta High-Elementary School			
	Odysseyware District Pool Access Concurrent User		06/30/2024	1

Subtotal \$62,500.00
Total \$62,500.00

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services

Item Number: 10.9

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

SUBJECT:

Request to Approve Measures of Academic Performance (MAP) Assessments for Students in Grades K-10 for the 2023-2024 School Year

BACKGROUND:

We purchased MAP assessments as interim assessments for students in grades K-10 while the state transitioned to Common Core State Standards (CCSS) and the new Smarter Balanced Assessment Consortia (SBAC) system. Staff and administration alike found the assessments to be outstanding indicators of mastery of CCSS as well as an excellent tool for identifying areas that need skill building and support in both English Language Arts and Math. The MAP was also approved as one of our basic skills assessments for our English Language Redesignation criteria for students in grades 3-11.

STATUS:

This is a renewal contract. We would like to continue using the MAP assessments in 2023-2024

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$24,011 paid by Educational Services Funds.

RECOMMENDATION:

That the Board approves Measures of Academic Performance (MAP) assessments for students in grades K-10 at a cost not to exceed \$24,011 for the 2023-2024 school year

Time allocated: 2 minutes

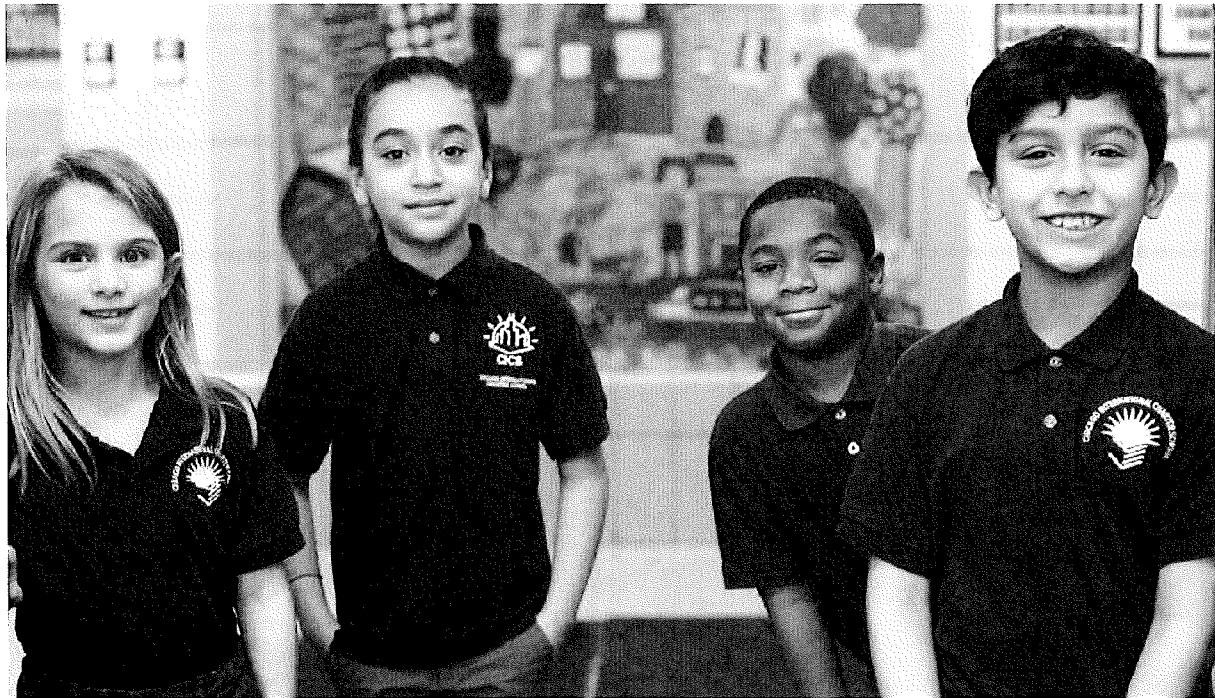


Partnering with

River Delta Unified School District

Proposal

May 2, 2023

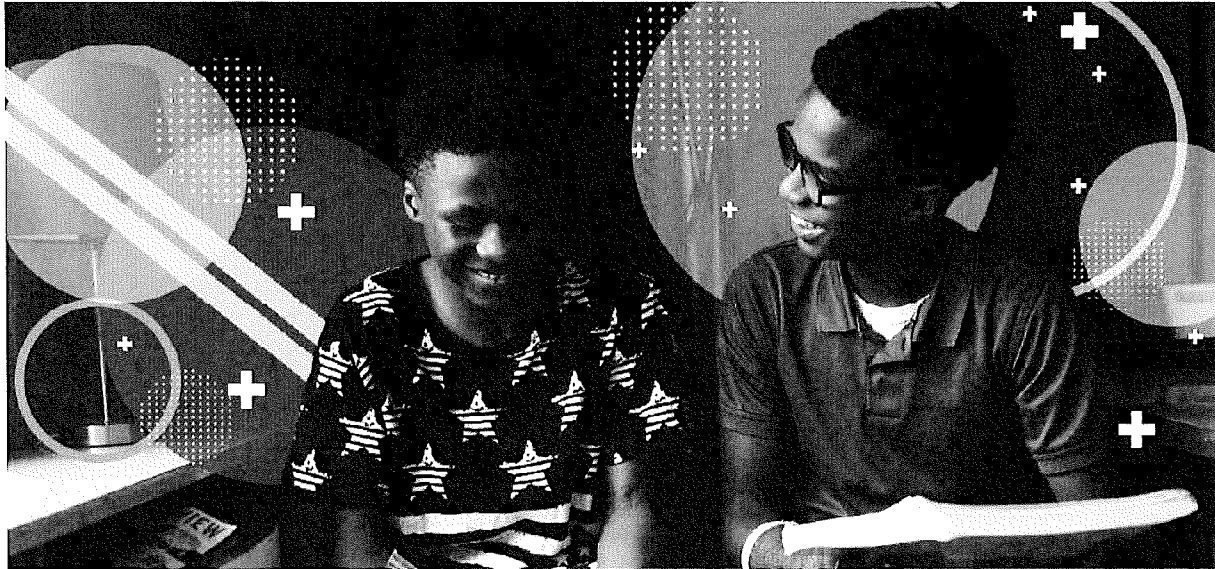




NWEA® is pleased to present the following price proposal to River Delta Unified School District. We are grateful for the opportunity to further serve your students and staff, and we look forward to collaborating with you to finalize a scope of work that considers your unique and complex needs.

Recommended Products and Services

NWEA® drives growth and delivers the insights that help students learn, teachers teach, and leaders lead. Our proven assessment solutions, customized professional learning, and industry-leading research keep you ahead of the curve as times and standards change.



map GROWTH

The purchase of a MAP assessment license includes the following features and services: standard online and interactive reports; downloadable data file reports; implementation services; technical support services; and access to NWEA Professional Learning Online.

MAP Growth

Our computer adaptive interim assessments provide precise, actionable insights that offer educators a clear view of where students are in their learning and the data to determine which supports they need to help them grow academically, whether they're working on, above, or below grade level.

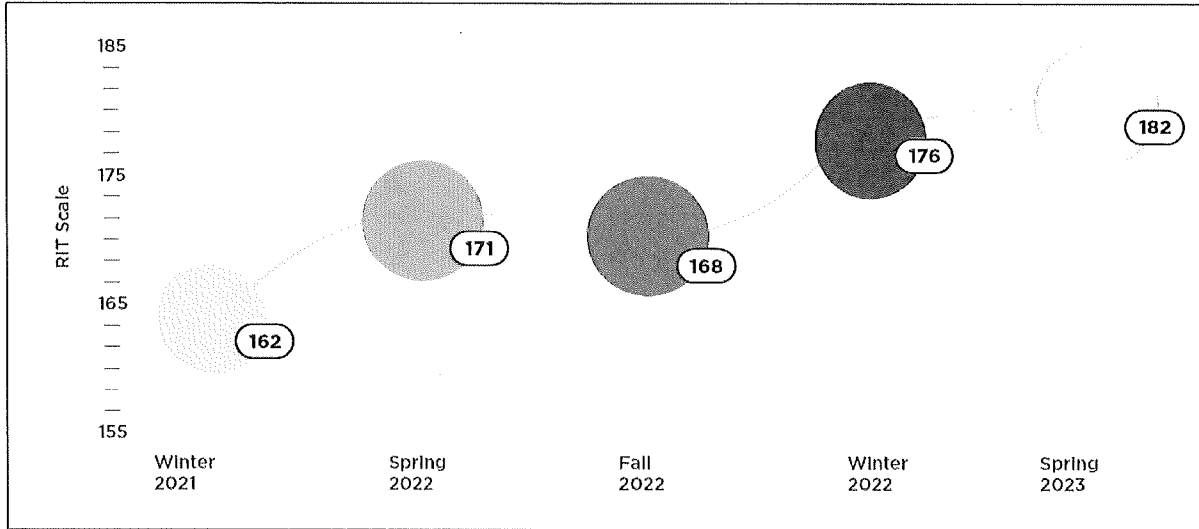
Classroom teachers count on the immediate, trustworthy data in MAP® Growth™ to support instructional decision-making, whether they're scaffolding instruction, creating learning groups, or monitoring growth over time.

Building-level administrators use MAP Growth to illuminate school-wide needs across grades and subjects and then translate these insights into critical decisions that empower teachers, support students, and improve learning outcomes.

District leaders leverage reporting tools, national norms, and linking studies to set short- and long-term goals, identify and reinforce best practices, and even project proficiency on state summative, ACT, and SAT tests.



MAP Growth assessments are scored using a consistent, cross-grade vertical scale that assesses achievement according to standards-aligned content. The RIT scale is the most stable, mature scale in the industry. Like centimeters on a ruler, it measures in equal intervals, regardless of a student's grade or performance—and it remains stable over time. This gives you an accurate measure of student performance, regardless of whether they're performing on, above, or below grade level. Scores from repeated administrations are used to measure growth over time.



MAP Growth: Available assessments and grade coverage

		(Standard) MAP Growth K–12			Optional Add-on
Assessment Type		Mathematics	Reading	Language Usage	Science
English	Growth	K–12	K–12	2–12	2–12
	Screening				
	Skills Checklist	K–2	K–2	–	–
Spanish	Growth	K–12	K–8	–	–
	Screening				
Course specific (English only)	Growth	<ul style="list-style-type: none"> Algebra I & II Geometry Integrated Math 1, 2 & 3 	–	–	Life science (for NGSS only)
	Screening				



Test Type	Purpose	Approx. Length	Score in Reports
Growth	Measure growth, inform instruction, and assess strategy	43 items/about 45–55 minutes	RIT score (subject and instructional areas, also called "goals"), shown in most reports Also, Quantile® and Lexile® score
Screening	Quickly place incoming students in grades 2 and above (but for more precision, use MAP Growth)	20 items/about 20 minutes	RIT score (subject level only) Available in these reports: Student Progress, Class, Grade, District Summary Also, Lexile scores
Skills Checklist	Get details about a certain skill as a pre- or post-test for a unit you teach	11–53 questions/about 8–60 minutes, based on skill	Percent correct, shown only in Screening and Skills Checklist reports

You can choose to go with the standard MAP Growth K-12 package that includes math, reading, and language usage, but many educators decide to add on the optional MAP Growth for Science package.

(Standard) MAP Growth K–12: These growth assessments in math, reading, and language usage can be administered three times per school year, along with an optional summer administration. Math and reading assessments are available in both English and Spanish.

The package includes one type of assessments for K–2 students and another type for students in grades 2–12. The K–2 assessments include features designed to engage young learners, such as practice tests, audio instruction, and a visual interface. There are also K–2 assessments that can be administered as frequently as needed, including before and after instruction or intervention. For students in upper grades—from advanced second-graders to high school students—the package includes growth tests, screening tests, and course-specific tests for high school math.

(Optional Add-on) MAP Growth for Science: Designed for students in grades 2–12, this set of growth assessments covers life science, earth and space science, and physical science. MAP Growth for Science also includes course-specific tests for high school science. MAP Growth for Science can be administered three times per school year, along with an optional summer administration.



Recommended for River Delta Unified School District

River Delta Unified School District - Renewal 2023 - 2024

Product	List Price	Unit Price	Quantity	Total Price	Item Discount
MAP Growth K-12	\$14.50	\$13.00	1,847	\$24,011.00	-\$2,770.50

Quote Discount	-\$2,770.50
Quote Subtotal	\$24,011.00
Estimated Tax	\$0.00
Grand Total	\$24,011.00

River Delta Unified School District - Renewal 2024 - 2025

Product	List Price	Unit Price	Quantity	Total Price	Item Discount
MAP Growth K-12	\$14.50	\$13.00	1,847	\$24,011.00	-\$2,770.50

Quote Discount	-\$2,770.50
Quote Subtotal	\$24,011.00
Estimated Tax	\$0.00
Grand Total	\$24,011.00

River Delta Unified School District - Renewal 2025 - 2026

Product	List Price	Unit Price	Quantity	Total Price	Item Discount
MAP Growth K-12	\$14.50	\$13.00	1,847	\$24,011.00	-\$2,770.50

Quote Discount	-\$2,770.50
Quote Subtotal	\$24,011.00
Estimated Tax	\$0.00
Grand Total	\$24,011.00



Contact Information

This non-binding proposal is intended to provide an overview of NWEA® products and services and present a recommendation for River Delta Unified School District. To request a formal sales order, please contact your account representative.

Today's date:	<u>05/02/2023</u>	Prepared by:	<u>Shelley Ghannam</u>
Prepared for:	<u>River Delta Unified School District</u>	Email:	<u>shelley.ghannam@nwea.org</u>
	<u>Nicole Latimer</u>	Phone:	<u>7072804895</u>

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services

Item Number: 10.10

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

SUBJECT:

Request to Approve Renaissance Learning Educational Software Licenses for the 2023-2024 School Year

BACKGROUND:

River Delta Unified School District has utilized Renaissance Learning educational software K-8 for many years. Students enjoy the program as it assesses, supports and promotes the development of our students' reading ability. Renaissance Learning allows teachers to track the types of books students are reading, how well they are comprehending it and areas they need to focus on for improvement.

STATUS:

This is a renewal contract. We would like to continue using Renaissance Learning in the 2023-2024 school year.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$25,228.88 from Educational Services and After School Program Funds

RECOMMENDATION:

That the Board approve Renaissance Learning educational software licenses for the 2023-2024 school year at a cost not to exceed \$25,228.88.

Time allocated: 2 minutes

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

River Delta Joint Unified School Dist - 281420

Reference ID: 613752

445 Montezuma St
Rio Vista, CA 94571-1651
Contact: Nancy Vielhauer - (707) 374-6381
Email: nvielhauer@rdusd.org

Quote Summary

School Count: 5

Renaissance Products & Services Total	\$25,667.20
Applied Discounts	\$(438.32)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$25,228.88

This quote includes: Renaissance Accelerated Reader, Renaissance Freckle, Renaissance Star Early Literacy, Renaissance Star Math and Renaissance Star Reading.

To receive applicable discounts, all orders included on this quote must be received at the same time.


By signing below, Customer:

- acknowledges that the Person signing this Quote is authorized to do so;
- agrees that this Quote, any other quotes issued to Customer during the Subscription Period and Customer and its Authorized Users access to and use of the Products and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf> which are incorporated herein by reference;
- acknowledges receipt of the Notice of Renaissance's Practices Relating to Children's Online Privacy <https://docs.renaissance.com/R63870> directed to you as the school official responsible for authorizing the use of the Renaissance Products and Services in the educational context; and,
- consents on behalf of parents/legal guardians to the collection, use, and disclosure of the personal information of children under the age of 13 with respect to use of the Renaissance Products and Services, as described in Renaissance's Children's Online Privacy Notice <https://docs.renaissance.com/R63871>

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	River Delta Joint Unified School Dist - 281420
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 5/3/2023	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To:

If changes are necessary, or additional information is required, please contact your account executive Isabella Di Ruocco at (715)424-3636, Thank You.

Renaissance

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
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www.renaissance.com

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ("TPT"). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

PO Box 8036, Wisconsin Rapids, WI 54495-8036
 Phone: (800) 338-4204 | Fax: (877) 280-7642
 Federal I.D. 39-1559474
 www.renaissance.com

Quote Details

Bates Elementary School - 286478

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	07/01/2023 - 06/30/2024	240	\$7.70	\$(55.20)	\$1,792.80
Star Early Literacy Subscription	07/01/2023 - 06/30/2024	100	\$5.20	\$0.00	\$520.00
Star Reading Subscription	07/01/2023 - 06/30/2024	130	\$5.20	\$(20.80)	\$655.20
Platform Services					
Annual All Product Renaissance Platform	07/01/2023 - 06/30/2024	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Bates Elementary School Total				\$(76.00)	\$3,718.00

D H White Elementary School - 281422

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	07/01/2023 - 06/30/2024	330	\$7.70	\$(75.90)	\$2,465.10
Star Early Literacy Subscription	07/01/2023 - 06/30/2024	100	\$5.20	\$0.00	\$520.00
Star Reading Subscription	07/01/2023 - 06/30/2024	300	\$5.20	\$(48.00)	\$1,512.00
Platform Services					
Annual All Product Renaissance Platform	07/01/2023 - 06/30/2024	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
D H White Elementary School Total				\$(123.90)	\$5,247.10

Isleton Elementary School - 286751

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	07/01/2023 - 06/30/2024	158	\$7.70	\$(36.34)	\$1,180.26
Star Early Literacy Subscription	07/01/2023 - 06/30/2024	100	\$5.20	\$0.00	\$520.00
Star Reading Subscription	07/01/2023 - 06/30/2024	158	\$5.20	\$(25.28)	\$796.32
Platform Services					

PO Box 8036, Wisconsin Rapids, WI 54495-8036
 Phone: (800) 338-4204 | Fax: (877) 280-7642
 Federal I.D. 39-1559474
www.renaissance.com

Annual All Product Renaissance Platform	07/01/2023 - 06/30/2024	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Isleton Elementary School Total				\$(61.62)	\$3,246.58

Riverview Middle School - 281424					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	07/01/2023 - 06/30/2024	240	\$7.70	\$(55.20)	\$1,792.80
Star Reading Subscription	07/01/2023 - 06/30/2024	250	\$5.20	\$(40.00)	\$1,260.00
Platform Services					
Annual All Product Renaissance Platform	07/01/2023 - 06/30/2024	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Riverview Middle School Total				\$(95.20)	\$3,802.80

Walnut Grove Elementary School - 287216					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	07/01/2023 - 06/30/2024	240	\$7.70	\$(55.20)	\$1,792.80
Freckle ELA add-on Subject Student Subscription	07/01/2023 - 06/30/2024	175	\$9.45	\$0.00	\$1,653.75
Freckle Math Student Subscription	07/01/2023 - 06/30/2024	175	\$15.75	\$0.00	\$2,756.25
Star Early Literacy Subscription	07/01/2023 - 06/30/2024	100	\$5.20	\$0.00	\$520.00
Star Math Subscription	07/01/2023 - 06/30/2024	175	\$5.20	\$0.00	\$910.00
Star Reading Subscription	07/01/2023 - 06/30/2024	165	\$5.20	\$(26.40)	\$831.60
Platform Services					
Annual All Product Renaissance Platform	07/01/2023 - 06/30/2024	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Walnut Grove Elementary School Total				\$(81.60)	\$9,214.40

Renaissance

Quote
2961611

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
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BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services Item Number: 10.11

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

SUBJECT:

Request to Approve the Memorandum of Understanding with Sacramento County Office of Education (SCOE) for the 2023-2024 School Year to Operate Special Day Classes for River Delta Unified School District (RDUSD) Students and Provide Vision, Orientation and Mobility Services

BACKGROUND:

The Sacramento County Office of Education (SCOE) has provided Special Education services for our River Delta Unified School District (RDUSD) students with moderate to severe or emotional disabilities for the last several years. SCOE programs may be offered on a district site or in another district. SCOE operates special day classes for our district students with extensive support or emotional and behavioral support needs and they provide Vision, Orientation and Mobility services for our students who are not participating in a SCOE program.

STATUS:

The Sacramento County of Education will continue providing Special Education services for the 2023-2024 school year.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$50,000 paid by Special Education Funds.

RECOMMENDATION:

That the Board approves the Memorandum of Understanding with Sacramento County Office of Education (SCOE) for the 2023-2024 school year to operate Special Day Classes for River Delta Unified School District (RDUSD) students and provide vision, orientation and mobility services at a cost not to exceed \$50,000.

Time allocated: 2 minutes

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SACRAMENTO COUNTY OFFICE OF EDUCATION
AND RIVER DELTA UNIFIED SCHOOL DISTRICT**

SPECIAL EDUCATION SERVICES

This Memorandum of Understanding (MOU) is entered into between the Sacramento County Office of Education (SCOE) and River Delta Unified School District (District) dated July 1, 2023 for reference purposes only. It sets forth the agreement between the Parties regarding the provision of services to students with extensive support or emotional and behavioral support needs.

TERMS

A. SCOE shall:

1. Operate special day classes for District's students with extensive support or emotional and behavioral support needs (Program). Program may be offered on a District site or at another district's site (School Site).
2. Accept District students referred to the Program by District upon receipt of a completed SCOE referral form and all information and documentation referenced in B.2. Notwithstanding the foregoing, at any time after SCOE's acceptance of a District student, SCOE may provide District with a 20-day calendar day written notice of its intention to decline continued services to any District student where SCOE reasonably determines it can no longer meet the needs of the student.
3. Allow District site staff access to SCOE occupied classrooms without prior notice to the extent that the visits are not unduly disruptive of the then occurring activity. When the Program is located at a School Site, District staff will follow School Site office check-in procedures.
4. Be responsible for implementing Individual Education Programs (IEPs) under the Individuals with Disability in Education Act (IDEA). SCOE shall be responsible for conducting IEPs and assessments of students while they are enrolled in the Program, except as set forth in paragraph B.3, and shall provide copies of the same to District. The District shall be invited to send representation to all IEPs for District students.
5. Develop SCOE's Program calendar to coordinate with the annual school calendar to the extent possible.
6. Employ and supervise all SCOE staff, including certificated and classified employees, interpreters and substitutes required for the operation of the classes. SCOE shall consult with District on site-specific issues as appropriate. District may bring any staff-related concerns to the attention of the person identified in Section L (Notice) below.

7. Provide the following staff/support for classrooms serving students with moderate to severe disabilities or emotional disturbances:
 - a. A credentialed teacher for each class.
 - b. An appropriate number of para-educators in each class based upon the needs of the class, excluding staff referenced in section F.2.a below.
 - c. Administrative support to each classroom.
 - d. Additional designated staff support, as needed, to each classroom that includes: Program Specialist; Language, Speech and Hearing Specialist; Vision Specialist; School Nurse; Behavior Modification Technician, and Orientation and Mobility Specialist.
 - e. Mobility Opportunities Via Education (MOVE) program and WorkAbility program, as appropriate.
 - f. School psychologist services for the District students within the Program.
8. Provide Related Services to District students not participating in a SCOE Program as needed and as set forth in the Fiscal section below (F.2.d).

B. District shall:

1. Assist with onsite supervision at School Sites, to the extent possible in the event of an emergency, when a SCOE school administrator and/or when a regular SCOE certificated employee is unavailable.
2. Refer students to the Program by completing SCOE's referral form and providing all requested information. District will provide SCOE with relevant documents including academic transcripts, behavior and discipline records, IEPs, and other related documents requested by SCOE.
3. Ensure that students referred to the Program have current IEPs and assessments at the time of enrollment. If a student's annual/triennial IEP or assessment is due or will become due within three months of enrollment in the Program, then the District shall hold the IEP before enrolling the student and/or conduct the assessments before enrolling the student in the Program. SCOE may agree, on a case by case basis, to allow students to enroll in the Program while assessments are pending. In this instance, the District shall be responsible for conducting the assessments.
4. Continue to be the district of residence/accountability for District students attending the Program.
5. District will maintain the mandatory permanent pupil record file for District students referred to the Program. SCOE will maintain folders and files for all District students enrolled in the Program, grant the District access, and provide copies of the student

records at District's request. When a District student completes the Program or returns to the District, SCOE will forward all student folders, files, and enrollment information to the District.

6. Provide transportation services for District students from Home to School to Home; District will bear the cost of such services.
7. Provide transportation for District's students involved in Community Based Instruction as needed. Cost of such services will be reimbursed by SCOE.
8. Refer adequate number of students to the program to maintain a viable program. By February 1, identify monthly program enrollment for the subsequent school year (2024-2025). District will be responsible for meeting this minimum enrollment number for December 1 of the subsequent school year. To the extent referrals exceed the minimum enrollment number, students will be accepted into the program to the extent there are appropriate spots available. A large reduction in student referrals in a single school year may constitute a program transfer pursuant to Section I.
9. Provide Physical Therapy, Occupational Therapy, Adaptive Physical Education, and all other related services in accordance with any pupil's IEP except for services performed by the providers referenced in section A.6.d.
10. Arrange and pay for Independent Educational Evaluations if requested by a parent/guardian.

C. Emergency Services

1. The parties will communicate regularly about emergency preparedness and services (e.g., school site safety plans and drills, emergency service calls).
2. SCOE will provide each School Site administrator/office with staff emergency information, student emergency information and care plans, and relevant court orders (such as custody orders).
3. District will provide assistance to SCOE administrators and Program students during onsite emergencies to the extent District personnel are on the site and available.

D. Site-level Roles and Responsibilities.

It is expected that SCOE and District Site administrators will meet annually to collaboratively clarify the site-specific roles and responsibilities.

E. Facilities:

1. District will be responsible for providing facilities (Facilities) on the School Sites as specified below. If District is not providing Facilities, the remainder of the section E will not apply.

Not Applicable-Go to Section F

2. District will be responsible for providing all utilities, custodial, and maintenance services to the Facilities. Custodial services (including supplies) will be provided at the frequency required to keep the facilities clean and sanitary consistent with the Program needs and uses.
3. District will provide all furniture and equipment that it would provide to other classrooms on the School Site unless otherwise agreed to with SCOE. SCOE will provide specialized and IEP related equipment and furniture.
4. District will provide the same internet connectivity, wireless access, and classroom telephones for the Program as it is provided to other classrooms on the School Site.
5. SCOE shall be responsible for damage to the Facilities beyond normal wear and tear caused by SCOE's use thereof. Otherwise, the school site district shall be responsible for repairs or maintenance necessary to maintain the Facilities, including any repairs to the Facilities and any utilities and HVAC units serving the Facilities.
6. The following documents are attached hereto and incorporated by reference:

NONE

To the extent there is a conflict with the terms herein and the terms of the attached documents, the terms of the attachments will govern only with regard to Facilities. Except for the attached documents incorporated herein, this agreement supersedes any and all other facility agreements.

F. Fiscal.

1. SCOE Costs:
 - a. Pay District for Facilities as indicated in section E, which will offset District's total costs.
 - b. Pay District for providing transportation for Community Based Instruction.
2. District Costs:
 - a. If, after a review by the parties, it is determined that additional instructional aide time or additional nursing support is required to be provided in accordance with any pupil's IEP, District shall be responsible for paying for the cost of the additional aide or nursing time. This aide or nursing time will be in addition to that provided pursuant to A.6.b and A.6.d.
 - b. District agrees to pay SCOE the amount of zero dollars (\$ 0) per student served for the 2023-2024 school year. For purposes of determining the amount to be billed, District will be billed per student based on its December 1 student count (of the current school year) or the projected enrollment number it identified by February 1 of the prior year (pursuant to paragraph B.8), whichever is greater.

- c. The State Superintendent of Public Instruction (SPI) will transfer to SCOE the amount of ADA generated per student for the District, at the District's ADA rate calculated by the SPI pursuant to Education Code section 42238.02(d)-(f).
- d. District agrees to pay a total amount of \$4,812 for the following Related Services provided by SCOE to District students not participating in a SCOE Program (check and complete all that apply):
 - None
 - 2 days of Vision at \$ 618.00/day
 - 4.5 days of Orientation and Mobility at \$ 795.00/day

SCOE will provide the Related Services to the extent qualified staff is available. SCOE may provide additional days of Related Services at the daily rate upon mutual agreement of the parties.

- 3. Fiscal Revision: The terms and conditions of the agreement will be renegotiated if either of the following two events occur:
 - a. Either party suffers a significant fiscal shortfall as a result of extraordinary and/or unanticipated cost increases or funding reductions.
 - b. The basic funding model for Special Education changes during the term of this Agreement.

It is the intent of the parties to negotiate any amendments to this agreement to protect both SCOE and the District from significant funding and/or expenditure changes caused by circumstances not under their respective controls.

- G. Term. This MOU is entered into and effective from July 1, 2023 through June 30, 2024.
- H. Nonrenewal of the Agreement. If either party elects not to renew this MOU, it will give prior written notice to the other party by February 1 of its intent to not to renew the agreement. Nonrenewal may constitute a program transfer pursuant to Section I.
- I. Program Transfer. If a program or services already in operation are transferred to another school district or county office of education, pursuant to Education Code section 56207, the parties will comply with applicable Education Code provisions, including sections 44903.7 and 45120.2. A program transfer will be presumed when all of the following are met:
 - 1. The proposed change involves a change in the LEA of service (i.e., the movement of students from SCOE to District).
 - 2. The change involves the movement of funding from one service provider (SCOE) to another (District).
 - 3. The change involves one or more employees who would be affected by the provisions of Education Code sections 44903.7 and 45120.2, which establish the right of certificated and classified employees to retain employment if their assignment moves to another LEA.

In addition, the program transfer process applies only in the following situations:

1. The transfer of an intact, identifiable class which results in the creation of a teaching position by the District and a reduction of a teaching position by SCOE. The transferred students must be residents of the District.
 2. The transfer of District students from several classes combine to form an intact, identifiable class or a full inclusion caseload which results in the creation of a teaching position by District and a reduction of a teaching position by SCOE.
 3. A program transfer process is not required when students who are served in a SCOE program matriculate and return to their district via the IEP process or where SCOE stops providing service with a District student as set forth in A.2.
- J. Entire Agreement and Modification. This MOU constitutes the entire agreement and understanding of the parties and supersedes all previous communications, representations, or understandings, either oral or written, between the parties relating to the subject matter herein. Any changes to this MOU must be agreed to in writing by all parties.
- K. Confidentiality. Confidential student and employee information may be exchanged between the parties for the purposes of fulfilling this agreement and providing services to the students. Each party shall be responsible for maintaining the confidentiality of employee and student data to the extent required by law. If either party fails to comply with this requirement it shall hold the non-offending party harmless and indemnify that party for the breach of confidentiality.
- L. Notice: Any notices required to be given by the MOU or by law shall be in writing. They shall be served either personally, by mail, or email.

Any notice to SCOE shall be sent to the following address:

Sacramento County Office of Education
P.O. Box 269003
Sacramento, CA 95826-9003
Attn: Michael Kast, Executive Director of Special Education
Email: mkast@scoe.net

Any notice to District shall be sent to the following address:

River Delta Unified District
445 Montezuma Street
Rio Vista, CA 94571-1651
Attn: Kathy Wright, Superintendent
Email: kwright@rdusd.org

M. Indemnification. Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party's directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law. Should a due process complaint be filed by any student regarding whether they were provided a Free and Appropriate Public Education (FAPE) while placed in the programs operated by SCOE pursuant to this Agreement, SCOE will cooperate with the District in defending and contribute proportionally to defense and settlement, if any of the alleged denials of FAPE are in regard to the implementation by SCOE staff of the Student's IEP while there.

It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.

N. Independent Agents. This MOU is by and between independent agents and, is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.

O. Nondiscrimination. Any service provided by the parties pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

P. Insurance. All parties shall maintain in full force Commercial General Liability Insurance with limits of no less than \$2,000,000 per occurrence. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by a party to this Agreement.

Q. Execution of Agreement. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU:

SIGNATURES

David W. Gordon, Superintendent
Sacramento County Office of Education

Date

Kathy Wright, Superintendent
River Delta Unified School District

Date

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services

Item Number: 10.12

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

SUBJECT:

Request to Approve Turnitin, LLC for the 2023-2024 School Year

BACKGROUND:

Turnitin is an Internet-based plagiarism detection service. River Delta Unified School District has utilized Turnitin software at Rio Vista High School, Riverview Middle School, Delta High School and Clarksburg Middle School to assist with checking for plagiarism on student work and as an online platform for peer editing.

STATUS:

This is a renewal contract. We would like to continue this contract with Turnitin, LLC.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$4,416.00 paid by Educational Services Funds

RECOMMENDATION:

That the Board approves Turnitin, LLC for the 2023-2024 school year at a cost not to exceed \$4,416.00.

Time allocated: 2 minutes



Quote Details

Expiration date 8/13/2023

Prepared By Robin Gepte
Phone (866) 816-5046 x1220
Email rgepte@turnitin.com

Company Address Turnitin, LLC
 2101 Webster St., Suite 1800
 Oakland, CA 94612
 US

Quote Number Quote-Q-583221-2
Institution River Delta Joint Unified School District

Contact Name Stephen Wright
Phone (707) 374-1734
Email swright@rdusd.org

Bill To Name River Delta Joint Unified School District
Bill To 445 Montezuma Street
 Rio Vista, CA 94571
 United States

Quotation

Product	Product Description	Start Date	End Date	Total
Feedback Studio Enterprise License	Turnitin Feedback Studio: Originality Checking and Feedback, campus fees and access to Draft Coach (if applicable) covering 600 seats	8/14/2023	8/13/2024	USD 4,416.00
		Sales Tax		
		TOTAL		USD 4,416.00

Please Note:

Products sold to certain states are subject to tax. Fee does not include applicable tax. Invoice will reflect applicable tax (state and local). The sales tax ultimately charged will be calculated when you are invoiced and will reflect applicable state and local taxes. No sales tax is charged when providing a valid exemption certificate. Please email certificate to ar@turnitin.com.

Order Instructions:

To purchase or renew your Turnitin license, please email or fax your purchase order and a copy of this quote to Turnitin, LLC, at orders@turnitin.com or (510) 764-7612

By Accepting this quote, you agree to our general terms and conditions that are located at this URL: <http://go.turnitin.com/reg> .

Training:

On-site or online trainings must be completed within twelve (12) months of the start of Turnitin/Thenticate service, or the expiration of the Term in which Training was licensed whichever is earlier ("Training Term Expiry"). Link to [Training Terms and Conditions](#).



Quote Details

Expiration date 8/13/2023

Prepared By Robin Gepte
Phone (866) 816-5046 x1220
Email rgepte@turnitin.com

Company Address Turnitin, LLC
 2101 Webster St., Suite 1800
 Oakland, CA 94612
 US

Quote Number Quote-Q-661826-1
Institution River Delta Joint Unified School District

Contact Name Stephen Wright
Phone (707) 374-1734
Email swright@rdusd.org

Bill To Name River Delta Joint Unified School District
Bill To 445 Montezuma Street
 Rio Vista, CA 94571
 United States

Quotation

Product	Product Description	Start Date	End Date	Total
Feedback Studio Enterprise License	Turnitin Feedback Studio: Originality Checking and Feedback, campus fees and access to Draft Coach (if applicable) covering 600 seats	8/14/2023	8/13/2024	USD 4,416.00
Turnitin Originality	Comprehensive protection against copy/paste plagiarism, student collusion, and contract cheating AI Detection Tool	8/14/2023	8/13/2024	USD 550.00
		Sales Tax		
		TOTAL		USD 4,966.00

Please Note:

Products sold to certain states are subject to tax. Fee does not include applicable tax. Invoice will reflect applicable tax (state and local). The sales tax ultimately charged will be calculated when you are invoiced and will reflect applicable state and local taxes. No sales tax is charged when providing a valid exemption certificate. Please email certificate to ar@turnitin.com.

Order Instructions:

To purchase or renew your Turnitin license, please email or fax your purchase order and a copy of this quote to Turnitin, LLC, at: orders@turnitin.com or (510) 764-7612

By Accepting this quote, you agree to our general terms and conditions that are located at this URL: <http://go.turnitin.com/reg>

Training:

On-site or online trainings must be completed within twelve (12) months of the start of Turnitin/Thenticate service, or the expiration of the Term in which Training was licensed whichever is earlier ("Training Term Expiry"). Link to [Training Terms and Conditions](#).

Turnitin's AI writing detection

Rapidly innovating to uphold academic integrity

Identify AI-generated text in student submissions

Turnitin's AI writing detection capabilities help educators identify when AI writing tools such as ChatGPT may have been used to write any part of a student's submitted work. Only instructors and administrators (based on license), can see the AI writing detection results.

This feature is enabled in the following Turnitin products: Turnitin Feedback Studio (TFS), TFS with Originality, Turnitin Originality, Turnitin Similarity, Simcheck, Originality Check, and Originality Check+.

Sally Jones | The Goliath of the Sea < 1 of 17 >



Match Overview

63%

- | Rank | Source | Percentage |
|------|--|------------|
| 1 | en.wikipedia.org
Internet Source | 30% |
| 2 | www.scribd.com
Internet Source | 23% |
| 3 | animals-partner.blogsp...
Internet Source | 6% |
| 4 | answers.yahoo.com
Internet Source | 4% |

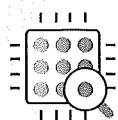
AI

75%

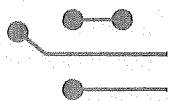
Text-Only Report | High Resolution On

Access the AI writing indicator within your existing workflow

We have added an AI writing indicator to the Similarity Report which shows the overall percentage of the document that AI writing tools may have generated. AI detection runs automatically for every submission and is integrated into the users' current workflows, so instructors don't need to change the way they work. It is also available via your learning management system.



AI Writing
Detection



Sally Jones
The Goliath of the Sea

Details

How much of this submission has been generated by AI? ⓘ

75%

of qualifying text in this submission has been determined to be generated by AI.

How do we detect AI-generated writing?

To learn more about Turnitin's AI writing detection model and how it works, please visit our [AI writing detection page](#).



Education resources for AI writing

- Find strategies for [approaching AI-generated text in the classroom](#).
- Minimize potential AI misuse with our [AI misuse rubric](#) to review existing writing prompts for AI vulnerability, and our [AI misuse checklist](#) to review options to proactively respond to potential AI misuse in your classroom.
- Stay Informed as Turnitin expands its [AI writing capabilities](#).

Show Disclaimer



Blue Whale *Balaenoptera Musculus*

Use insights provided in the AI writing report to determine your next course of action

The AI writing indicator opens a report which highlights the text segments that our model predicts were written by an AI tool. The report also provides access to guidance and pedagogical resources to help educators uphold academic integrity and address the challenges presented by AI writing tools in their classrooms.



Guarantee the safety of your data

Any data submitted for AI writing detection is covered by Turnitin's stringent data protection policies. Our robust security measures are regularly reviewed and updated to keep your data secure. You can review our [privacy and security policy](#) [here](#).

Technical details

File requirements for submission to be processed for AI writing detection:

- File size must be less than 100 MB
- File must not exceed 15,000 words
- File must have at least 150 words of prose text in a long-form writing format
- File must be written in English
- Accepted file types: .docx, .pdf, .txt, .rtf



Access our library of **pedagogical resources** to help educators address the use of AI tools in classrooms.

Contact your Turnitin representative to learn more, or visit our [AI writing web page](#).

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services

Item Number: 10.13

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

SUBJECT:

Request to Approve the Purchase of NoRedInk for Use at Riverview Middle School for the 2023-2024 School Year

BACKGROUND:

NoRedInk is an online tool used for teaching grammar, usage, mechanics and style to students in 4th through 12th grade. NoRedInk builds stronger writers through interest-based curriculum, adaptive exercises, and actionable data.

STATUS:

This is a renewal contract. Riverview Middle School would like to continue using this program for their 7th and 8th grade students.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$3,400 from Educational Services Funds.

RECOMMENDATION:

That the Board approves the purchase of purchase of NoRedInk for use at Riverview Middle School for the 2023-2024 school year at a cost to exceed \$3,400.

Time allocated: 2 minutes

Customer name: Riverview Middle School

Primary contact name:
Marcy Rossi

Primary contact email:
mrossi@rdusd.org

NoRedInk Remittance Address for Checks:
NoRedInk Corp.
PO Box 92507
Las Vegas, NV 89193-2507

Billing address:
525 S 2nd St
Rio Vista, California 94571
United States

Will a PO be required? (If Yes, please provide form)

Billing email:

Billing contact name:

Service start date:
10-26-2023

Service end date:
10-25-2024

Payment terms:
Upfront

Billing terms:
Net 30

SUMMARY

PRODUCT	DESCRIPTION	SALES PRICE	QTY	TOTAL PRICE
NoRedInk Premium Student Licenses	NoRedInk Premium for designated number of students.	\$17.00	200	\$3,400.00
TOTAL:				\$3,400.00

- Start date will be as stated or later pending receipt of signatures and any required documents (PO and tax exempt certificates, as applicable).
- End date will be as stated or later to maintain the term length.
- If applicable, all unused Premium training services will expire annually on the service end date.
- Training dates can only be confirmed after order forms are signed by both parties.
- NoRedInk Premium may be unavailable for some portion of July for updates and data archives.
- If applicable, state sales tax will be added to your invoice unless proof of exemption has been received by NoRedInk prior to invoicing.

Please sign and return to: dawn.glass@noredink.com

Contract terms: This Order Form incorporates and is subject to the Master Services Terms — collectively the "Agreement" — and constitutes a binding contract entered into by and between NoRedInk Corp. ("NoRedInk"), a Delaware corporation with its principal place of business at 548 Market Street, PMB 66984, San Francisco, CA 94105, and the entity listed below as client ("Client"). The Master Services Terms are available at: [NoRedInk Master Services Agreement](#). The Data Protection Addendum is available at: [NoRedInk Data Protection Addendum](#)

NoRedInk Corp. Signature	Riverview Middle School Signature
<p>Signature:</p> <p>Name:</p> <p>Title: Head of Customer Success</p> <p>Date:</p>	<p>Signature:</p> <p>Name:</p> <p>Title:</p> <p>Email:</p> <p>Date:</p>

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services

Item Number: 10.14

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

SUBJECT:

Request to Approve the Purchase of Home Campus for Rio Vista High School and Delta High School for the 2023-2024 School Year

BACKGROUND:

Home Campus is an online software program used to digitize athletic clearance packets. Their process saves time for parents, athletic directors and schools by eliminating paperwork and organizing it all in within the Home Campus Account. Parents/Students will create an account, fill out pertinent information and sign off on signature forms. Athletic staff will be able to review the information and clear students for participation.

STATUS:

This is a renewal contract. Home Campus will provide athletic clearances for Rio Vista High School and Delta High School.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$1,990 from Educational Services Funds.

RECOMMENDATION:

That the Board approve the purchase of Home Campus for Rio Vista High School and Delta High School for the 2023-2024 school year at a cost to exceed \$1,990.

Time allocated: 2 minutes



Home Campus
PO Box #807
Dana Point, CA 92629
lindsay@home-campus.com

ADDRESS

River Delta USD
445 Montezuma Street
Rio Vista, CA 94571

Estimate 1182

DATE 05/06/2023

	QTY	RATE	AMOUNT
Basic Delta	1	595.00	595.00
Athletic Clearance Delta	1	400.00	400.00
Basic Rio Vista	1	595.00	595.00
Athletic Clearance Rio Vista	1	400.00	400.00

TOTAL \$1,990.00

Accepted By

Accepted Date

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services

Item Number: 10.15

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

SUBJECT:

Request to Approve the Subscription to Teachers Pay Teachers (TPT) School Access for the 2023-2024 School Year

BACKGROUND:

Teachers Pay Teachers School Access is a subscription that empowers educators with essential teacher-tested resources and interactive learning tools. Their library includes over 4 million resources for immediate use, including a premium version of their digital learning platform, Easel by TPT, interactive activities and assessments.

STATUS:

This is a renewal contract. We would like to continue our subscription to Teachers Pay Teachers (TPT) for the 2023-2024 school year to provide River Delta Unified School District teachers with essential teacher resources and digital tools.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$10,575 from Educational Services Funds.

RECOMMENDATION:

That the Board approves the subscription to Teachers Pay Teachers (TPT) for the 2023-2024 school year at a cost not to exceed \$10,575.

Time allocated: 2 minutes



Company: Teacher Synergy LLC
Send Purchase Order to:
 Attn: School Purchasing Department
 PO Box 1411
 New York, NY 10276

Date Issued: 06/13/2023
Expiration Date: 08/01/2023

Send Payment to:
 Teacher Synergy LLC
 75 Remittance Drive – Department 6759
 Chicago, IL 60675-6759

SUBSCRIBER DETAILS:

Customer: River Delta Unified School District
 445 MONTEZUMA ST
 RIO VISTA, CALIFORNIA, 94571

Sales Representative	TpT Quote ID
Eva Fine eva@teacherspayteachers.com	Q038188

Account Contact:

Name: Stephen Wright
 Email Address: swright@rdusd.org

Invoicing Contact:

Name: Stephen Wright
 Email Address: swright@rdusd.org

SUBSCRIPTION DETAILS:

USERS	SERVICE TERM(S)
Up to 100	Start Date: 08/08/2023 End Date: 08/07/2024 Months: 12

SERVICE	FEE
500 Resource Licenses Per Year + Easel + Flex Catalog	10,575.00

ADDITIONAL SERVICES:

SERVICE	LIST PRICE	DISCOUNT	PRICE
Professional Development	\$500	100%	\$0

PAYMENT TERMS:

Payment Due	Net 30 (from invoice date)
Payment Frequency*	Up Front/ Annual
Payment Method	Check
Currency	USD

*If Payment Frequency is Annual, each Term will be billed separately. Fees for the applicable Term will be invoiced at the start of the Term.

SUBTOTAL	10,575.00
Estimated Tax*	Tax Exempt
TOTAL	\$10575

*Sales tax ultimately charged may differ. The final sales tax amount will be calculated when an invoice is created.

Directions: If you need to reference a purchase order for this order, you can write the PO # in the box to the right and submit your signed PO with this signed Quote.

<p>Purchase Order # (if applicable, for reference only)</p>
Empty space for PO number

Authorized Signature

Name: _____

Title: _____

Date: _____

Terms & Conditions:

This Quote and your use of the TpT School Access Services is governed by our TpT School Access Subscription Terms (“Terms”) found at the following URL: <http://bit.ly/TpTSchoolAccessTerms> which Terms are incorporated by reference into this Quote and together with this Quote and any incorporated policies (such as our Privacy Policies) form the “Agreement”. The Subscription Term length is indicated above by the number of months listed in the Service Term table herein. If this is a purchase of a multi-year Subscription, the Subscription will be represented as a multiple of 12 month Terms as indicated (the “Subscription Commitment”), where access to the TpT School Access Platform renews every 12 months (for the number of users and the number of Resource Licenses designated herein) for the number of 12 month Subscription Terms indicated. The Platform Fee covers standard platform features currently available. TPT may introduce additional features available at an additional cost during the course of Subscription Commitment that Customer may be able to purchase by executing a Quote for such additional services and paying applicable fees. By signing this Quote, Customer agrees to be bound by the Agreement and the individual signing represents and warrants that he or she is authorized to bind Customer to the Agreement. Customer acknowledges and agrees that any reference to a purchase order in this Quote or any associated invoice is solely for Customer’s convenience in record keeping, and no such reference or any delivery of Services to Customer following any issuance of a purchase order shall be deemed as Company’s acknowledgement of or agreement to any terms or conditions associated with any such purchase order or in any way be deemed to modify, alter, supersede or supplement the Agreement. The terms and conditions of the Agreement are the exclusive agreement of the parties with respect to the subject matter hereof and no other terms or conditions shall be binding upon Company or otherwise have any force or effect.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: _____

From: Tracy Barbieri, Director of Special Education

Item Number: 10.16

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

SUBJECT:

Request to Approve the Independent Contract for Services Agreement with Acumen Neuropsychology Services for the 2023-2024 School Year

BACKGROUND:

Acumen Neuropsychology Services provides neuropsychological assessments and services for children and adults.

STATUS:

Acumen Neuropsychology Services will provide an Independent Educational Evaluation (IEE) for a River Delta Unified School District student as required by an IEP team decision. Cost includes: 2 testing appointments for a full clinical evaluation, a phone interview with a parent or family member, and a report review with the client and IEP attendance remotely.

PRESENTER:

Tracy Barbieri, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$7,300 paid by Special Education Funds.

RECOMMENDATION:

That the Board approves the Independent Contract for Services Agreement with Acumen Neuropsychology Services for the 2023-2024 school year at a cost not to exceed \$7,300.

Time allocated: 2 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
<http://riverdelta.org>

INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

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

IT IS HEREBY MUTUALLY AGREED that Consultant will provide services under the following terms and conditions and the terms of this agreement shall supersede any conflicting provision in a contract provided by the Consultant which may be attached to this agreement. Consultant acknowledges and agrees that performance on this Agreement shall be subject to availability of District funds.

1. TERM: The term of this agreement is from July 1, 2023 through June 30, 2024. Extension or renewal requires approval of DISTRICT Superintendent 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 Superintendent or authorized representative. It is the right of the District to contact references, perform background checks, and/or audit data security procedures of the Consultant.

This agreement may be terminated at the convenience of either party upon 30 days advance written notice to the other party. In the event of termination, CONSULTANT shall immediately suspend any further performance of services pursuant to this agreement, except as otherwise authorized by the DISTRICT in writing, and Consultant shall be compensated only for services provided up through the date of termination.

2. CONSULTANT SERVICES: CONSULTANT agrees to perform, during the term of this agreement, the tasks, obligations and services detailed as follows (extra pages may be added but must be identified as part of this paragraph): To provide an Independent Educational Evaluation (IEE) for one district student.

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

Flat rate per Independent Educational Evaluation (IEE) cost not to exceed \$7,300. Cost includes: 2 testing appointments for a full clinical evaluation, a phone interview with a parent or family member, and a report review with the client and IEP attendance remotely.

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 but must be pre-approved. All payments will be based on invoices submitted to DISTRICT by CONSULTANT and approved by DISTRICT'S authorized representative. The CONSULTANT shall provide an itemization of costs on submitted invoice with receipts attached.

3. 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. The District maintains the right to monitor the performance of Consultant and may require consultant to submit appropriate reports including but not limited to financial reports, audit reports, and/or internal control reports as determined by the District. In addition, the Consultant understands and agrees that Consultant's work product shall be subject disclosure in accordance with the Public Records Act (Gov. Code §§ 6250 *et seq.*).

Creating Excellence To Ensure That All Students Learn

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

- 4. **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.
- 5. **HOLD HARMLESS AND INDEMNIFICATION:** CONSULTANT agrees to abide by the *Hold Harmless and Indemnification Agreement* attached to and made a part of this contract.
- 6. **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.
- 7. **CONFLICTS OF INTEREST:** Consultants are responsible for complying with the Regulations of the Fair Political Practices Commission, Title 2, Division 6, California Code of Regulations and may be required to file an annual Form 700 Conflict of Interest Statement of Economic Interests (as required following the passage of the Political Reform Act Government Code Section 81000, et seq.) (attached to and made a part of this contract). The Superintendent may determine in writing that a particular consultant is hired to perform a range of duties that are limited in scope and, thus, is not required to comply fully with the disclosure requirements described in those Sections cited above. The Superintendent's determination is a public record and shall be retained for public inspection in the same manner and location as the Conflict of Interest Code Form 700 Statements of Economic Interest. In addition, if the contract itself contains Conflict of Interest/Statements of Economic Interest Disclosures, the consultant is not required to re-file with the District annually.
- 8. **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 Name _____ Date _____

Requested By (signature/printed) _____ Date _____

Social Security Number/Federal Tax ID Number _____

Supt/Board Approval Signature _____ Date _____

Address _____ State _____ Zip _____

Budget Code (Name & Coding) _____

Contact Phone and Email _____

Date of Board of Trustees Action _____

Signature (Contractor/Consultant Authorized Representative) _____

Consultant must answer the two questions below:

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

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

By: SY of AALRR/BLM

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services Item Number: 10.17

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

SUBJECT:

Request to Approve the Three-Year Agreement with IXL Learning

BACKGROUND:

We have utilized the IXL Learning educational software in all four elementary sites, Riverview Middle School and Rio Vista High School. The program presents math skills that are aligned to the California Common Core Content Standards and the California Preschool Learning Foundations, providing comprehensive coverage of math concepts and applications. With IXL's state standards alignments, students access unlimited practice problems specifically tailored to each required standard.

STATUS:

This is a renewal contract. D.H. White Elementary School, Isleton Elementary School, Walnut Grove Elementary School, Bates Elementary School, Riverview Middle School and Rio Vista High School would like to continue using IXL Learning to supplement their daily instruction.

PRESENTER:

Nancy Vielhauer, Assistant Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$38,759 paid from Educational Services Funds

RECOMMENDATION:

That the Board approves the three-year agreement with IXL Learning at a cost not to exceed \$38,759.

Time allocated: 2 minutes



RENEWAL QUOTE

IXL Learning
 777 Mariners Island Blvd., Suite 600
 San Mateo, CA 94404

QUOTE # 967587-2023-001-2
 DATE: APRIL 28, 2023

TO:
 Stephen Wright
 River Delta Unified School District
 445 Montezuma St.
 Rio Vista, CA 94571

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	ACCOUNT #	RENEWAL PERIOD	QUOTE VALID UNTIL
Amanda Palumbo	A13-967587	August 17, 2023 – August 17, 2026	August 17, 2023

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	IXL site license for 800 students, including: Grades 9-12: 100 students at Rio Vista High School Subjects: Math and ELA	\$5,100.00	\$5,100.00
1	Grades K-10: 225 students at Riverview Middle School Subjects: Math, ELA, and Science	\$14,175.00	\$14,175.00
1	Math-only in grades 7-8 at Riverview Middle School: 25 students Subject: Math	\$863.00	\$863.00
1	Math & ELA in grades 1-12: 250 students Subjects: Math and ELA	\$12,750.00	\$12,750.00
1	Math, ELA & Sci in grades 5-6: 25 students Subjects: Math, ELA, and Science	\$1,575.00	\$1,575.00
1	Grades K-10: 100 students Subject: Math	\$3,450.00	\$3,450.00
1	Grades PK, 1, 5-6: 75 students at Walnut Grove Elementary School Subjects: Math and ELA <i>K-8 math licenses include complimentary access to IXL's universal screener</i>	\$3,825.00	\$3,825.00
1	Multi-year discount	-\$4,174.00	-\$4,174.00
1	Professional Development: IXL Core PD Package <i>Unlimited instructor accounts included</i>	\$1,195.00	\$1,195.00
SUBTOTAL			\$38,759.00

SALES TAX	--
SHIPPING & HANDLING	--
TOTAL DUE	\$38,759.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, [click here](http://www.ixl.com/po-upload) or go to <http://www.ixl.com/po-upload> and enter quote # 967587-2023-001-2. For international accounts, we can accept wire transfers for an additional fee.

IXL Core PD Package

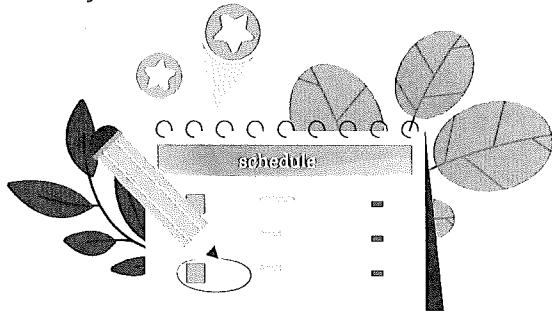
(for up to 50 attendees)



Make the most of your virtual PD experience with a personalized program! An IXL Professional Learning Specialist will partner with you and your teachers to create a custom PD plan that supports a successful implementation at your school.

This package includes:

Planning call: In this 15-30 minute call, your dedicated IXL Professional Learning Specialist will collaborate with you to create a professional development schedule that meets your needs.



Foundations I — Essential Tools for Daily Instruction: Best practices for using the Real-Time Diagnostic, IXL curriculum, and IXL Recommendations to support daily instruction and personalize learning for math and English language arts.*

Foundations II — Strategies for Data-Driven Classrooms: Deep dive into IXL Analytics and adaptive instruction using up-to-the-minute insights. Emphasis on practical strategies for using data to support students.*

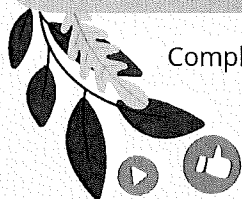
This package also includes access to our **eLearning Library**. With more than 40 micro-learning videos, our eLearning Library offers on-demand guidance for every essential feature, including best practices for implementing IXL in a variety of instructional models.

*For more experienced IXL users, Elevate I and II are available as an alternative to Foundations I and II.

Cost: \$1,195 per building



WANT EVEN MORE?



Complete your package with these 60-minute add-on sessions (\$595 each or 3 for \$1,495)

Analytics for School Leaders: Evaluate how your school is measuring up to research-based best practices and discuss next steps for maximizing the impact of IXL on students.

Implementation Coaching Session: An implementation coaching session to review how teachers have begun using IXL in their classroom and discuss best practice strategies for making it part of their daily instruction.

Analytics Coaching Session: A planning session where we'll dive into your own analytics and recommend effective next steps based on your students' data.

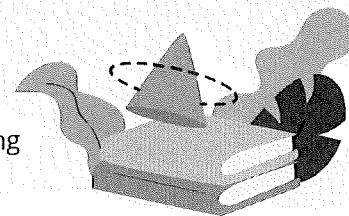
IXL for Early Elementary: Explore best practices for using IXL with pre-K through 2nd grade students. Dive deep into how IXL's math and ELA curriculum is scaffolded to help young learners develop a strong foundation of knowledge and build their confidence and curiosity.

Diagnostic Deep Dive: Learn everything you need to implement IXL's Real-Time Diagnostic, personalize instruction, and monitor student growth.

Data Review (30 minutes): Review your school's IXL data with a Professional Learning Specialist, who will confirm areas of achievement, address any challenges, and help you optimize your use of the platform to exceed your goals.

Foundations for Science and Social Studies: Learn about key features, implementation best practices, and IXL Analytics for science and social studies.

Not sure which add-ons are right for your team? A Professional Learning Specialist can help you select the sessions best suited to your needs.



To learn more, contact us at pd@ixl.com.

www.ixl.com | 855-255-8800

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services Item Number: 10.18

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

SUBJECT:

Request to Approve the Three-Year Renewal of Lexia Licenses for TK-3rd Grade Students

BACKGROUND:

Lexia is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn. The River Delta Unified School District's elementary schools use Lexia as an intervention program to improve cognitive reading skills.

STATUS:

This is a three-year renewal contract. We would like to continue our contract with Lexia to serve our TK-3rd Grade students.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$52,920.00 paid by Educational Services Funds

RECOMMENDATION:

That the Board approves the three-year renewal of Lexia licenses for TK-3rd grade students

Time allocated: 2 minutes

QUOTE



Lexia Learning Systems LLC

300 Baker Avenue, Suite 320

Concord, MA 01742 USA

Phone: (978) 405-6200

Fax: (978) 287-0062

Quote #: Q-431014-3
Created Date: 5/30/2023

Prepared By: Halima Barron
Email: halima.barron@lexialearning.com

Quote To:
Nicole Latimer
River Delta Unif Sch District
445 Montezuma Street
Rio Vista, CA 94571 US

Bill To:
River Delta Unif Sch District
445 Montezuma Street
Rio Vista, CA 94571 US

3-year renewal for student licenses OPTION 1

Start Date	End Date	Quantity	Line Item Description	Sales Price	Total Price
7/1/2023	6/30/2026	490	Lexia Core5 Reading/PowerUp Literacy Student Subscription Renewal	\$108.00	\$52,920.00
3-year renewal for student licenses Total Price:					\$52,920.00

Fax or email Purchase Orders with quote number Q-431014-3 AND Option Number to the following:

Attn: Halima Barron
Email: halima.barron@lexialearning.com
Fax: 978-287-0062

PLEASE NOTE THE QUOTE NUMBER AND OPTION NUMBER MUST APPEAR ON PURCHASE ORDER(S) IN ORDER TO PROCESS.

TERMS AND CONDITIONS

**Prices included herein are exclusive of all applicable taxes, including sales tax, VAT or other duties or levies imposed by any federal, state or local authority, which are the responsibility of Customer. Any taxes shown are estimates for informational purposes only. Customer will provide documentation in support of tax exempt status upon request. Pricing is valid 60 days. Lexia will invoice the total price set forth above upon Customer's acceptance. Payment is due net 30 days of invoice.

TERM

This quote serves as an Order Agreement and becomes effective upon its acceptance by both parties. The Product/Services purchased pursuant to this Agreement will begin on or about the start date set forth above and continue in effect for the Product/Service Term set forth above ("Subscription Period"). Unless otherwise set forth herein, all Product licenses shall have the same start and end dates, all Products are deemed delivered upon provisioning of license availability, and all Services must be used within the Subscription Period; unused Product licenses or Services are not eligible for refund or credit. Onsite training fulfilled with virtual training equivalency as needed. Virtual training equivalency = four (4) live online sessions for each onsite training day session. Without prejudice to its other rights, Lexia may suspend delivery of the Product/Services in the event that Customer fails to make any payment when due.

ORDER PROCESS

To submit an order, please fax this quote along with the applicable Purchase Order to: (978) 287-0062, or send by email to your sales representative's email address listed above.

NOTE: EACH PURCHASE ORDER MUST INCLUDE THE CORRECT QUOTE NUMBER PROVIDED ON THIS QUOTE, AND THE QUOTE SHOULD BE ATTACHED.

ACCEPTANCE

All Products and Services are offered subject to the Lexia K-12 Education Application License Agreement terms, available at <https://lexialearning.com/privacy/eula> (the "License"), as supplemented by the terms herein. By placing any order in response to this quote, Customer confirms its acceptance of the License Terms and the terms and fees in this quote, which together, constitute the entire agreement between Customer and Lexia regarding the Products and Services herein (the "Agreement"). Customer and Lexia agree that the terms and conditions of this Agreement supersede any additional or inconsistent terms or provisions in any Customer drafted purchase order, which shall be void and of no effect, or any communications, whether written or oral, between Customer and Lexia relating to the subject matter hereof. In the event of any conflict, the terms of this Agreement shall govern.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Jennie Gornto, Principal D.H. White Elementary

Item Number: 10.19

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

SUBJECT:

Request to Approve the purchase of Lexia Licensing for 4-6th grade students at D.H. White Elementary School.

BACKGROUND:

RDUSD currently provides Lexia Licensing for K-3rd grade students district- wide. The purchasing of the additional licensing for DH White's 4-6 grade students aligns with D.H. White Elementary School's site academic plan to increase support in ELA.

STATUS:

Purchase of licensing requires Board approval.

PRESENTER:

Jennie Gornto, Principal

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

DH White site funds- S&C/ State lottery \$20,450.00 for a three-year contract

RECOMMENDATION:

That the Board approves the three-year subscription of Lexia Licensing for grades 4-6th grade students at D.H. White Elementary School

Time allocated: 2 minutes

QUOTE



Lexia Learning Systems LLC
300 Baker Avenue, Suite 320
Concord, MA 01742 USA
Phone: (978) 405-6200
Fax: (978) 287-0062

Quote #: Q-563062-2
Created Date: 4/20/2023

Prepared By: Halima Barron
Email: halima.barron@lexialearning.com

Quote To:
D H White Elementary School
500 Elm Way
Rio Vista, CA 94571 US

Bill To:
Jennie Gornto
D H White Elementary School
500 Elm Way
Rio Vista, CA 94571 US

3-year Core5/PowerUp licenses with training **OPTION 1**

Start Date	End Date	Quantity	Line Item Description	Sales Price	Total Price
5/1/2023	4/30/2026	150	Lexia Core5 Reading/PowerUp Literacy Student Subscription	\$123.00	\$18,450.00
5/1/2023	4/30/2026	1	Lexia PowerUp Literacy Live Online	\$1,000.00	\$1,000.00
5/1/2023	4/30/2026	1	Lexia Core5 Reading Live Online	\$1,000.00	\$1,000.00
3-year Core5/PowerUp licenses with training Total Price:					\$20,450.00

2-year Core5/PowerUp licenses with training **OPTION 2**

Start Date	End Date	Quantity	Line Item Description	Sales Price	Total Price
5/1/2023	4/30/2025	150	Lexia Core5 Reading/PowerUp Literacy Student Subscription	\$84.00	\$12,600.00
5/1/2023	4/30/2025	1	Lexia PowerUp Literacy Live Online	\$1,000.00	\$1,000.00
5/1/2023	4/30/2025	1	Lexia Core5 Reading Live Online	\$1,000.00	\$1,000.00
2-year Core5/PowerUp licenses with training Total Price:					\$14,600.00

1-year Core5/PowerUp licenses with training **OPTION 3**

Start Date	End Date	Quantity	Line Item Description	Sales Price	Total Price
5/1/2023	4/30/2024	150	Lexia Core5 Reading/PowerUp Literacy Student Subscription	\$44.00	\$6,600.00

Start Date	End Date	Quantity	Line Item Description	Sales Price	Total Price
5/1/2023	4/30/2024	1	Lexia PowerUp Literacy Live Online	\$1,000.00	\$1,000.00
5/1/2023	4/30/2024	1	Lexia Core5 Reading Live Online	\$1,000.00	\$1,000.00
1-year Core5/PowerUp licenses with training Total Price:					\$8,600.00

Fax or email Purchase Orders with quote number Q-563062-2 AND Option Number to the following:

Attn: Halima Barron

Email: halima.barron@lexialearning.com

Fax: 978-287-0062

PLEASE NOTE THE QUOTE NUMBER AND OPTION NUMBER MUST APPEAR ON PURCHASE ORDER(S) IN ORDER TO PROCESS.

TERMS AND CONDITIONS

**Prices included herein are exclusive of all applicable taxes, including sales tax, VAT or other duties or levies imposed by any federal, state or local authority, which are the responsibility of Customer. Any taxes shown are estimates for informational purposes only. Customer will provide documentation in support of tax exempt status upon request. Pricing is valid 60 days. Lexia will invoice the total price set forth above upon Customer's acceptance. Payment is due net 30 days of invoice.

TERM

This quote serves as an Order Agreement and becomes effective upon its acceptance by both parties. The Product/Services purchased pursuant to this Agreement will begin on or about the start date set forth above and continue in effect for the Product/Service Term set forth above ("Subscription Period"). Unless otherwise set forth herein, all Product licenses shall have the same start and end dates, all Products are deemed delivered upon provisioning of license availability, and all Services must be used within the Subscription Period; unused Product licenses or Services are not eligible for refund or credit. Onsite training fulfilled with virtual training equivalency as needed. Virtual training equivalency = four (4) live online sessions for each onsite training day session. Without prejudice to its other rights, Lexia may suspend delivery of the Product/Services in the event that Customer fails to make any payment when due.

ORDER PROCESS

To submit an order, please fax this quote along with the applicable Purchase Order to: (978) 287-0062, or send by email to your sales representative's email address listed above.

NOTE: EACH PURCHASE ORDER MUST INCLUDE THE CORRECT QUOTE NUMBER PROVIDED ON THIS QUOTE, AND THE QUOTE SHOULD BE ATTACHED.

ACCEPTANCE

All Products and Services are offered subject to the Lexia K-12 Education Application License Agreement terms, available at <https://lexialearning.com/privacy/eula> (the "License"), as supplemented by the terms herein. By placing any order in response to this quote, Customer confirms its acceptance of the License Terms and the terms and fees in this quote, which together, constitute the entire agreement between Customer and Lexia regarding the Products and Services herein (the "Agreement"). Customer and Lexia agree that the terms and conditions of this Agreement supersede any additional or inconsistent terms or provisions in any Customer drafted purchase order, which shall be void and of no effect, or any communications, whether written or oral, between Customer and Lexia relating to the subject matter hereof. In the event of any conflict, the terms of this Agreement shall govern.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services

Item Number: 10.20

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

SUBJECT:

Request to Approve the Agreement with Kontraband Interdiction & Detection Services, Inc. (K.I.D.S) for the 2023-2024 School Year

BACKGROUND:

Kontraband Interdiction & Detection Services, Inc. (K.I.D.S) provides professional consulting and detection canine services to schools, parents, businesses, government and law Enforcement Agencies throughout the United States. River Delta Unified School District (RDUSD) has contracted with K.I.D.S. in the past, for substance awareness, consulting and detection services.

STATUS:

RDUSD would like to contract with K.I.D.S for the 2023-2024 school year. K.I.D.S. will provide eight (8) half day visits at a cost of \$270.00 per visit.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$2,160 from Educational Services Funds.

RECOMMENDATION:

That the Board approves the agreement with Kontraband Interdiction & Detection Services, Inc. (K.I.D.S.) for the 2023-2024 school year at a cost not to exceed \$2,160.

Time allocated: 2 minutes



KONTRABAND INTERDICTION & DETECTION SERVICES™, INC.

California Corporate Headquarters:

1550 Mchenry Avenue ~ Modesto, California 95350

Texas Corporate Headquarters:

9011 Champions Way – Bldg. #2 ~ Streetman, Texas 75859



K.I.D.S.™

Kontraband Interdiction & Detection Services, Inc.

(CONTRACTOR)

&

RIVER DELTA UNIFIED SCHOOL DISTRICT

(DISTRICT)

This shall serve as an agreement by and between the (CONTRACTOR) and the (DISTRICT) for substance awareness, consulting and detection services for the period of 08/01/2023 through 06/30/2024. It is understood that the (DISTRICT) has established a written and communicated policy clearly defining all weapons and drugs of abuse, (in the broadest terms), i.e., illicit drugs, alcoholic beverages, firearms, pyrotechnics, weapons, and tobacco as prohibited contraband. This policy has been dispersed throughout the (DISTRICT)'s locations where (CONTRACTOR)'s service will be utilized. Violations are considered detrimental to the welfare of all students, employees, visitors and contrary to the (DISTRICT)'s desire to maintain a safe and healthy learning environment.

(CONTRACTOR) will provide contraband detection canines, inspections and consulting services using non-aggressive detection canines certified as a reliable team to detect (Illicit drugs – Alcoholic beverages – Pyrotechnics) and qualified professionally trained personnel. Such services may be conducted on an unannounced basis under the auspices and direction of the (DISTRICT) administration with (CONTRACTOR) acting on behalf of the (DISTRICT) while conducting such services. Common areas, lockers, automobiles, vacant classrooms, and grounds shall be subject to inspections at the (DISTRICT)'s sole discretion. Contraband seized on the (DISTRICT)'s property is the responsibility of the (DISTRICT). Suspected illicit drugs of abuse may be field tested to provide the (DISTRICT) with a preliminary or presumptive identification of the suspected drug. (DISTRICT) and their personnel understand such tests are not conclusive and should be further tested by a qualified agency in the event the (DISTRICT) decides to declare and/or act on such suspected evidence. (CONTRACTOR)'s policy and procedures prohibit the use of detection canines to "sniff" individuals under any and all circumstances. (DISTRICT) agrees only the certified handler can determine an alert/indication by the canine and (DISTRICT) agrees item(s) the canine alerted on will be inspected by the certified handler with the owner's permission. Any item inspected by the (DISTRICT) may not and in some instances cannot validate the canine alert/indication and could affect the canine/handler's stats and therefore could jeopardize the (DISTRICT)'s required 'reasonable suspicion' standards in concert with past case law to legally 'search' the item(s) under the 4th Amendment and be in breach of this agreement. (CONTRACTOR)'s policy also precludes discriminating against a single item.

(CONTRACTOR) agrees to provide a minimum of (8) HALF Day visits during the term of the above referenced contract period. Additional visits may be scheduled upon mutual agreement between (CONTRACTOR) and the (DISTRICT). The fee for a HALF Day visit will be (\$270.00) per team. Multiple teams will be charged on a per team basis. (CONTRACTOR) will invoice for services monthly whereas the (DISTRICT) agrees to pay in full for services within (10) days of such invoice. (DISTRICT) agrees to pay a late fee not to exceed (10%) of the amount due per month. The unpaid invoice(s) and late fees will accumulate per month until the balance and late fees are paid in full. (CONTRACTOR) will coordinate schedules with the designated (DISTRICT) administrator concerning inappropriate days. (DISTRICT) agrees to provide a calendar of inappropriate days not to visit the month prior to service. (DISTRICT) agrees that all other days are acceptable, and visits "NOT" scheduled as inappropriate will be charged at the above rate unless (CONTRACTOR) visits a neighboring client.

**Contract is only valid if signed by CEO & only for (30) days from the date of CEO signature. (CONTRACTOR) is registered with the D.E.A. & the appropriate Texas & California regulatory agencies during the full term of this agreement.*

Kontraband Interdiction & Detection Services, Inc. (K.I.D.S.)

FOR THE DISTRICT: Date: ____ / ____ / ____

X
Authorized Only If Signed By: _____ Date _____
Steven K. Essler, CEO

X
SIGNATURE _____ TITLE _____

PRINT NAME _____

"Distinguished by Our Professional Standards, Nationwide!"

A PRODUCT OF K.I.D.S., INC. / ALL RIGHTS RESERVED

PLEASE RETURN THE 'COPY' OF THE EXECUTED AGREEMENT, VIA MAIL. RETAIN THIS ONE FOR YOUR FILES

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Tracy Barbieri, Director of Special Education

Item Number: 10.21

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

SUBJECT:

Request to Approve the Independent Contract for Services Agreement with Deborah Burns-McCloskey, MA CCC-SPL for the 2023-2024 School Year

BACKGROUND:

Deborah Burns-McCloskey, MA CCC-SPL is a private speech and language pathologist that provides speech therapy services and assessments for people with disabilities.

STATUS:

Deborah Burns-McCloskey, MA CCC-SPL will provide an Independent Educational Evaluation (IEE) for a River Delta Unified School District student as required by an IEP team decision. Cost includes: review of records, observation, assessment, data analysis, report writing and attendance at two IEP meetings

PRESENTER:

Tracy Barbieri, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$3,000 paid by Special Education Funds.

RECOMMENDATION:

That the Board approves the Independent Contract for Services Agreement with Deborah Burns-McCloskey, MA CCC-SPL for the 2023-2024 school year at a cost not to exceed \$3,000.

Time allocated: 2 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
<http://riverdelta.org>

INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

THIS AGREEMENT is entered into by and between the River Delta Unified School District hereinafter referred to as "DISTRICT," and Deborah Burns-McCloskey MA CCC SPL hereinafter referred to as "CONSULTANT."

IT IS HEREBY MUTUALLY AGREED that Consultant will provide services under the following terms and conditions and the terms of this agreement shall supersede any conflicting provision in a contract provided by the Consultant which may be attached to this agreement. Consultant acknowledges and agrees that performance on this Agreement shall be subject to availability of District funds.

1. TERM: The term of this agreement is from July 1, 2023 through June 30, 2024. Extension or renewal requires approval of DISTRICT Superintendent 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 Superintendent or authorized representative. It is the right of the District to contact references, perform background checks, and/or audit data security procedures of the Consultant.

This agreement may be terminated at the convenience of either party upon 30 days advance written notice to the other party. In the event of termination, CONSULTANT shall immediately suspend any further performance of services pursuant to this agreement, except as otherwise authorized by the DISTRICT in writing, and Consultant shall be compensated only for services provided up through the date of termination.

2. CONSULTANT SERVICES: CONSULTANT agrees to perform, during the term of this agreement, the tasks, obligations and services detailed as follows (extra pages may be added but must be identified as part of this paragraph): To provide an Independent Educational Evaluation (IEE) for one District student.

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

Flat rate per Independent Educational Evaluation (IEE) cost not to exceed \$3,000. Cost includes: review of records, observation, assessment, data analysis, report writing and attendance at two IEP meetings.

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 but must be pre-approved. All payments will be based on invoices submitted to DISTRICT by CONSULTANT and approved by DISTRICT'S authorized representative. The CONSULTANT shall provide an itemization of costs on submitted invoice with receipts attached.

3. 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. The District maintains the right to monitor the performance of Consultant and may require consultant to submit appropriate reports including but not limited to financial reports, audit reports, and/or internal control reports as determined by the District. In addition, the Consultant understands and agrees that Consultant's work product shall be subject disclosure in accordance with the Public Records Act (Gov. Code §§ 6250 *et seq.*).

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

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services

Item Number: 10.22

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

SUBJECT:

Request to Approve the Two-Year Subscription to Newsela Social Studies and California Ethnic Studies for the 2023-2024 School Year

BACKGROUND:

Newsela takes authentic, real-world content from trusted sources and makes it instruction ready for K-12 classrooms. Texts are published at five reading levels, so content is accessible to every learner. River Delta Unified School District (RDUSD) currently has a Newsela subscription for English Language Arts (ELA), Science and Social Emotional Learning (SEL). This program is a good intervention program that is available for all district sites and teachers.

STATUS:

RDUSD would like to purchase Newsela Social Studies and California Ethnic Studies, in addition to the current subscription, for Clarksburg Middle School, Riverview Middle School, Rio Vista High School and Delta High School.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$13,958 from Educational Services Funds.

RECOMMENDATION:

That the Board approves the two-year subscription to Newsela Social Studies and California Ethnic Studies for the 2023-2024 school year at a cost not to exceed \$13,958

Time allocated: 2 minutes

Customer Agreement

Billing Information:

Billing Frequency: Upfront in full

Payment Terms: Net 60

Billing Schedule: Upon Contract Signature

Customer Agreement No. Q-106658
Newsela Sales Rep: Patrick Gaffney
Contact Email: patrick.gaffney@newsela.com
Offer Date: June 6, 2023
Expiration Date: June 6, 2023

To:
Nancy Vielhauer
River Delta Joint Unified School District
445 Montezuma St
Rio Vista, CA 94571-1699

Qty	Products/Services	List Price
1	Newsela	\$13,958.00
Contract Grand Total		\$13,958.00

*See table above or Appendix for Product/Services details and License Dates.

The subscription for the above-identified Newsela Products/Services will commence and end as defined above, or in the License Dates Section of the Appendix in this Customer Agreement. By signing this agreement, the Customer agrees to the pricing per product and quantity breakdowns underlying this quote, which will be provided by Newsela upon request at any time and will also be provided on the invoice unless requested otherwise.

Failure of the Customer to make use of the Products/Services during their respective License Dates specified herein will not extend Newsela's obligation to deliver those Products/Services beyond those dates.

Following the Subscription End Date, unless prohibited by law, this Customer Agreement will renew for the Products/Services licensed hereunder for successive periods equal in length to the greater of the Term or 12 months (a 'Renewal Term'). If this Customer Agreement is so renewed, Customer agrees the prices payable for such Renewal Term shall be the prevailing rates then offered by Newsela for the licensed products stated above.

The Customer agrees to pay the Contract Grand Total set forth above per the Billing Terms noted above upon execution of this Customer Agreement. If a Purchase Order is required, Customer shall submit the PO to Newsela in accordance with the Billing Information set forth hereinabove by emailing it to billing@newsela.com and including "Customer Agreement No. Q-106658" in the subject line, otherwise a purchase order shall not be required for payment. Service will be suspended at Newsela's discretion if payment is not received by Newsela in accordance with the Billing Terms noted above. Failure of the Customer to use the Products/Services will not relieve Customer of its obligation to pay hereunder.

This Customer Agreement is subject to Newsela’s Terms of Use, Newsela’s Privacy Policy and, where applicable, any Terms and Conditions, Master Services Agreement or other binding RFP or binding bid signed by and between the Parties (“Service Contract”).

Terms of Use: <https://newsela.com/pages/terms-of-use/>

Privacy Policy: <https://newsela.com/pages/privacy-policy/>

The Service Contract constitutes the entire agreement between the parties with regards to this subject matter, and supersedes all written or oral understandings, proposals, bids, offers, purchase or delivery orders, negotiations, agreements or communications of every kind. Additionally, this Service Contract specifically supersedes the terms and conditions of any Purchase Order delivered to Newsela after this Customer Agreement is executed and any such terms and conditions shall not be applicable or considered a part of the terms and conditions that govern this engagement. The Customer’s internal requirements for Purchase Orders does not relieve Customer of its obligation to pay Newsela for all years included herein. This Customer Agreement and the terms contained herein are intended only for the Customer and should be kept confidential.

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice (if applicable). If the contracting entity is exempt from sales tax, please send the required tax exemption documents immediately to salestax@newsela.com.

Purchase Order Information

If you need a Purchase Order, please fill out the following information.

- PO Required: No
- PO Number:
- PO Amount:

Billing Information

Provide the billing service representative to whom the invoice should be addressed.

- Bill-To Name:** Kellee Sisneros
- Bill-To Email:** ksisneros@rdusd.org

By initialing here, I agree that the billing details stated above are current and accurate. _____

The individual executing this Customer Agreement has the authority to execute this agreement and bind the Customer, and Newsela has the right to rely on that authorization. The individual executing this Customer Agreement also certifies that there is funding in place for years included herein.

Authorized Signature:	Date of Signature:
-----------------------	--------------------

Appendix

School	Products/Services	License Dates
RIO VISTA HIGH SCHOOL	Newsela Social Studies	06/07/23 - 06/30/25

RIO VISTA HIGH SCHOOL	The California Ethnic Studies Collection	06/07/23 - 06/30/25
CLARKSBURG MIDDLE SCHOOL	Newsela Social Studies	06/07/23 - 06/30/25
CLARKSBURG MIDDLE SCHOOL	The California Ethnic Studies Collection	06/07/23 - 06/30/25
DELTA HIGH SCHOOL	Newsela Social Studies	06/07/23 - 06/30/25
DELTA HIGH SCHOOL	The California Ethnic Studies Collection	06/07/23 - 06/30/25
RIVERVIEW MIDDLE SCHOOL	Newsela Social Studies	06/07/23 - 06/30/25

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Tammy Busch, Asst. Supt. of Business

Item Number: 10.23

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

SUBJECT:

Request to Approve the Agreement with Loy Mattison Enterprises, E-Rate Consultant to Provide Assistance with the E-Rate Process in Fiscal Year 2023-24

BACKGROUND:

E-rate services are needed to assist the district navigate the complicated federal program with its application process, monitoring of discounts, maintaining mandatory records and procedures. The consultant prepares the applications, monitors the awarding period, and verifies that the district received the credits or reimbursements as stated in the agreement. The district wishes to continue to utilize the E-rate services of Loy Mattison Enterprises for fiscal year 2023-24.

STATUS:

Services are provided at a cost of \$140 per hour with a limit of \$10,000. District management and staff work closely with Loy Mattison Enterprises.

PRESENTER:

Tammy Busch, Asst. Supt. of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$10,000 and will be paid from General Fund – Unrestricted

RECOMMENDATION:

That the Board approves the agreement with Loy Mattison Enterprises, E-Rate consultant for fiscal year 2023-24.

Time allocated: 3 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

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

INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

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

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

1. **TERM:** The term of this agreement is from July 1, 2023 through June 30, 2024. Extension or renewal requires approval of DISTRICT or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the agreement without approval of the DISTRICT or authorized representative.

This agreement may be terminated with 60 days advance written notice by either party. In the event of termination for cause, CONSULTANT need be compensated only to the extent required by law.

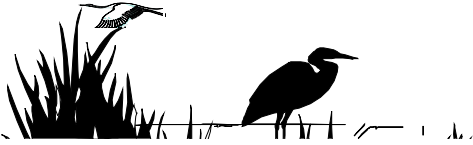
2. **CONSULTANT SERVICES:** CONSULTANT agrees to perform, during the term of this agreement, the tasks, obligations and services detailed as follows: _____
The complete E-Rate process, from application through funding and verification of credits being applied to invoices.

3. **PAYMENT FOR SERVICES:** CONSULTANT shall receive compensation at the rate of:
\$ _____ per ___ day ___ week ___ month ___ year or per _____
OR \$ 140.00 per hour for periods of less than one day;
for a total cost not to exceed \$ 10,000.00

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

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

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RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street

Rio Vista, California 94571-1651

(707) 374-1700 Fax (707) 374-2995

HOLD HARMLESS & INDEMNIFICATION AGREEMENT

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

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

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

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

In the case of any conflict with these requirements and the provisions of the agreement to which it is attached, these provisions shall prevail.

Signature of Authorized Representative

June 5, 2023

Date Signed

Loy Mattison

Typed/Printed Name of Authorized Representative

Loy Mattison Enterprises

Company Name

Address, Email & Phone:

1/14/08

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



RIVER DELTA UNIFIED SCHOOL DISTRICT

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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), Loy Mattison Enterprises, is hired by this District to perform work as indicated below and/or per attached contract/agreement:

Description of Duties: The complete E-Rate process, from application through funding and verification of credits begin applied to invoices.

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

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

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

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

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

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

Katherine Wright, Superintendent

Date

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

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- | | | | | |
|------------------------------------|--|-----------------------|-----------------------|-----------------------|
| Bates School | Isleton School | Walnut Grove School | Delta High School | Wind River School |
| Clarksburg Elementary | Riverview School | D.H. White Elementary | Rio Vista High School | Mokelumne High School |
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Attachment to Superintendent’s Statement

DISTRICT’S CONFLICT-OF-INTEREST CODE

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

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

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

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

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

1/14/08

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Bates School Isleton School Walnut Grove School Delta High School Wind River School
Clarksburg Middle Riverview Middle D.H. White Elementary Rio Vista High School Mokelumne High School
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CONTRACTOR INSURANCE REQUIREMENTS

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

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

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

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

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

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

Creating Excellence To Ensure That All Students Learn

Bates School
Clarksburg Elementary

Isleton School
Riverview School
River Delta High/Elementary School

Walnut Grove School
D.H. White Elementary
River Delta Community Day School.....Delta Elementary Charter School

Delta High School
Rio Vista High School

Wind River School
Mokelumne High School

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


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

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

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

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

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



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

June 5, 2023

Date Signed
Loy Mattison Enterprises

Company Name

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Tammy Busch, Asst. Supt. of Business

Item Number: 10.24

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

SUBJECT:

Request to Approve the Contract with Ryland School Business Consulting for Various Financial and Business Office Services for FY 2023-2024

BACKGROUND:

Ryland School Business Consulting (Ryland) provides financial and business officer services to the district as needed.

STATUS:

Ryland has been instrumental in aided the district and wishes to continue to have the option to utilize their experience and expertise for 2023-24 as needed.

PRESENTER:

Tammy Busch, Asst. Supt. of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$2,000 and will be paid from General Fund unrestricted.

RECOMMENDATION:

That the Board approves the agreement with Ryland School Business Consultant for fiscal year 2023-24.

Time allocated: 3 minutes



SCHOOL BUSINESS SERVICES CONTRACT

This contract is made by and between STLR Corp, dba RYLAND SCHOOL BUSINESS CONSULTING (Contractor) and the RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT. Contractor will provide financial and business office services (described more specifically below) as needed and directed by District staff. In consideration of the services provided, the RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT will pay to Contractor hourly fees of \$185 for professional services and for travel time. All charges, including expenses, will be approved by the Superintendent of the RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT. Expenses are defined as actual, out-of-pocket expenses, such as lodging, meals, telephone charges, express or overnight mail charges, etc. The District will be billed on a monthly basis for fees and expenses. The term of this contract is twelve months.

RYLAND SCHOOL BUSINESS CONSULTING will provide general financial planning and business services to RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT and its districts which may include but are not limited to the following: business office assistance and training; budget development; year-end closing of the books; general financial analysis as needed for negotiations; charter school petition evaluation and fiscal viability analysis; documentation of procedures; development of financial strategies and analysis related to growth or decline; recommendations for board policy; preparation or review of short-term and long-term cash flow schedules; and presentations to the governing board.

It is expressly understood and agreed to by both parties that the Contractor, while carrying out and complying with any of the terms and conditions of this agreement, is a corporation licensed in California and not an employee of the District. This contract may be terminated by either party with 30 days' notice. In the case of early termination, RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT will be entitled to completion of all work in progress at its option, and RYLAND SCHOOL BUSINESS CONSULTING will be entitled to payment in full of all expenses and fees incurred.

AGREED:

Katherine Wright, Superintendent
RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT

_____ *s/ Teresa R. Ryland* _____
President
RYLAND SCHOOL BUSINESS CONSULTING

Date

Date

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27,2023

Attachments: _____

From: Tammy Busch, Asst. Supt. of Business Service

Item Number: 10.25

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

SUBJECT:

Request Approval to Apply for the Agriculture Incentive Grant for Delta High School and Rio Vista High School for 2023-24 School Year.

BACKGROUND:

The application due date is August 1st, 2023. Up until this year, the application was a completed 'paper' application, however a new application is now submitted electronically on a website called **theaet.com**. The website that lists the Agriculture Incentive Grant Application is contracted out by the California Department of Education. This grant is a 1:1 match

STATUS:

Fiscal Year 2022-23 Delta High School received \$17,484 and Rio Vista High School received \$20,904.

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

General Fund for the 1:1 match of the grant

RECOMMENDATION:

That the Board gives the approval to apply for the Agriculture Incentive Grant for Delta High School and Rio Vista High School for 2023-24 school year.

Time allocated: 2 minutes

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: 2

From: Ken Gaston, Director of MOT

Item Number: 10.26

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

SUBJECT:

Request to Approve the Service Agreement Proposal and the Purchase of Radio Equipment to Upgrade Aging and Obsolete Radio Communication System for the Transportation Department

BACKGROUND:

The current two-way radio communication system utilized by the transportation department is outdated and has been in use for approximately 20 years. The current system has multiple areas of the district where radio communication is not available due to poor coverage of the old analog system. The current radio equipment is outdated and failing and will require extensive repair soon.

STATUS:

The Radio Guys currently provided two-way radio communications equipment for campus sites. The Transportation Department would like to purchase new radios for all school buses and SPED vehicles to enable seamless radio communication in all student transportation vehicles. The new system will include state of the art digital radios with the following features: Caller ID, Emergency/panic alert button. The radio coverage area will be upgraded to include all the Bay Area and Sacramento regions. The new radio system will be compatible with the campus radio systems allowing School Administrators to communicate directly with bus drivers in the event of a missed pick up or site emergency.

PRESENTER:

Ken Gaston, Director of Maintenance, Operations and Transportation

OTHER PEOPLE WHO MIGHT BE PRESENT:

Michael Mimiaga, Supervisor of Transportation

COST AND FUNDING SOURCES:

Cost not to exceed \$16,617.55 for equipment and a \$400 monthly fee for Nexedge Network Airtime services - Transportation Funds.

RECOMMENDATION:

That the Board approves the service agreement proposal and purchase of the new radio equipment.

Time allocated: 2 minutes



The Radio Guys, Inc.
 2061 Freeway Drive, Suite E
 Woodland, CA 95776
 530-406-0700

Product Estimate

Date	Rep	Estimate #
6/7/2023	RG	6073

River Delta USD
 Transportation
 445 Montezuma Street
 Rio Vista, California 94571

P.O. No.	Terms	Expires
	Net 30	7/7/2023

Item	Description	Qty	U/M	Rate	Total
NX-3820HGK-TR	NX-3820HGK Base Radio Package Includes: Base Station related components and antenna system. Radio, Hood, Power Supply, Desk Microphone, Antenna and Coaxial Cable (50') Programming Included. 3 Year Premium Warranty - All Accessories / Options: 1 Year	2	ea	1,585.37	3,170.74T
Discount	Education Discount with Trade In			-15.00%	-475.61T
NX-3820HGK-TR	Mobile Radio, Kenwood - UHF (450 - 520MHz), 45 Watts, 512 CH, 128 Zones with Digital Trunking Includes: Microphone, Mount and DC Cable. • Premium Warranty: 3 Years All Accessories / options: 1 Year	15	ea	859.50	12,892.50T
Discount	Education Discount with Trade In			-15.00%	-1,933.88T
NX-3300K2 w/key Digital Package	UHF (400-520MHz), 5.0 Watts, 512 CH, Standard Key Model Includes: Belt Clip, Charger, Battery, Antenna and License Key 3 Year Warranty	2	ea	1,008.87	2,017.74T
Discount	Education Discount with Trade In			-15.00%	-302.66T
Nexedge Network	Nexedge Network Airtime \$400 per month Vist our website for coverage map			0.00	0.00

Your Partner in Critical Education Communications	Subtotal	\$15,368.83
Thank you for supporting Small Business!	Sales Tax (8.125%)	\$1,248.72
Due to market fluctuations, please note the Estimate expiration date..	Total	\$16,617.55

www.theradioguys.com

Authorization Signature _____



Nexedge Network Agreement

Provider:

The Radio Guys, Inc.
2061 Freeway Drive Suite E
Woodland, CA 95776

Customer:

River Delta Unified School District
Transportation Department
445 Montezuma Street
Rio Vista, California 94571
Attention: Michael Mimiaga

Nexedge Network Coverage Area: The Radio Guys, Inc. agree to provide Nexedge Network coverage for RDUSD’s Transportation Department. A coverage map is provided on page two of this document and exhibits the current coverage area in blue. Additional coverage is available and can be provided upon request. Additional service areas will increase the monthly invoice amount and is to be determined based on market pricing. Additions to service areas will require an amendment to this agreement.

Rent: \$400.00 Per month for Nexedge Network Airtime. Airtime invoices can be billed monthly or annually. All school district billing cycles begin in July and end in June of each year.

Term: One-year beginning July 1, 2023-June 30,2024. Cancellation of service can be made after the completion of the one-year term with a 30 day notification.

Contact Information:

Network disruption/after-hours: Dave Matthews 530-312-1245
Service calls: 530-406-0700
Admin/billing: 530-406-0700

Agreed by:

River Delta Unified School District

The Radio Guys, Inc.

Signature Date

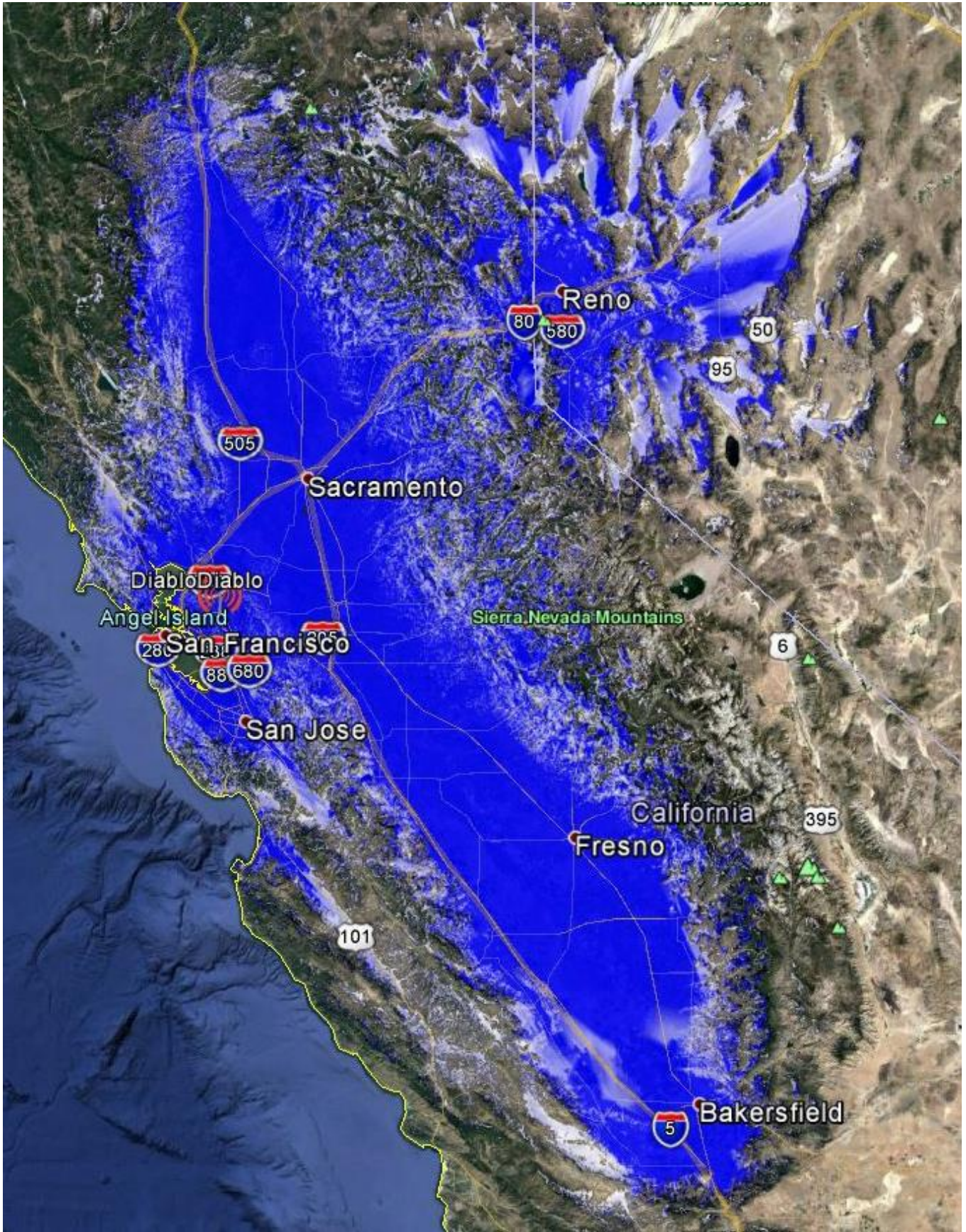
Signature Date

Name and Title

Name and Title

The Radio Guys, Inc.
2061 Freeway Drive Suite E
Woodland, CA 95776

530-406-0700 Office
530-406-0716 Fax



The Radio Guys, Inc.
2061 Freeway Drive Suite E
Woodland, CA 95776

530-406-0700 Office
530-406-0716 Fax

www.theradioguy.com

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Tracy Barbieri, Director of Special Education

Item Number: 10.27

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

SUBJECT:

Request to Approve the Independent Contract for Services Agreement with Carina Grandison, Ph.D. for the 2023-2024 School Year

BACKGROUND:

Carina Grandison is a Pediatric Neuropsychologist that provides neuropsychological assessments for children of all ages with a wide range of neurocognitive, learning and developmental disorders.

STATUS:

Carina Grandison will provide an Independent Educational Evaluation (IEE) for a River Delta Unified School district student as required by an IEP team decision. Cost includes: review of records, observation, assessment, data analysis, report writing and attendance at IEP meetings.

PRESENTER:

Tracy Barbieri, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

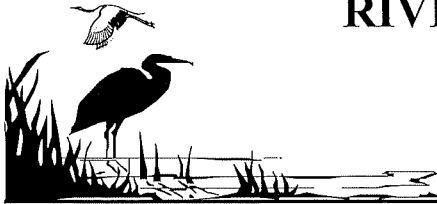
COST AND FUNDING SOURCES:

Not to exceed \$7,700 paid by Special Education Funds.

RECOMMENDATION:

That the Board approve the Independent Contract for Services Agreement with Carina Grandison, Ph.D. for the 2023-2024 school year at a cost not to exceed \$7,700.

Time allocated: 2 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2901
www.riverdelta.k12.ca.us

INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

THIS AGREEMENT is entered into by and between the River Delta Unified School District hereinafter referred to as "DISTRICT," and Carina Grandison, Ph.D., hereinafter referred to as "CONSULTANT."

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

1. TERM: The term of this agreement is from July 1, 2023 through June 30, 2024. Extension or renewal requires approval of DISTRICT or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the agreement without approval of the DISTRICT or authorized representative.

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

2. CONSULTANT SERVICES: CONSULTANT agrees to perform, during the term of this agreement, the tasks obligations and services detailed as follows: Provide an Independent Educational Evaluation for one district student.

3. PAYMENT FOR SERVICES: CONSULTANT shall receive compensation at the rate of:
\$ per day week month year or per hour
OR
for a total cost not to exceed \$ \$7,700 - Flat rate per assessment.

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

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

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X_____

From: Stacy Wallace, Principal Isleton Elementary

Item Number: 10.28

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

SUBJECT:

Request to Approve the Independent Contract for Services Agreement with Sabrina Fiora-Beach for Theater Instruction to Isleton Elementary School 4-6th Grade Students

BACKGROUND:

Description of Service(s): to provide theater integrated instruction aligned with English Language Arts CCSS to 4th-6th grade students in weekly sessions for 8 weeks. Instructor will meet with teachers before programming starts as well as provide an introductory session to classes, and a presentation or play at the end of the 8-week sessions. Themes are aligned with grade level curriculum 4th grade does a Pioneer/Gold Rush performance, 5th grade performs skits related to the play Hamilton for the Revolutionary War, and 6th grade does a portion of an ancient Greek play the Iliad.

PRESENTER:

Stacy Wallace, Principal of Isleton Elementary School

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$ 2,000 paid Sabrina Fiora-Beach through Isleton Elementary Site Funds.

RECOMMENDATION:

That the Board approves the Independent Contract for Services Agreement with Sabrina Fiora-Beach for the 2022-23 school year at a cost not to exceed \$2,000.

Time allocated: 3 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

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

INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

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

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

1. **TERM:** The term of this agreement is from September 1, 2022 through June 30, 2023. Extension or renewal requires approval of DISTRICT or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the agreement without approval of the DISTRICT or authorized representative.

This agreement may be terminated with 60 days advance written notice by either party. In the event of termination for cause, CONSULTANT need be compensated only to the extent required by law.

2. **CONSULTANT SERVICES:** CONSULTANT agrees to perform, during the term of this agreement, the tasks obligations and services detailed as follows:

Theater Arts Instruction to Isleton Elementary School students in grades 4 -6, for the duration of 8 visits. Servicing each grade level with theater arts instruction and consultation ending in a culminating final performance for all grade levels. Theater topics incorporate grade level standards in history and English language arts.

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

\$ ___ per ___ day ___ week ___ month ___ year or per ___ hour ___
OR
for a total cost not to exceed \$ 2,000
Billing is based per project.

All payments will be based on invoices submitted to DISTRICT by CONSULTANT and approved by DISTRICT'S authorized representative. The CONSULTANT shall provide an itemization of costs on submitted invoice.

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



RIVER DELTA UNIFIED SCHOOL DISTRICT

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(707) 374-1700 Fax (707) 374-2995**

HOLD HARMLESS & INDEMNIFICATION AGREEMENT

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

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

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

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

In the case of any conflict with these requirements and the provisions of the agreement to which it is attached, these provisions shall prevail.

Signature of Authorized Representative

Date Signed

Typed/Printed Name of Authorized Representative

Company Name

Address, Email & Phone: _____

1/14/08

Creating Excellence To Ensure That All Students Learn

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



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

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

10. Description of Duties:

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

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

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

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

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

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

Kathy Wright, Superintendent

Date

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

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Attachment to Superintendent’s Statement

DISTRICT’S CONFLICT-OF-INTEREST CODE

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

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

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

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

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

1/14/08

Creating Excellence To Ensure That All Students Learn

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



RIVER DELTA UNIFIED SCHOOL DISTRICT

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CONTRACTOR INSURANCE REQUIREMENTS

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

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

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

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

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

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

Creating Excellence To Ensure That All Students Learn

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

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

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

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

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

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

Signature of Authorized Representative

Date Signed

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

Company Name

1/14/08

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: _____

From: Katherine Wright, Superintendent

Item Number: 10.29

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

SUBJECT:

Donations

BACKGROUND:

Donations to Receive and Acknowledge:

Isleton Elementary School

Isleton PTA and Community Members – Miscellaneous School Supplies and Chromebooks

Isleton PTA – Crumbl Cookies for Promotions

Isleton PTA – Transportation for Water Park Field Trip

Delta High School

Laura Paulsen – Piano

Bates Elementary School – Greenhouse and Related Materials

Olam Farming Inc. - \$10,000

STATUS:

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board acknowledge and approve the receipt of these donations

Time allocated: 3 minutes

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Stacy Wallace, Principal
Director of RDUSD State Preschool

Item Number: 13

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

SUBJECT:

Request to approve Resolution #849 CDE Child Development Services Contract – CSPP- EED-3404 California State Preschool naming Katherine Wright, Superintendent, Tammy Busch, Asst. Superintendent of Business Services, and Stacy Wallace, Preschool Director, as authorized signees to sign transactions for the Governing Board.

BACKGROUND:

Every year, in order to maintain our preschool funding, we need to renew our CSPP contract with the California Department of Education. The preschool focuses on play-based education that helps develop our students love for learning and social interaction. We had a full enrollment with 23 students in our preschool program this year. Six of those students will be returning for the 2023-2024 school year.

This action is required to authorize signees: Katherine Wright, Superintendent, Tammy Busch, Asst. Superintendent of Business Services, and Stacy Wallace, Principal/Preschool Director.

STATUS:

Attached Resolution #849 gives authorization to the Superintendent, Asst. Superintendent and Principal/Director of RDUSD State Preschool to sign on behalf of the Governing Board.

PRESENTER:

Stacy Wallace, Principal and Director of RDUSD State Preschool

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: None

RECOMMENDATION:

That the Board approves Resolution #849 CDE Child Development Services Contract – CSPP- EED-3404 California State Preschool naming Katherine Wright, Superintendent, Tammy Busch, Asst. Superintendent of Business Services, and Stacy Wallace, Principal/Preschool Director, as authorized signees to sign transactions for the Governing Board.

Time allocated: 3 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT

RESOLUTION #833

This resolution is adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2023–24, the Continuing Funding Application, and all related contract documents.

RESOLUTION #849

BE IT RESOLVED that the Governing Board of
River Delta Unified School District

authorizes that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
<u>Stacy Wallace</u>	<u>Program Director</u>	_____
<u>Katherine Wright</u>	<u>Superintendent</u>	_____
<u>Tammy Busch</u>	<u>Asst. Supe of Bus. Servs.</u>	_____

PASSED AND ADOPTED THIS 27th day of June, 2023 (month, year), by the
Governing Board of River Delta Unified School District
of Sacramento County, in the State of California.

I, Randall Jelly, Clerk of the Governing Board of

River Delta Unified School District, of Sacramento County, in the
State of California, certify that the foregoing is a full, true and correct copy of a resolution
adopted by the said Board at a Regular School Board meeting thereof held at a
regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's Signature)

June 27, 2023

(Date)



LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

DATE: July 01, 2023

CONTRACT NUMBER: CSPP-3404

PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM

PROJECT NUMBER: 34-6741-00-3

STATE AGENCY: CALIFORNIA DEPARTMENT OF EDUCATION

CONTRACTOR'S NAME: RIVER DELTA UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION*; the GENERAL TERMS AND CONDITIONS (GTC 04/2017)*; the CALIFORNIA STATE PRESCHOOL PROGRAM CONTRACT TERMS AND CONDITIONS (CT&C)* and any subsequent changes to the CT&C*, which are by this reference made a part of this Agreement. Where the GTC 04/2017 conflicts with the CT&C, the CT&C will prevail.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2023 through June 30, 2024.

For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the CT&C, based on the contract rate (which is the service county reimbursement rate as provided in https://www.cde.ca.gov/fg/aa/cd/documents/csppcontractrates.xlsx, applicable to the sites, as located in the service counties, approved by the Early Education Division and indicated in the Child Development Management Information System), the Minimum Days of Operations (MDO), which is based on the approved program calendar, and the Maximum Reimbursable Amount (MRA) of \$448,021.00.

During the term of this contract, the contract rate, the MDO and the MRA may be adjusted through an Allocation Letter issued to the Contractor by State Agency.

SERVICE REQUIREMENTS

MDO: 244

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

Items shown with an asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto.

Amendments to any of these asterisked documents during the term of this contract shall be incorporated by reference as of the date issued by State Agency without need for formal amendment. These documents can be viewed at http://www.cde.ca.gov/fg/aa/cd/ctc2023.asp.

IMPORTANT: Signature is not required. Pursuant to the submission of the Continued Funding Application, this agreement will automatically take effect July 01, 2023 unless rejected in writing by June 30, 2023.

Table with financial and program details including columns for Amount Encumbered, Program/Category, Fund Title, Item, Chapter, Statute, Fiscal Year, and Object of Expenditure.

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Tammy Busch, Asst. Supt. of Business Services

Item Number: 14

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

SUBJECT:

Approve Resolution #850 Authorizing Fiscal Year 2023-24 expenditures from Education Protection Act Funds (Proposition 30)

BACKGROUND:

Voter approval in November 2012 of Proposition 30 made changes in the ongoing allocation of State financial allocations of funding to K-12 school districts. The Education Protection Act (EPA) requires that governing boards annually approve the expenditure of this portion of ongoing State funding by resolution.

In May 2018, this Board authorized the expenditure of FY 2017-18 EPA funding for employee salary and benefit expenses, excluding any administrative costs.

For the current year, FY 2023-24, our EPA award is estimated to be \$489,163.

STATUS:

Staff prepared a Resolution for Board Action to authorize EPA expenditures for FY 2023-24

PRESENTER:

Tammy Busch, Asst. Supt. of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT: N/A

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

That the Board approves Resolution #850 to authorize FY 2023-24 expenditure of EPA Funds in the amount of \$489,163 and that this information be posted on the district website in accordance with legal requirements.

Time allocated: 5 minutes

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
RIVER DELTA UNIFIED SCHOOL DISTRICT REGARDING
THE EDUCATION PROTECTION ACCOUNT – 2023-24**

RESOLUTION NO. 850

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, be it resolved, determined and ordered by the Board of Trustees of the River Delta Unified School District as follows:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of River Delta Unified School District;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the River Delta Unified School District has determined to spend the monies received from the Education Protection Act on current certificated teacher salaries and benefits.

PASSED AND ADOPTED this day, June 27, 2023 by the following vote:

AYES: _____ NOES: ___
ABSTENTIONS: _____
ABSENT:

IN WITNESS WHEREOF, I, Randall Jelly, 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. 850 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.

Randall Jelly, Clerk
Board of Trustees
River Delta Unified School District

Date

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 28th, 2023

Attachments: X

From: Craig Cornelson, Principal

Item Number: 15

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

SUBJECT:

Request to Approve the Creation of a Course Description for “Introduction to Law” and the Rule of Law for All Curriculum for Both Delta High and Rio Vista High Schools. The Course to Begin Spring Semester 2023 at Delta High School

BACKGROUND:

Students at Delta High School have expressed the need for more elective classes outside of Art and Agriculture. Teachers proposed possible elective classes for the upcoming school year and site administration gathered interest forms from students indicating their desire to enroll in proposed classes prior to creating the Master Schedule. Fifty-four (54) 9th-11th graders expressed interest in taking an Introduction to Law class. This course is designed to utilize free curriculum resources to help students develop critical thinking skills and practice evidence-based writing, and to create more civic-minded young adults. The course incorporates California Career and Technical Education Model Curriculum Standards for the Legal Practices Pathway and aligns with the Common Core English Language Arts literacy and writing standards while reinforcing historical thinking skills outlined in the Common Core History-Social Sciences standards. If approved by the Board, the course is modeled after an approved “G” Elective for A-G Requirements for admission into CSUs and UCs and will fulfill that requirement.

STATUS:

Delta High School is interested in offering this course in the Spring of the 2023-24 school year, pending Board review and approval.

PRESENTER:

Kimberly Leyerly, RDUSD Teacher and Paralegal

OTHER PEOPLE WHO MIGHT BE PRESENT:

Principal Craig Cornelson, Vice Principal Leticia Magana

COST AND FUNDING SOURCES:

N/A

RECOMMENDATION:

That the Board approves the course description “Introduction to Law” and the Rule of Law for All Curriculum for Delta High School and Rio Vista High School.

Time allocated: 3 minutes

DISTRICT APPROVAL
COURSE OF STUDY OUTLINE

I. DEPARTMENT – Social Sciences

II. COURSE TITLE – Introduction to Law

III. GRADE LEVEL – 11th and 12th

IV. LENGTH – 1 Year

V. NUMBER OF CREDITS – 10 credits

VI. COURSE DESCRIPTION –

Introduction to Law introduces students to legal concepts, principles, and procedures. The course is designed to provide students with an understanding of the structure of the U.S. legal system including the role of the judicial, legislative, and executive branches; the history of law in the United States; the role of attorneys, law enforcement, and other legal professionals; categories of law; litigation principles; and alternative dispute resolution. Students engage in substantial academic reading and writing throughout the course. Students also participate in trial simulations and debates and have opportunities to explore careers in the legal profession. This course will satisfy a “G” Elective requirement for 11th and 12th graders.

VII. RATIONALE FOR THE COURSE

A. Describe how this course fits into the departmental program –

In an effort to offer expanded learning opportunities to our students and continue exposure to the real world, RDUSD would like to offer more elective classes for its students. Introduction to Law was selected by students as a high interest elective course offering when surveyed. Introduction to Law will empower students with the legal and civic knowledge, skills, and confidence to be engaged and informed citizens while affecting positive change. The curriculum is student-centered and highly engaging to tap into students’ interests while practicing reasoning and evidence-based writing skills. This class enables students to go more in-depth into the courts systems and prepares students for skills taught in the required 12th grade Government class. The course is an approved G College Prep Elective using the proposed curriculum. The curriculum aligns with Common Core English Language Arts literacy and writing standards and Career and Technical Education Model Curriculum Standards for the Legal Practices Pathway.

B. Include interests and aptitudes associated with this course –

This course is designed to promote social and societal awareness, activism and advocacy in the greater community while exposing students to career possibilities in the legal field.

RESOURCES

- A. List Board Approved textbooks, include author, publisher, date, etc. –**
Street Law: A Course in Practical Law, McGraw Hill, 2021, 10th Edition

- B. Provide a sample list of supplementary materials to be used –**
Street Law: Rule of Law for All Curriculum

Street Law: Moot Courts

Street Law: Mock Trials

- C. List community resources as applicable –**
To be determined by teachers: guest speakers from the community, field trips to local court houses

- D. Provide a sample list of audio-visual material/equipment, and other technologies –**
None outside of what is standard in all RDUSD classrooms.

VIII. ATTACH CALIFORNIA CONTENT STANDARDS BLUEPRINT. IF PROVIDED BY CALIFORNIA DEPARTMENT OF EDUCATION –

See attached CTE Legal Practices Pathway Standards (Attachment 7)

IX. IS THE COURSE A NCLB CORE:

E-Elementary _____

S-Secondary X

X. WHAT IS THE CBEDS NUMBER? _____

XI. IS THIS COURSE A VOC. EDUCATION CLASS? YES X NO

XII. IF THIS COURSE IS A VOCATIONAL EDUCATION CLASS WHAT LEVEL IS IT?

01-INTRODUCTORY _____

02- CONCENTRATORY _____

03- COMPLETER _____

XIII. IS THIS COURSE PRODIVED BY:

ROC/P _____

DISTRICT X

Introduction to Law

SAMPLE SYLLABUS

[Teacher Name]

[Teacher Room]

[Teacher Contact Info]

Course Description:

Introduction to Law introduces students to legal concepts, principles, and procedures. The course is designed to provide students with an understanding of the structure of the U.S. legal system including the role of the judicial, legislative, and executive branches; the history of law in the United States; the role of attorneys, law enforcement, and other legal professionals; categories of law; litigation principles; and alternative dispute resolution. Students engage in substantial academic reading and writing throughout the course. Students also participate in trial simulations and debates and have opportunities to explore careers in the legal profession. This course will satisfy a “G” Elective requirement for 11th and 12th graders.

Course Outline:

Unit 1: Introduction to Law and the Legal System

Topics Covered: What are laws and how are they made? What roles do citizens have in the law-making process? How is our legal system organized?

Unit 2: Criminal Law and Juvenile Justice

Topics Covered: What is a crime and how do we prove it? What are elements of a crime? How is a crime different than a tort? How does a trial work? What are criminal rights according to the Constitution? What rights do minors have? How does the juvenile justice system work?

Unit 3: Tort Law

Topics Covered: What is a tort? What are the elements of a tort? Who holds liability and responsibility when it comes to tort law? How are torts prosecuted? What are defenses to torts?

Unit 4: Consumer Law

Topics Covered: What are consumer rights? How can moral and ethical standards be evaluated by the law? What role does the government have in regulating trade and protecting the consumer?

Unit 5: Family Law

Topics Covered: How does the law apply to home? What is a “legal” marriage? How does society impact family law decisions? What role does property play in a relationship? Who has a legal right to making decisions about children? What is a divorce? What is a pre-nuptial agreement?

Unit 6: Individual Rights and Liberties

Topics Covered: What rights are guaranteed by the Constitution? What happens when those rights are violated? How does the Constitution still apply today? How are rights able to be interpreted by the Courts? What rights are applicable in high schools? How do you exercise your rights in your community?

Unit 7: Contemporary Issues in Law

Topics Covered: How have the 9th, 10th, and 14th Amendments created today’s laws? What are common issues appearing in the courts today? How might precedent affect these cases? What role does precedent serve in creating the future of US law? What are some possible implications of the future of law?

Classroom Rules Expectations:

Participation and an open mind are key to success in this class. TBD by Teacher

Grading Policy:

TBD by Teacher.

To Parents:

I look forward to working with your student! I have high expectations of all of the learners in my classroom and hope that you can help to reinforce strong study habits at home. Please feel free to contact me at any time with any questions or concerns.

Again, I look forward to working with your student and can't wait to get started this year! **Please read through, sign, and return by DATE. Returning the bottom portion of this page is an assignment worth 100 points.**

INTRO TO LAW

I have read and understand TEACHER'S classroom policies. I understand that she may change these policies at any time, with proper notification. By signing this, I understand and will adhere to her grading and classroom policies. This document will serve as a contract for her classroom. I understand that my (the student's) success in this course is my responsibility.

Parent Name (Print):_____.

Student Name (Print):_____.

Parent Signature:_____.

Student Signature:_____.

Parents: **I have spoken with my student about the responsibility of this Course. ----->**

Initial Here: _____

- I have heard of Parent Square Yes No
- I am enrolled in Parent Square Yes No
- I have never heard of Parent Square Yes No
- I have questions about Parent Square Yes No

--> The Front Offices of both CMS and DHS are VERY helpful ☺

Course Description:

Introduction to Law introduces students to legal concepts, principles, and procedures. The course is designed to provide students with an understanding of the structure of the U.S. legal system including the role of the judicial, legislative, and executive branches; the history of law in the United States; the role of attorneys, law enforcement, and other legal professionals; categories of law; litigation principles; and alternative dispute resolution. Students engage in substantial academic reading and writing throughout the course. Students also participate in trial simulations and debates and have opportunities to explore careers in the legal profession. This course will satisfy a "G" Elective requirement for 11th and 12th graders.

Course Materials: Street Law: A Course in Practical Law and Rule of Law for All Texts and supplemental free resources by Street Law

Course Units:**Unit 1: Introduction to Law and the Legal System**

This unit focuses on the understanding of the basis of US law and the court systems. The first unit of this text sets the stage for the study of law and legal issues. Students engage in research and academic discourse as they answer important questions related to law, such as:

- What is law?
- How are laws made?
- What roles can you play in influencing lawmakers?
- How is our legal system organized?
- How can you find and get help from a lawyer?

Learning the answers to these questions lays the foundation for the follow up units and CTE courses in a law pathway, and also provides students with valuable life skills for understanding legal processes.

Unit Assignment: Getting to Know the Constitution Group Project - Working in groups of 4-5, students deconstruct and simplify articles 1, 2 or 3. Each group then prepares a presentation to deliver to the class. Classmates complete a graphic organizer as they listen to their peers, so that by the end of all presentations they have a good understanding of all three articles.

Unit 2: Criminal Law & Juvenile Justice

Crime is a serious problem in the United States. According to the FBI, a property crime occurred about every 41 seconds in 2017, and a violent crime occurred about every 27 seconds. Public opinion polls show that citizens are very concerned about crime and about certain factors, such as illegal drug use and the availability of firearms, which can lead to criminal activity. Most measurements of crime have shown overall decreases since 2000. In this unit, students gain an understanding of criminal law and juvenile justice issues, and learn to interpret and analyze related data and how to understand the required elements of crimes.

Unit Assignment: Mock Trial Criminal Case - Students participate in a mock trial criminal case, assuming in turn the roles of cross- and direct- examination attorneys, and witnesses for each side. This exercise gives students an understanding of the nature and scope of each legal practice area, as well as how evidence and exhibits are organized for trial.

Unit 3: Tort Law

When people think about the law, most often police and criminal law come to mind. In this unit, students examine how most law, however, is not criminal law, but civil law. They gain an understanding that Tort law—the largest area of civil law—deals with some of society's most controversial issues - for example, should cigarette manufacturers who place a warning on cigarette packages be required to pay damages to a smoker who develops lung cancer as a result of smoking? Students review case studies and consider how Tort law encourages people to act responsibly by awarding money or damages to victims who are harmed by wrongdoers. While tort law cases can be resolved by lawsuits, far more are settled without going to court. Students gain an understanding of how mediation, negotiation, and arbitration are frequently used to settle tort cases.

Unit Assignment: Intentional Tort Scenarios - Students work with a partner to review a variety of tort scenarios, in which they identify what tort best fits the scenario. They then outline a possible defense strategy for each scenario. This exercise gives students a foundational understanding of the tort of negligence, the elements of negligence, and negligence actions, including strict and product liability.

Unit 4: Consumer Law

For many years, the legal expression *caveat emptor*, a Latin phrase meaning "let the buyer beware," summed up consumer law. Consumers, or people who buy goods and services from a seller, had to look out for unfair and misleading sales practices before buying or be prepared to suffer the consequences. Today the law is more balanced. In this unit students explore the history and evolution of consumer law. They learn how consumer law establishes a variety of rights and responsibilities to make the marketplace fair for both buyers and sellers.

Unit Assignment: Health Insurance Background & Research Activity - Students conduct research to get health insurance under the ACA. They will explore the federal government's website and/or the website of their own state's health care insurance program (healthcare.gov, then choose their state). Students evaluate the information presented on the website(s) and consider questions such as: Is it easy to understand and navigate? Is it available in multiple languages? Does it suggest additional people or resources that can help people who are just learning about the ACA? Students compile their research in a pamphlet, blog post, or presentation to inform other students and/or their parents.

Unit 5: Family Law

The family is a basic unit of society. It is the most intimate and important of all social groups. A strong family can help its members when they have problems in their lives. In fact, families are the strongest influence on the choices and decisions young people and adults make. Law and government have an effect on individuals and families throughout their lives. As students research and study issues related to families and the law, they gain an understanding of those ramifications and explore ways that family law has changed over time.

Unit Assignment: Family Law Pamphlet - Students create a step-by-step pamphlet that describes and explains how to complete 3 key concepts in family law. The pamphlet must include an explanation of the steps and requirements to be

married, the process for a divorce (including alimony, property division, and child support), and an explanation of the purpose of wills. Initial drafts of the pamphlets will be peer reviewed and revised and finalized per feedback from classmates.

Unit 6: Individual Rights and Liberties

Many of the topics in Unit 6 are controversial ones. Reasonable people often disagree about these issues, and over time, courts and legislatures sometimes change the law in these areas. Students will research the laws and engage in academic discourse on topics ranging from free speech and religious rights, to abortion, sexual harassment, and discrimination. These issues can be divisive, but students will gain an understanding of how the Bill of Rights and our civil rights laws are the hallmarks of the extraordinary freedom Americans have in the area of political and social rights.

Unit Assignment: 14th Amendment Case Study - Working in small groups, students select one of seven seminal 14th Amendment cases (e.g. *Korematsu v US*, *Roe v Wade*...). After thoroughly researching, examining, and discussing the case, groups create a Google Slides Presentation to summarize their findings and present to the class. The presentation must also address alternative methods for resolving ethical dilemmas within the legal environment. This exercise helps increase student proficiency in communicating clearly, effectively, and with reason.

Unit 7: Contemporary Issues in Law

In this final unit, students examine in detail four contemporary issues in law that have become increasingly prominent over the last several decades. Students will research and discuss the history and development of current immigration law, intellectual property law, laws related to terrorism, and law concerning rights and responsibilities in the workplace. Students will engage in substantial reading and writing and work with a small group to complete a final project related to one of these topics.

Unit Assignment: Final project - Working in small groups, students select one of the four topics and then hone in on an element of the law within that topic. Group members collaborate and discuss their research and analysis of the chosen topic, and create a group presentation summarizing the topic and its possible future implications. Students then individually produce an essay documenting their findings and conclusions.



Instructions for Accessing the Curriculum

Our **Rule of Law for All** curriculum is available via **Google* Drive**. The QR code and link below will take you to a Google Doc that includes:

- Materials Overview and **LESSON PLAN LINKS**
- Suggested Course Alignment and Sequence
- Resource and Strategies for Building Classroom Community

We encourage you to bookmark this Google Doc and use it ensure access to the most recent versions of the lessons and resources.



<https://bit.ly/3PbkDWN>

***Why Google?**

Street Law doesn't typically use the Google platform to house its free resources. However, Google Drive makes it easy for us to link the myriad files—seven lessons, 35+ student handouts, and 28 extension activities—that comprise the curriculum. It also allows us to more easily update the materials and deliver the best and most current versions to you at all times. Additionally, we know that many of you use the Google platform already in your classrooms.



**Questions about the
Rule of Law for All curriculum?**

lessons@streetlaw.org

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: _____

From: Katherine Wright, Superintendent

Item Number: 16

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

SUBJECT:

Request to Authorize Superintendent Wright to Approve the Conditional Appointment of Administrative Positions If They Become Vacant

BACKGROUND:

Various positions become vacant over the summer and the District wishes to contract administrative positions as soon as possible allowing sufficient time for the employment process to be completed prior to the 2023-2024 school year.

STATUS:

The appointments will be conditional pending fingerprint clearance, signed employment contract, acceptable background check to the Superintendent's satisfaction for each candidate. All names will be included in the Monthly Personnel Report at the August meeting.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board authorizes Superintendent Wright to approve conditional appointments of vacant administrative positions pending fingerprint clearance, a signed employment contract, and an acceptable background check.

Time allocated: 2 minutes

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: 6

From: Tammy Busch, Asst. Superintendent of Business Services

Item Number: 17.

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

SUBJECT: D. H. White Elementary School Administration Addition and Modernization. Project Program and Master Budget. Consultant contracts with HKIT Architects, RGM Kramer, Inc., Universal Engineering Sciences and Warren Consulting Engineers, Inc.

BACKGROUND: On February 15, 2022, the Board approved the Master Plan for the Measure J and K Facilities Bond Programs. Included in the Master Plan was modernization and/or expansion of the administration offices at D. H. White Elementary School. On January 10, 2023, the Board approved a contract with HKIT Architects to develop a scope of work and project program for the project.

Status:

After engaging various stakeholders and performing an on-site survey of the existing conditions, HKIT has prepared the attached proposed program for the work. RGM Kramer has prepared a preliminary master budget and obtained proposals for architectural services, geotechnical services, topographic survey and prepared a proposal for CM services. Geotechnical reports and topographic information is needed for the architect to commence design work.

Presenter: Tammy Busch, Assistant Superintendent of Business Services and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT: Marlin Jones, Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES: Measure J not to exceed \$5,094,500.

RECOMMENDATION: Staff recommends:

1. The Board approve the attached preliminary program and scope of work.
2. The Board approve the attached preliminary master budget.
3. The Board approve the attached proposal from HKIT Architects in the amount of \$434,104.00 for architectural services.
4. The Board approve the attached proposal from RGM Kramer, Inc. in the amount of \$237,500.00 for construction management services.
5. The Board approve the attached proposal from Universal Engineering Sciences in the amount of \$17,000.00 for geotechnical engineering services.
6. The Board approve the attached proposal From Warren Consulting Engineers, Inc. for preparation of a topographic survey.
7. The Superintendent or its designee be authorized to approve additional miscellaneous consulting services and expenses provided for in the budget in accordance with existing Board policy as may be required to complete the design and obtain approval from DSA.

Time allocated: 5 minutes

D. H. White Elementary School Administration Addition and Modernization

Proposed Scope of Work`

Project includes:

- Removal of the existing administration portable
- Construction of a new 2,600 sf administration building including:
 - Lobby and reception
 - Principal's and vice principal's offices
 - Counselor office and wellness room
 - Nurse's office and restroom
 - Conference room
 - Flex office
 - Staff restrooms
 - Support spaces (incl. electrical room and custodial room)
 - HVAC system
 - Electrical system and lighting
 - Automatic fire alarm
 - New photovoltaic (PV) system and battery storage as required to meet energy code.
 - Design of the PV by District consultant Syserco Energy Solutions, Inc.
- Existing classroom building renovation includes:
 - Renovation to accommodate staff workroom, flex office.
 - Renovation of existing staff and student restroom for accessibility
 - Infill exterior wall at removed portable.
 - New ceiling and lighting for renovated spaces
 - HVAC modifications at renovated spaces
- Site work includes:
 - Paving and landscaping for the front plaza area at removed portable and around new building.
 - Relocation of the fence
 - Accessible path of travel upgrades

MASTER BUDGET SUMMARY



District Name: River Delta USD
Site Name: D. H. White Elementary School
Description: Administration Addition and Modernization
RGMK Project #: 13004
Buildings: 1
Square Feet: 2,600 SF

6/8/2023

X Preliminary
 Pre Final
 Final

Preliminary

Description	Amount	Comments
A. SITE		
1 SITE ACQUISITION/APPRaisal/TITLE	\$ -	
2 SURVEY	\$ 15,500	Per Proposal
3 SITE SUPPORT - BOND FEES	\$ -	
4 LEGAL FEES - Allowances	\$ 5,000	Allowance
5 OTHER (EIR/Negative Declaration)	\$ 5,000	Allowance
6 OTHER	\$ -	
SITE SUBTOTAL	\$ 25,500	
B. PLANS		
1 ARCHITECT'S FEE FOR PLANS	\$ 434,104	Per Proposal
PROJECT PROGRAMING	\$ 25,000	Per Contract
2 DSA FEES	\$ 37,400	Per DSA Scale
DSA HOURLY FEES ALLOWANCE	\$ -	
4 HEALTH DEPARTMENT	\$ -	
5 ENERGY ANALYSIS FEES	\$ -	
6 DEPARTMENT OF EDUCATION - PLAN CHECK FEE	\$ -	
7 PRELIMINARY TESTS		
A. SOILS	\$ 17,000	Per Proposal
B. OPSC & YRE CONSULTANTS	\$ 10,000	Allowance
C. BIDDING AND ADVERTISING	\$ 3,000	Allowance
D. ENGINEERING/CONSULTING	\$ -	
E. HAZARDOUS MATERIAL SURVEY/SPECS	\$ 10,000	Allowance
8 ADMINISTRATIVE COSTS	\$ -	
PLANS SUBTOTAL	\$ 536,504	
C. CONSTRUCTION		
1 A. UTILITY SERVICE FEES	\$ -	
B. UTILITY SERVICE IMPROVEMENTS	\$ -	
2 OFF-SITE DEVELOPMENT	\$ -	
3 SERVICE SITE DEVELOPMENT	\$ -	
4 GENERAL SITE DEVELOPMENT	\$ 500,000	
5 MODERNIZATION	\$ 1,000,000	
6 INTERIM HOUSING	\$ -	
7 NEW CONSTRUCTON	\$ 2,000,000	
8 A. UNCONVENTIONAL ENERGY SOURCES	\$ -	
B. SPECIAL ACCESS COMPLIANCE	\$ -	
C. TECHNOLOGY ALLOWANCE	\$ -	
9 ENVIRONMENTAL ABATEMENT	\$ -	In modernization cost
10 AIR MONITOR CLEARANCE	\$ 15,000	Allowance
11 PROJECT MANAGEMENT	\$ 237,500	Per contract scale
12 OTHER (ITEMIZE)		
A. Labor Compliance	\$ -	
B. MOVING/STORAGE (District Expense)	\$ 25,000	Allowance
C. UNDERGROUND UTILITY SEARCH	\$ 5,000	Allowance
CONSTRUCTION SUBTOTAL	\$ 3,782,500	
D. TESTS (CONSTRUCTION LAB)	\$ 30,000	Allowance
E. INSPECTION (IOR)	\$ 195,000	Allowance
F. FURNITURE AND EQUIPMENT	\$ 75,000	Allowance
G. CONTINGENCIES	\$ 449,996	15% of Construction Cost
TOTAL ESTIMATED COSTS (ITEMS A THROUGH G)	\$ 5,094,500	

June 1, 2023

Kathy Wright
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Reference: River Delta Unified School District
D.H. White New Administration Building.
HKIT Project #22045.01

Dear Kathy:

HKIT is pleased to provide you with this fee proposal for professional design services for the D.H. White New Administration Building and Unit A Building Partial Modernization/Renovation Project. The construction budget for this project is approximately \$3,500,000. Programming for this project was completed under a separate fee proposal approved January of 2023.

Please see below for scope description, services provided, proposed schedule and exclusions.

A. Scope Description

1. Removal of the existing administration portable
2. Construction of a new 2,600 sf administration building including:
 - a. Lobby and reception
 - b. Principal's and vice principal's offices
 - c. Counselor office and wellness room
 - d. Nurse's office and restroom
 - e. Conference room
 - f. Flex office
 - g. Staff restroom
 - h. Support spaces (incl. electrical room and custodial room)
 - i. HVAC system
 - j. Electrical system and lighting
 - k. Automatic fire alarm
 - l. New photovoltaic (PV) system and battery storage as required to meet energy code. Design of the PV by District consultant Syserco Energy Solutions, Inc.
3. Existing classroom building renovation includes:
 - a. Renovation to accommodate staff workroom, flex office.
 - b. Renovation of existing staff and student restroom for accessibility
 - c. Infill exterior wall at removed portable.
 - d. New ceiling and lighting for renovated spaces
 - e. HVAC modifications at renovated spaces
4. Site work includes:
 - a. Paving and landscaping for the front plaza area at removed portable and around new building.
 - b. Relocation of the fence
 - c. Accessible path of travel upgrades

B. Services Provided.

1. Design phase scope includes:
 - a. Site visit to assess existing conditions.

- b. Creation of schematic design, design development and 100% construction documents.
 - c. Project cost estimates at design development and DSA submittal
 - d. One (1) meeting with RDUSD to review progress drawings at each phase; for a total of two (3) meetings.
 - e. One (1) presentation to the School Board.
 - f. DSA submission, review, and approval
2. Bidding phase scope includes:
- a. One (1) Pre-bid conference on site
 - b. Responses to technical bid requests for information (RFIs)
 - c. Creation of addenda
3. Construction and closeout phase scope includes:
- a. Up to thirty-six (36) (weekly) site visits and meetings as necessary to review on-site conditions during construction.
 - b. Review of submittals, shop drawings
 - c. Responses to RFIs
 - d. Creation of supplemental instructions as necessary.
 - e. One (1) punch list walk and one (1) backcheck of the punch list
 - f. Assist the District and RGMK in obtaining DSA certification.

HKIT will provide meeting minutes during the design phase, RGMK will provide meeting minutes during the construction phase.

C. Proposed Schedule

1. The project will begin in July 2023
2. 6 weeks for Schematic Design
3. 7 weeks for Design Development
4. 8 weeks for Construction Documents.
5. DSA review and approval is estimated to be approximately 4 months.
6. 2 months for Bid and Award
7. 9 months for construction and close out

D. The scope **excludes** the following items, please see attached consultant proposals for additional exclusions.

1. Cost estimate to determine the replacement value of unit A building.
2. Interim housing
3. Seismic or structural analysis
4. Seismic upgrades
5. Fire Sprinklers
6. Site topographical or utility surveys
7. The addition of fire hydrants
8. C3 stormwater treatment
9. Renderings
10. Improvements to utility services, e.g., electrical upgrades, water pressure improvements
11. Replacement of the fire alarm control panel
12. Although we incorporate many Design for Leadership in Energy and Environmental Design (LEED) or Collaboration for High Performance Schools (CHPS) features, this proposal does not include certification in either of those programs.

COMPENSATION

We propose working on a Lump Sum Basis of four hundred thirty-four thousand one hundred four dollars and 00/100 (\$434,104) as noted below. Our consultants' proposals are attached.

Architectural Services \$ 261,360.00

(1,485 hrs. @ average billing rate of \$176)

Consultant Team

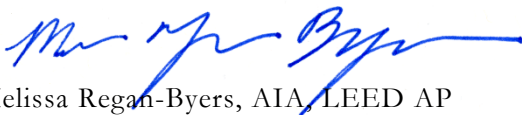
Structural Engineering (\$34,000 x 1.1)	\$ 37,400.00
Mechanical and Plumbing Engineering (\$22,250 x 1.1)	\$ 24,475.00
Electrical Engineering (\$28,500 x 1.1)	\$ 31,350.00
Civil Engineering (\$29,000 x 1.1)	\$ 31,900.00
Landscape Architect (\$34,290 x 1.1)	\$ 37,719.00
Cost Estimating (\$9,000 x 1.1)	\$ 9,900.00
Subtotal:	\$172,744.00

Grand Total: \$434,104.00

We are very excited about the opportunity to work on this important bond project.

Reimbursable expenses will be billed at the cost to HKIT. If these terms are agreeable, please issue a contract for our services.

HKIT ARCHITECTS



Melissa Regan-Byers, AIA, LEED AP
Principal

Melissa Regan-Byers
HKIT ARCHITECTS
538 Ninth Street, Suite 240
Oakland, CA 94607

Email: mregan@hkit.com
Phone: 510-625-9800

Date: April 20, 2023
Project Number: 23XXX
Project Name: RDUSD D.H. White ES Admin
Building Remodel + Addition
Location: Rio Vista, California

Mobile: 510-501-2831

PROJECT DESCRIPTION:

The scope of this project includes a new 2,600 square-foot administration building as part of the existing D.H. White Elementary School campus consisting of offices, storage, and an electrical room. We assume this building will be single-story light-framed construction with reinforced concrete shallow foundations and concrete slab-on-grade. Solar is anticipated to be installed on the roof.

The existing Administration Building is currently a portable classroom that is attached to existing Unit A. Once the new building is constructed, the portable classroom will be removed with minor nonstructural modifications to Unit A. This demo scope and the minor modifications to Unit A are not included in the structural scope herein.

Design work is expected to start in June with a late fall DSA submittal. The construct budget is approximately \$3M.

SCOPE OF SERVICES:

- Virtual coordination meetings.
- Structural drawings for DD and CD milestones.
- Revit BIM model with primary structural elements modeled to LOD 300 per AIA 202-08 (*Architectural REVIT model to be provided. Mechanical REVIT model preferred.*)
- Structural calculations and DSA 103 form for DSA submittal.
- Structural specifications in project manual format.
- Support through DSA Sacramento approval including response to one round of plan check comments and one full day in-person backcheck.
- Construction Administration, including responses to RFIs, submittal reviews, and up to 2 site visits.

SPECIAL CONDITIONS:

- ZFA will be provided with a geotechnical report stating foundation design requirements and seismic parameters for the new Administration Building.
- Based on the existing drawings, expansive soils may be encountered. Any site preparation required will be shown on the civil site drawings. We assume that the site is flat.
- Typical interior non-bearing wall structural connection details and hard-lid ceiling details included. Specific wall and soffit sections and suspended ceiling details will be reviewed and marked up on architect's drawings as needed.
- Design for one conventional chain link fence detail is included. No other site work included.

FEES:

The fees below are fixed fees for the scope of work herein. Reimbursable expenses will be billed in addition to these fees.

Construction Documents	\$18,000
DSA Sacramento Plan Review	\$ 8,000
Construction Administration	\$ 8,000
Total	\$34,000

Please sign and return to authorize work.

Construction Review and Support Services: Construction Administration Services include up to **(2)** site visits, review of shop drawings (one resubmittal each), and RFI construction clarifications. Structural Engineering for design or owner revisions after permit, justification of Contractor revisions/corrections or differing existing conditions, and justification of substitutions are not included in this estimate.

Revisions: Revisions to the scope of the project as defined above and revisions to our work are not included in said fee. All requests for additional or extra work or services must be in writing and will be negotiated as extra work services.

Risk Allocation: In recognition of the relative risks and benefits of the project to both the Client and ZFA, the risks have been allocated so that the Client agrees that to the fullest extent permitted by law, ZFA's total liability to the Client, for any and all injuries, claims, losses, expenses, damages or claim expenses arising out of this agreement from any cause or causes, shall not exceed the total amount of **\$1,000,000** (see Terms and Conditions). Such causes include, but are not limited to, ZFA's negligence, errors, omissions, strict liability, and breach of contract or warranty.

Offered by:

ZFA STRUCTURAL ENGINEERS



Angie Sommer, SE

Principal

Date: April 20, 2023

Accepted by:

HKIT Architects

Signature: _____

Print Name: _____

Date: _____

The following detailed Terms and Conditions on the accompanying pages are hereby incorporated by reference in the entirety as an integral part of this Agreement. Client's acceptance of this Agreement includes full acceptance of all Terms and Conditions without condition or reservation.

Please Initial _____

ZFA STRUCTURAL ENGINEERS TERMS AND CONDITIONS

1. **BILLINGS/PAYMENTS**

Invoices will be submitted monthly for labor charges and reimbursable expenses and are due when rendered. Invoices shall be considered PAST DUE if not paid within 30 days after the invoice date and ZFA Structural Engineers may without waiving any claim or right against Client, and without liability whatsoever to the Client, terminate the performance of the service. In addition, a service charge of 1.5 percent per month on the past due principal balance may be charged. In the event any portion or all of an account remains unpaid 90 days after billing, the Client will be liable for any costs of collection if necessary, including reasonable attorney's fees plus court and related costs. All late payments will be applied first to interest, then to attorneys' fees and costs, and lastly to principal. Visa and Mastercard payments are accepted and will be charged a convenience fee of 2.0% of the total invoice amount.

2. **REIMBURSABLE EXPENSES**

Expenses other than labor charges that are directly attributed to our professional services are invoiced at our cost plus 10 percent. Reimbursable expenses typically include: 1) extra prints and reproductions, 2) special delivery (e.g. overnight) costs, 3) sub-consultants hired for the project by ZFA Structural Engineers with Client's authorization and 4) any and all work, fees, expenses and costs that are not specifically listed and identified in the Agreement, Description, and Scope of Services.

3. **SUSPENSION OF ENGINEERING SERVICES**

If the Client fails to make payments when due or otherwise is in breach of *this Agreement or any other Agreements* Client has made with ZFA Structural Engineers, ZFA may suspend performance of *all* services entailed by these agreements upon five (5) calendar days' notice to the Client. In such instances, ZFA Structural Engineers shall have no liability whatsoever to the Client for any costs or damages as a result of such suspension caused by any breach of the Agreement(s) by the Client. In such instances, ZFA Structural Engineers shall also have the right, at its sole discretion, to apply any payment(s) under any one Agreement, to the balance owed under any of the Agreements between parties. Notwithstanding any of the foregoing obligations of the Client under any Agreement(s) with ZFA Structural Engineers, remain separate and independent obligations of the Client, and nothing herein shall be construed to invalidate any portion of any of the respective Agreement(s).

4. **INDEMNIFICATION**

To the fullest extent permitted by law, the undersigned Client shall indemnify and hold ZFA harmless from any and all actions, causes of action, damages, claims, costs, demands and expenses including attorneys' fees, that result from injuries to and/or deaths to any and all persons, including but not limited to, ZFA and its employees, arising out of or connected in any manner with the performance or purported performance of the construction work specified or referenced in this Agreement; and for any and all destruction, including loss of use of any property, arising out of or in connection with the work specified or referenced in this Agreement, except when such actions, causes of actions, damages, claims, costs, demand, and expenses including attorneys' fees are due to the sole active negligence of ZFA.

5. **STATUTE OF LIMITATIONS**

As to acts or failures to act occurring prior to the relevant date of Substantial Completion, any applicable statute of limitations shall commence to run and any alleged cause of action shall be deemed to have accrued in any and all events not later than such date of Substantial Completion.

6. **TERMINATION**

This agreement may be terminated by either party within five (5) days of written notice to the other in the event of a substantial failure of performance by the other party through no fault of the terminating party. If this agreement is terminated, ZFA Structural Engineers shall be paid for services performed through the termination notice date, including reimbursable expenses due.

7. **EXPIRATION**

This Proposal and Agreement will expire automatically within 90 days from the date this document is issued and signed by ZFA, unless accepted and signed by Client within 90 days thereof, without modification.

8. **ACCESS TO SITE**

Unless otherwise stated, ZFA Structural Engineers will have access to the site for activities necessary for the performance of the services.

9. **HIDDEN CONDITIONS**

If ZFA Structural Engineers has reason to believe that such a condition may exist, the Client shall authorize and pay for all costs associated with the investigation of such a condition and, if necessary, all costs necessary to correct said condition. If 1) the Client fails to authorize such investigation or correction after due notification, or 2) ZFA Structural Engineers has no reason to believe that such a condition exists, the Client is responsible for all risks associated with this condition, and ZFA Structural Engineers shall not be responsible for the existing condition or any resulting damage to persons or property.

10. **CONSTRUCTION MEANS & METHODS**

ZFA Structural Engineers shall neither have control over or charge of, nor be responsible for, the construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with Work, since these are solely the Contractor's rights and responsibilities under the Contract Documents.

Please Initial _____

11. **OTHER PROVISIONS**

ZFA Structural Engineers will prepare drawings and specifications in a timely manner, but ZFA Structural Engineers is not responsible for delays occasioned by factors beyond its control, nor by factors which could not reasonably have been foreseen at the time this agreement was executed. Unless a specific deadline or schedule is agreed to under the Description and Scope of Services, then all work under this Agreement shall be performed in a reasonable time as determined by ZFA Structural Engineers. If Client suspend(s) and restart(s) the work or project, ZFA will be entitled to bill Client for any remobilization and extra costs as agreed upon with client.

One or more waivers by either or both parties of any provision, part of any provision, term condition, or covenant of this agreement shall not be construed as a waiver by either party of any other provision, part of any other provision, term, condition or covenant of this agreement.

Any opinion of construction cost offered by ZFA Structural Engineers represents the judgment of a design professional and is supplied for your general guidance, but ZFA Structural Engineers does not guarantee the accuracy of its opinion as compared to actual contractor bids or actual cost to the owner.

12. **OWNERSHIP OF DOCUMENTS, MODELS, AND ELECTRONIC FILES**

All computer analysis and building information models (BIM), drawings, plans, calculations, and specifications are instruments of service and shall remain the property of ZFA Structural Engineers, whether the project for which they are made is executed or not. They are not to be used on other projects or extensions to this project except by agreement in writing and with appropriate compensation to ZFA Structural Engineers.

BIM model, CADD files, PDF documents, Digital Images, Scans, data, etc in any form of electronic media shall herein be referred to as "Electronic Files." Electronic files shall not be considered to be Contract or Construction Documents. Electronic Files do not in any way supersede or supplement the information included in the plans and specifications. Use of Electronic Files is not mandatory. Unless specifically noted in this agreement, an approved recipient, having the capability, may use the file as an added resource for conceptual understanding only. Transfer of Electronic Files is subject to all provisions of ZFA's Indemnification Agreement for Computer-Based Information.

13. **VENUE**

This agreement shall be interpreted and enforced in accordance with the laws of the State of California. The venue of any action brought to interpret or enforce any of the terms of this agreement or otherwise adjudicate the rights or liabilities of the parties hereto shall be laid in County of work.

14. **DISPUTE RESOLUTION**

At the discretion of ZFA Structural Engineers, all claims, counterclaims, disputes or other matters in question between the parties hereto arising out of or in relation to this Agreement or the breach thereof will be presented to non-binding mediation, subject to the parties agreeing to a mediator(s).

15. **ENTIRE AGREEMENT**

This Agreement is solely for the benefit of the signatories hereto and represents the entire and integrated agreement between the parties, and unless specifically referenced herein, supersedes all prior negotiations, representations or proposals, either written or oral. If any term of this Agreement is held by a court of competent jurisdiction to be void or unenforceable, the remainder of the Agreement's terms shall remain in full force and effect and shall not be affected thereby. This Agreement or any part thereof shall not be assigned or transferred by Client, without the prior consent of ZFA Structural Engineers.

16. **CONTINGENT GUARANTEE**

The representative of Client, who executes this Agreement, hereby represents and guarantees that Client is financially solvent and an ongoing business concern, and has the necessary resources to fulfill all obligations, including all financial obligations, of this Agreement. In the event that Client is unable to fulfill any of the obligations under this Agreement, within the timeframe called for in the Agreement or on demand, then said representative shall, on demand, be deemed personally liable to ZFA Structural Engineers, for any and all such obligations. In addition to the foregoing, during the existence of this Agreement, this contingent guarantee shall be binding on the following: as to a corporate Client, on all officers and shareholders; as to a limited liability company Client, on all members; as to any partnership Client, on all partners.

If Client or its representatives object to any of the foregoing, then Client must present to ZFA Structural Engineers at the time of execution of this Agreement, in writing, evidence of financial credit worthiness. Such evidence shall include, but not be limited to: current Dun & Bradstreet Report, current annual and quarterly Financial Statements, a current Credit Line Statement, current list of ongoing construction projects, and the last three banking statements for Client.

17. **PROJECT INFORMATION**

Upon execution of this Agreement by Client, Client will provide ZFA Structural Engineers, the physical address and legal description of the project property, and will identify by name, address and telephone number, the owner, architect, construction lender and/or surety for the project, including the reference number(s) for any loan and/or surety bond.

18. **BILLING RATES**

Executive Principal	\$320.00 per hour	Engineer	\$140.00 per hour
Principal	\$250.00 per hour	Designer	\$125.00 per hour
Associate Principal	\$200.00 per hour	Project BIM Manager	\$140.00 per hour
Senior Associate	\$190.00 per hour	Senior BIM Tech	\$130.00 per hour
Associate.....	\$180.00 per hour	BIM Technician	\$110.00 per hour
Senior Engineer.....	\$160.00 per hour	Engineering Support	\$75.00 per hour

Please Initial _____



PROJECT NAME: D.H WHITE ES NEW ADMINISTRATION BUILDING
OWNER: River Delta Unified School District

PROPOSAL FOR: HKIT ARCHITECTS
PREPARED BY: Ryan Celaya

PROJECT #: 23-0224

Date: April 14, 2023

Melissa Regan-Byers
HKIT Architects
538 Ninth Street, Suite 240
Oakland, CA 94607

PROJECT: D.H. White ES New Administration Building

SUBJECT: Proposal for Mechanical and Plumbing Engineering Services
Proposal Number OP 23-0224

Dear Melissa,

We are pleased to offer this fee proposal for engineering services for the subject Project.

A. Project Description: The project is located at D.H. White Elementary School in Rio Vista, CA. The project will include construction of a new 2,600 SF administration building and minor modernization of approximately 700 SF of office spaces at the adjacent classroom building.

Capital Engineering will provide the Title 24 calculations (performance method) for energy compliance of the new building; including envelope, mechanical and lighting systems. Calculations will be included for PV and battery storage requirements per the 2022 code.

1. Estimated construction costs: The overall construction budget is estimated to be approximately \$3,000,000.

B. Assumptions:

1. General:
 - a. Scope of work will be documented in no more than one phase of construction.
 - b. Project delivery method is Design-Bid-Build.
 - c. Fire sprinklers are not required.
2. Renovation/Expansion of Existing Buildings:
 - a. The plumbing systems and equipment including main vertical and horizontal piping is Code compliant and is of adequate capacity and type to serve the proposed remodel without modification.
 - b. Adequate record drawings are available and that our field work will consist of verification of the record drawings. We also assume that we

will be provided access to all requested areas including above ceilings, and if necessary, in walls.

C. Scope of Services:

1. The scope of basic services shall include heating, ventilating and air conditioning design and plumbing design.
2. Schematic Phase: Perform initial load calculations and determine space requirements for equipment. Estimate initial building service requirements and coordinate with utility companies for potential points of connection to site services. Review the site and pertinent existing documentation available.
 - a. Deliverables:
 - 1) Narrative describing system and equipment and estimated capacities, if required, i.e. Basis of Design.
 - 2) Mechanical and plumbing drawings showing main equipment and basic distribution only in locations necessary for coordination.
 - 3) Initial load calcs and prescriptive approach Title 24 calculations for PV area and battery requirements.
 - 4) Outline specifications, if required.
 3. Design Development Phase: Prepare diagrammatic plans and specifications including heating, ventilating and air conditioning systems and building plumbing systems.
 - a. Deliverables:
 - 1) Drawings showing
 - (1) Equipment schedules with basic information for coordination purposes.
 - (2) Main equipment and main distribution components.
 - (3) Ceiling and air distribution device preliminary locations.
 - (4) Developed enlarged plans for mechanical, plumbing, and typical rooms.
 - (5) Preliminary details.
 - (6) Identify plumbing fixtures and provide preliminary fixture schedules.
 - (7) Provide plumbing fixture cut sheets, if required.
 - (8) Update energy model and Title 24 documentation.
 - (9) Review cost estimate prepared by others.
 - b. Specifications:
 - 1) Preliminary 3-part book specification.

- c. Narrative / Basis of Design: Update to reflect Design Development , if required.
4. Construction Documents Phase: Prepare construction drawings and technical specifications including heating, ventilating and air conditioning systems and building plumbing systems.
 - a. Deliverables:
 - 1) Final Drawings for building permit and bidding.
 - 2) Final 3-part book specifications for building permit and bidding.
 - 3) Final envelope, mechanical and indoor lighting Title 24 calculations and forms.
 - 4) Provide final narrative / Basis of Design with equipment cutsheets, if required.
 - 5) Review cost estimate prepared by others.
 - 6) Respond to and incorporate all review comments.
5. Bidding/Contract Award Phase: Prepare mechanical, plumbing addenda and clarification documents, interpret mechanical, plumbing Drawings and Specifications where required to clarify the intent of construction documents. Respond to bid RFIs.
 - a. This proposal was developed assuming that this phase would occur after AHJ approval and does not include rework, addendums and similar that occur due to out of sequence bidding/contract award phase.
6. Construction Phase: Review shop drawings and submittal data for general compliance with Capital's contract documents, respond to RFI's, prepare change order documents when required to meet existing Project conditions. Perform site visits during the course of construction, number as described in other paragraphs.
 - a. The fee included an initial review of a submittal for each specification and one back-check. This includes substitution requests, test and balance reports, chlorination reports, etc. Additional reviews due to contractor changing mind on product provided are not included in the fee. Any additional reviews will be considered additional services.
7. Close-out Services Included: Review of record mechanical, plumbing drawings produced by the Project subcontractor and cursory review of project operation and maintenance manuals for applicable systems.
8. Seismic Anchorage and Restraint Systems: Pre-approved restraint systems are assumed as the predominance of the piping, conduits and ductwork support systems. Any deviations from the pre-approved systems or specialty restraints and anchors for equipment or piping or conduits will require structural calculations and associated documentation. Capital will not assume the responsibility for the calculations but will provide the Drawing documentation based on mark-ups provided by the Project Structural Engineer.

9. Seismic Anchorage and Restraint Systems: Capital will not assume the responsibility for seismic restraint and gravity support systems and assumes such systems will be engineered, designed, and documented by others.
10. Equipment Attachment: Capital will not assume the responsibility for the equipment attachment calculations but will coordinate and provide the Drawing documentation based on mark-ups provided by the Project Structural Engineer.
11. Title 24, Part 6, California Energy Code Commissioning Requirements:
 - a. Capital design team will provide only design phase services for this Project. Capital will incorporate Division 22, 23, and 26 commissioning drawing or specification requirements provided by others.

D. Clarifications:

1. We have provided for the following services in our fee proposal:
 - a. [1] day of field investigation during the design phase.
 - b. [2] Virtual team meeting(s) during the Design phase.
 - c. The following field visits during construction are included in the proposal:
 - 1) Utility rough-in,
 - 2) Final verified report observation,
 - 3) One additional as needed.
2. BIM (Building Information Modeling):
 - a. Capital assumes that no dedicated BIM (3D) coordination/clash detection meetings will be required. BIM coordination/clash detection will be addressed at regularly scheduled Team meeting. It is assumed that only major components within ceiling space will be coordinated (duct mains, gravity piping, pressure piping and conduits over 2").
 - 1) Sub-contractors will be responsible for providing the construction and fabrication model, inclusive of modeling final construction locations and sizes of all ductwork, hydronic and plumbing piping, new equipment, air distribution, plumbing fixtures, , low voltage cabling, conduits, feeders, hangers, supports, and seismic.
 - b. Level of Development (LOD) is the degree to which the element's geometry and attached information has been thought through – the degree to which project team members may rely on the information when using the model: Our design will be provided in LOD 300.
3. Record Drawings: Capital will update the permit drawings with the Contractor's redline markups of as-built conditions and issue record drawings. RFI, ASI, CCD references pasted onto contract documents by the Contractor, or

provided as reference, does not suffice as record of the as-built conditions. Contractor shall document the as-built conditions using redlined markups of the contract documents.

E. Extra Services: The following services are not included in this proposal. The Engineer shall be compensated for providing these services when the Architect requests such services.

1. Design services to provide alternate bid items, and descriptions of phased construction except as identified above.
2. Employment of special sub consultants at the request of the Architect.
3. Life cycle cost analyses, owning or operating cost studies and energy effectiveness studies.
4. Mechanical design services related to landscape architectural fountains, water features or water displays, landscape sprinklers, site drainage, site utilities, or special piping systems not specifically noted in proposal.
5. Work outside the line five feet from the building unless noted otherwise.
6. Preparation of cost estimates.
7. BIM LOD to provide a greater level of detail or different than described in the BIM LOD paragraph above.
8. California Energy Code analysis or compliance documentation of Architectural or Lighting systems.
9. Partnering sessions, value engineering sessions or review of Contractor or Construction Manager proposed cost cutting recommendations.
10. Work involved in securing utility company rebates.
11. Additional time over and above the normal and customary to clarify, negotiate, or otherwise respond to unreasonable or inaccurate interpretations of the code by the code officials including circumstances where we become "caught in the middle" between code interpretations of office reviewers and field reviewers.
12. Non-Title 24 commissioning of building systems, services related to the development of commissioning plans and services related to support third party commissioning of the building, other than as described above.
13. Title-24 required Division 01 specifications, functional testing, development of the systems manual, operational training, and the commissioning report.
14. Design services related to LEED certification or other sustainability (WELL, Green Guide for Health Care, etc.) of building, studies necessary to determine feasibility of certification and the preparation or coordination of the documentation necessary for certification.

15. Design services related to CHPS certification of building, studies necessary to determine feasibility of CHPS certification and the preparation or coordination of the documentation necessary for CHPS certification.
16. Changes to Basis of Design if the Owners Project Requirements are changed following completion of the Schematic Design phase or significant changes in physical configuration after Design Development, significant changes in Revit project setup such as but not limited to, change in coordinates, changes in or additional phasing.
17. Redesign required due to a construction cost guarantee by the prime design professional or for other reasons that are not the responsibility of the Consulting Engineer is not included.
18. Prolonged construction administration: We have based our proposal upon the schedule noted earlier. Prolonged support services for construction if initial construction time schedule is exceeded by more than 15% through no fault of the Consulting Engineer would result in a request of additional funding.
19. Unless known during the proposal phase and specifically included in Paragraph A, all effort related to the preparation of bid set design documents prior to AHJ Approval, and the identification (i.e. via clouds & deltas) of subsequent design changes that may have occurred between the Pre-AHJ Approved bid set and the final AHJ Approved set.
20. Review of submittals beyond described above.
21. Engineering work caused from construction that is installed differently from the permitted drawings if work could be installed as shown and permitted.
22. Engineering rework resulting from other trades not coordinating or installing work different from approved coordination drawings.

F. Materials and Services Furnished by Others:

1. Prior to the start of design Capital shall be furnished with a copy of the Owner's Project Requirements (OPR) or detailed Program if it exists. Base sheets of architectural floor plans and site plan with drawing files in AutoCAD or Revit compatible format.
2. All reproduction, including drawings, specifications and reports.
3. Division 01 and technical Sections commissioning specifications, Commissioning Plan, functional performance testing, preparation of Systems Manual, systems operations training, and Commissioning Report, for T-24 Commissioning.
4. Seismic restraint and gravity support systems design.



G. Compensation:

1. Basic Services: Compensation for Basic Services outlined under Paragraph B above shall be as follows:

	Mechanical & Plumbing	Energy Model and Title 24	Subtotals
<i>Schematic Design Phase</i>	\$1,550	\$900	\$2,450.00
<i>Design Development Phase</i>	\$3,100	\$3,600	\$6,700.00
<i>Construction Documents Phase</i>	\$6,190	\$900	\$7,090.00
<i>DSA Approval Phase</i>	\$780	\$1,350	\$2,130.00
<i>Bidding/Contract Phase</i>	\$470	\$0	\$470.00
<i>Construction Administration Phase</i>	\$3,410	\$0	\$3,410.00
<i>Subtotals</i>	\$15,500.00	\$6,750.00	
	Total Proposed Fee		\$22,250.00

- a. The fee provided is valid for 180 days from the date of the proposal. If the Project begins after this time Capital may request an adjustment to the fee to reflect the extended start date.
2. Extra Services:
 - a. Compensation for authorized Extra Services as defined above shall be hourly at the rates indicated in the attached rate schedule.
3. Reimbursable Expenses:
 - a. We propose to invoice for reimbursable expenses including travel, mileage, rental car, tolls, lodging, per diem, and plotting based on our cost plus a 10% mark-up. Printing for distribution is not included in this reimbursable expense. We anticipate that deliverables will be in PDF format or the team will have a common reproduction agency, where documents for major distribution will be sent, and we will be reimbursed directly by the client or the architect.

H. Insurance Coverage:

1. Professional Liability: \$1,000,000 per claim

Please call should you have any questions.



Thank you for the opportunity to offer our services.

Gratefully Yours,

A handwritten signature in blue ink, appearing to read 'R Celaya'.

Ryan Celaya, Sr. Associate

CAPITAL ENGINEERING CONSULTANTS, INC.

TERMS AND CONDITIONS:

We understand the Terms and Conditions will be based on your standard contract as modified per the Prime Agreement. Since the Prime Agreement has not yet been provided, Capital reserves the right to request additional fees to align the scope of work within this fee proposal with the final contract requirements.

The following Terms and Conditions will govern all services performed on behalf of Client and are hereby incorporated into the Engineering Fee Proposal.

1. **Additional Services.** Any services not explicitly described as being performed by Capital or its subconsultants are excluded. If agreed to in writing by Client and Capital, Capital will provide additional services. Client will pay Capital for such additional services in accordance with Capital's current fee schedule or as otherwise agreed by Client and Capital in writing. These Terms and Conditions will apply to all additional services provided by Capital. In the case of additional services added to the Engineering Fee Proposal, Capital's liability shall be limited to the extent of the additional fee for the specific additional services added.
2. **Professional Standards.** Subject to all conditions set forth herein, Capital will only be liable for breaching its obligation to perform its services to the level of competency maintained by other practicing engineering professionals in the same or similar community performing the same services at the same time as they were performed by Capital. Capital makes no warranties, either express or implied. Capital does not guarantee the completion or quality of performance of contracts by the construction contractor or subcontractors, or other third parties, nor accepts responsibility for their acts, omissions or any safety precautions.
3. **Independent Contractor.** The relationship of Capital to Client shall at all times be that of an independent Contractor. Capital shall not be liable for the acts of Client or its agents in performing Work.
4. **Document Ownership.** Capital holds copyright for all drawings, calculations, and other original documents produced by Capital and such documents shall be the property of Capital, except when otherwise provided by law, governmental requirement, or by prior agreement, these documents become public property or the property of the Client. A limited license is granted to use the documents for the specific purposes and project covered by the Agreement. Reproduction of these documents either in hard copy or soft copy (including posting on the web) is prohibited without copyright permission. No right to create modifications or derivatives of Capital documents is granted pursuant to this limited license. Any product, process, or technology described in the documents may be the subject of other Intellectual Property rights reserved by Capital. The drawings, specifications, and reproductions thereof are instruments of service to be used only for the specific project covered by the Agreement between the Client and Capital. Capital assumes no liability for misinterpretation, modification, or misuse by others of any instruments of service prepared by Capital in accordance with its services.
5. **Electronic Documents.** If Capital provides Client any design documents, including but not limited to plans and specifications, in electronic form ("Electronic Documents"), acceptance and use of the Electronic Documents by Client shall be at Client's sole risk and Client will: (a) Waive and covenant not to sue Capital alleging any inaccuracy or defect in the Electronic Documents; (b) Agree that Capital makes no representation with regard to the compatibility of the Electronic Documents with Client's software or hardware; and (c) to the fullest extent permitted by law, indemnify, hold harmless, reimburse and defend Capital from, for and against any alleged claim, damage, liability, or cost, including but not limited to attorneys' fees, that may arise from Client's use of the Electronic Documents or any subsequent modification of the Electronic Documents by any person or entity.
6. **Schedule.** Capital will perform its services with reasonable diligence consistent with sound professional practice as ordinarily provided by engineers practicing in the same or similar locality under the same or similar circumstances. Client will require its other consultants and Contractors to incorporate into their schedules reasonable periods of time for Capital to perform its services and will require that they coordinate their services with Capital's services. Client is aware that many factors outside Capital's control may affect Capital's ability to timely perform and complete its services and Client agrees that Capital is not responsible for damages arising directly or indirectly from any delays, including but not limited to liquidated damages.
7. **Construction Support.** If specifically included in the scope of Capital's services, construction support services will be performed solely for the purpose of reviewing portions of the work for general conformance with the design concept set forth in the contract plans and specifications. These services are different from inspection or other quality-control services. The Client shall coordinate the Contractor's involvement in any Capital

construction support services and shall provide Capital all necessary contracts and documents to perform the same. Capital is not a Contractor and does not provide the services of a Contractor under any circumstances. Capital will not supervise, direct or have control over any Contractor's work, nor will Capital have any responsibility for the means, methods, techniques, sequences or procedures of construction selected by the Contractor, nor will Capital be responsible for the Contractor's safety precautions and programs in connection with the work, nor will Capital be responsible for the Contractor's failure to perform the work in accordance with the requirements of the contract documents or applicable building or structural codes, nor will Capital be responsible for the acts or omissions of the Contractor or of any other persons or entities performing portions of the work, all of which are the sole responsibility of the Contractor or its agents.

8. **Submittal Review.** Capital will review and render appropriate services on shop drawings, product data, samples, and other submittals required by the contract documents. Such review shall be solely for general conformance with the design concept and the information shown on the contract documents. Capital's review will not include review of the accuracy or completeness of details, such as quantities, dimensions, weights or gauges, fabrication processes, construction means or methods, compliance with applicable building or structural codes, coordination of the work of other trades or construction safety precautions, all of which are the sole responsibility of the Contractor. Capital's review will be conducted with reasonable promptness while allowing sufficient time in Capital's judgment to permit adequate review. Review of a specific item shall not indicate acceptance of an assembly of which the item is a part. Capital will not review and will not be responsible for any deviations from the contract documents not clearly identified in writing on the submittal by the Contractor, nor will Capital be required to review partial submissions or those for which submissions for correlated items have not been received.
9. **Termination for Convenience.** Either Capital or Client may terminate this Agreement at any time with or without cause upon giving the other party ten (10) calendar days' prior written notice. Client will pay Capital for all services rendered and all costs incurred up to the date of termination, along with all other reasonable termination costs, including but not limited to expenses directly attributable to termination for which the Architect is not otherwise compensated, plus an amount for the Capital's anticipated profit on the value of the services not performed by Capital. If no notice of termination is given, Capital's obligations created by this Agreement will be terminated upon completion of the services.
10. **Notice of Deficiencies.** Client shall provide prompt written notice within thirty (30) days of when Client becomes aware or should have reasonably been aware of any fault or defect in the project, including errors, omissions or inconsistencies in the services and work product provided by Capital.
11. **Waiver of Subrogation.** Client and Capital waive all rights against each other for damages or loss to the extent covered by any available insurance. Client will require all of Client's insurers to waive subrogation against Capital and Client will contractually require all of its Contractors, consultants, and agents of any tier to have their respective insurers waive subrogation against Capital.
12. **Indemnity.** Subject to all provisions of this Agreement and to the fullest extent permitted by law, Client shall indemnify, hold harmless, reimburse and defend (with counsel of Capital's choice) Capital, its employees, officers, directors and agents from, for and against all actual or alleged claims, losses, damages, costs and expenses arising from or related to the work, the Project, or this Agreement (with the sole exception that Client will have no duty to indemnify Capital from claims or losses to the extent those claims or losses are caused by the fault or negligence of Capital or its employees as adjudicated by a court of competent jurisdiction). Under no circumstances shall Capital be liable for any actual or alleged claims, losses, damages, costs and expenses arising from or related to the work, fault, or negligence of its subconsultants.
13. **Modifications.** No change, modification, or amendment to this Agreement will be valid unless agreed to by both of the parties hereto in writing.
14. **Successors and Assigns.** This Agreement shall inure to the benefit of and shall be binding upon each of the parties hereto and such parties' partners, successors, executors, administrators and assigns.
15. **Arbitration.** Client agrees that any claim, damage, or dispute arising out of these Terms and Conditions or any services performed by Capital will be resolved by binding and confidential arbitration before a single arbitrator in the state where the project is located. The parties shall mutually select the arbitrator and the rules applicable to the arbitration process. Unless the parties mutually agree otherwise, the arbitration shall be administered by the American Arbitration Association in accordance with its Construction Industry Arbitration Rules in effect on the date of this Agreement. As a condition precedent to serving a demand for arbitration,

Client agrees that it will obtain a written certificate executed by an independent design professional with similar experience on similar projects and licensed in the jurisdiction in which the project is located certifying that Capital failed to meet the applicable standard of care. Client will provide Capital with a copy of the certificate and all written analysis supporting the certificate's findings at least 30 days before serving a demand for arbitration. Client and Capital agree that any party hereto shall commence all claims and causes of action within the period specified by applicable law but in any case, not more than ten (10) years after the date of substantial completion of the project. Client and Capital waive all claims and causes of action not commenced or noticed in accordance with the time periods in this section.

16. **Governing Law.** *The laws of the State that the project is constructed will govern the validity of this Agreement, its interpretation and performance. Any dispute arising in any way from this Agreement shall be subject to the jurisdiction of the courts of that State.*
17. **Client's Terms.** *Any terms and conditions set forth or referenced in Client's purchase order, requisition, or other notice of authorization to proceed are inapplicable to the services provided under this proposal or any related agreement, except when specifically accepted or confirmed in writing and signed by Capital.*
18. **Limitation of Liability.** *Client agrees that, in recognition of the relative risks and benefits of the project, Capital's aggregate joint, several and individual liability, whether for breach of contract, breach of warranty, negligence, professional malpractice, strict liability or otherwise will be limited to an amount no greater than \$1 million or Capital's fee, whichever amount is lesser. This provision will survive the termination or expiration of this Agreement.*
19. **Limitation of Remedy.** *Client covenants that it will not, under any circumstances, bring a lawsuit, arbitration demand, or claim of any kind against Capital's individual employees, officers, directors, or agents and that Client's sole remedy will be against Capital, Inc.*
20. **Entire Agreement.** *This Agreement contains all terms and conditions agreed on by the parties hereto, and no other agreements, oral or otherwise, regarding the subject matter of this Agreement, shall be deemed to exist, or bind any of the parties hereto.*



**Capital Engineering Consultants, Inc.
2023 Billing Rates**

Sr. Principal	\$245.00 / hour
Principal	\$223.00 / hour
Director	\$215.00 / hour
Sr. Project Manager	\$205.00 / hour
Project Manager	\$196.00 / hour
Field Services	\$192.00 / hour
Sr. Engineer	\$175.00 / hour
Engineer	\$160.00 / hour
Sr. Designer	\$150.00 / hour
Designer	\$138.00 / hour
Technician / CADD	\$127.00 / hour
Intern	\$120.00 / hour
Project Administrator	\$107.00 / hour
Sr. Admin.	\$75.00 / hour
Clerical / Admin.	\$60.00 / hour

Capital Engineering Consultants, Inc. Tax ID No. 94-1492674



April 18, 2023

Melissa Regan
HKIT
538 Ninth Street, Suite 240
Oakland, CA 94607

Project: D.H. White Elementary New Administration Building
Subject: Electrical Consulting Engineering Fee Proposal

Dear Melissa:

The Engineering Enterprise is pleased to provide a fee proposal for consulting electrical engineering services on the above subject project as outlined in this document.

1.0 Project Description

1.1 Overview

- A. The project consists of the construction of a new Administration Building totaling approximately 2,600 square feet and the modernization of approximately 559 square feet of existing space in Unit A at D.H. White Elementary School, located in the City of Rio Vista, California.
- B. Both core/shell construction and interior improvements will be included in the project scope.
- C. Interior improvement spaces will incorporate the lobby, reception, offices, conference room, wellness, staff workroom, etc.
- D. Site shall include lighted pathway/walkways and landscape areas.
- E. The construction budget for this work is \$3,000,000.

1.2 Electrical Systems and/or Features

- A. Incoming power service.
- B. Site distributed infrastructure.
- C. Power distribution system.
- D. Power connections to all motors.
- E. Grounding system.
- F. Branch circuiting of all devices, equipment, and appliances.
- G. Interior lighting and lighting control system.
- H. Emergency/egress lighting system.
- I. Exterior lighting and controls.
- J. Fire alarm system.
- K. Telecommunication cabling system.
- L. Security system.

- M. Audiovisual systems.
- N. Photovoltaic system (we will provide interface with the PV system including connection to the main switchboard, connections to the inverter, etc. The PV system design would be by others).
- O. Provide interface of electrical systems with EMCS system.

2.0 Scope of Services

2.1 Schematic Design Phase

- A. Review the program requirements developed by the Owner and Architect for the development of the Schematic Design Package.
- B. Prepare our own analysis of the electrical systems as related to the program requirements and offer recommendations.
- C. Prepare conceptual design descriptions of alternative electrical systems that will reduce costs and/or improve performance.
- D. Attend one meeting with the design team and Owner to obtain and coordinate information related to the electrical systems and site utilities in order to develop the Schematic Design package.
- E. Contact utility companies to begin coordination of incoming services.
- F. Prepare a narrative of the electrical systems as well as drawings that represent the power distribution system for the Schematic Design package.

2.2 Design Development Phase

- A. Attend one meeting with the design team and Owner to obtain further information concerning system requirements for the electrical design.
- B. Consult with inspection authorities to determine special code requirements.
- C. Interface with other consultants to coordinate design of electrical systems with other building system requirements and/or features.
- D. Obtain information from other consultants concerning electrical load requirements for equipment covered under their Divisions.
- E. Coordinate space requirements with Architect for electrical and telecommunication rooms.
- F. Layout electrical equipment to ensure that space allocated is sufficient.
- G. Review lighting design requirements with the Architect and incorporate layout into our drawings.
- H. Prepare an outline specification for electrical systems.
- I. Preparation of preliminary, in-house calculations to verify Title 24 energy compliance (Title 24 documentation will not be issued as a part of the DD package).
- J. Prepare drawings to include the following:
 - 1. Power single line diagram.
 - 2. Site electrical plan.
 - 3. Electrical room layout plans.
 - 4. Floor plans with lighting and device layouts.

2.3 Construction Document Phase

- A. Attend one meeting with the design team to obtain final information concerning system requirements for the electrical design.
- B. Final interface with other consultants to coordinate connection requirements.
- C. Final coordination and verification of incoming service requirements with utility companies.
- D. Prepare complete set of construction drawings for electrical systems.
- E. Prepare detailed construction specifications for electrical systems outlining materials and installation requirements.
- F. Prepare Title 24 energy compliance documentation for lighting system to include the following:
 - 1. Interior calculations and completion of associated forms.
 - 2. Exterior calculations and completion of associated forms.
- G. Review documents with inspection authorities as required.

2.4 Agency Approval Phase

- A. Coordinate and obtain written approval of final design work with local agencies and DSA.
- B. Assist Architect in the preparation of applications as well as submittal and processing of construction documents for approval by local agencies and DSA.
- C. Respond to written plan review comments as directed by architect. Incorporate plan review comments into construction documents.

2.5 Bidding Phase

- A. Interpret construction documents and prepare written responses to questions.

2.6 Construction Administration Phase

- A. Review shop drawings, submittal data, and record “as-built” drawings.
- B. Respond to field RFI’s and prepare clarification instructions as needed.
- C. Visit site once to verify compliance with construction documents, review the final installation and prepare a punch list of all deficient items requiring correction by the contractor.

3.0 Extra Services not Included

3.1 Special Studies

- A. Special environmental impact investigations and related research. Such studies are not anticipated under this proposed agreement.
- B. Leadership in Energy and Environmental Design (LEED) related services.
- C. Life cycle cost analyses and energy effectiveness studies.

3.2 Design Services

- A. Redesign for reasons not the fault of The Engineering Enterprise, including the following:
 - 1. Changes in project scope or Owner requirements following the approval of scope and compensation outlined in this document.

2. Changes to project drawings following the Owner's approval of documents submitted by The Engineering Enterprise at the completion of the Design Development Phase.
 3. Changes to Contract Documents when the low construction bid for documents prepared by The Engineering Enterprise are within 10 percent of the construction estimate including all approved changes thereto.
- B. Services to provide designs for deductive or additive alternate bid items.
 - C. Employment of special sub-consultants at the request of the Owner or Architect.
 - D. Structural analysis or structural and seismic design of equipment anchorage and support systems.
 - E. Preparation of construction cost estimates and detailed quantity take-offs.
 - F. Design of building management system or temperature control system.
 - G. Design of voice / data equipment (LAN, WAN, PBX, phones, etc).
 - H. Preparation of additional Title 24 calculations based on redesign for reasons not the fault of The Engineering Enterprise.

3.3 Construction Administration Services

- A. Preparation of maintenance or operating manuals.
- B. Preparation of record "as-built" documents.
- C. System commissioning.
- D. Trips to the construction site in excess of those listed in Scope of Services above.
- E. Prolonged construction support services should construction time on any portion of the project be exceeded by more than 20 percent of the time for completion stipulated in the construction contract.
- F. Reviews of change orders that are the result of Owner generated changes or are generated by other disciplines and/or consultants.

4.0 Additional Understandings

4.1 Materials and Services Provided by the Architect

- A. Informational and coordination prints of project architectural, structural, civil, landscape, mechanical, etc. drawings as required, and at times requested, by The Engineering Enterprise for the performance of services outlined herein.
- B. Base floor plans and site plan(s) compatible with Revit/AutoCAD.
- C. Detailed information on Owner furnished equipment to be installed or for which provisions are to be made under the electrical subcontract.
- D. Reproduction of drawings, specifications and reports for in-house distribution to the Architect's staff and record copies of construction documents for the consultant's use.

4.2 Assumptions

A. Existing Electrical Service:

1. The existing power distribution system for this facility has sufficient capacity to accommodate the new loads associated with this project.

5.0 Terms and Conditions of Service

5.1 Warranty

The Engineering Enterprise makes no warranty, either expressly or implied, as to our findings, recommendations, specifications or professional advice, except that these services were prepared/performed in accordance with generally accepted professional engineering practices in existence at the time and place of such services.

5.2 Breach of Contract Damages

The Engineering Enterprise's liability to client for breach of this fee proposal shall, to the extent permitted by law, be limited to The Engineering Enterprise's fee. However, The Engineering Enterprise shall have no liability to client for consequential, special, punitive, or other indirect damages.

5.3 Third Party Liability

The Engineering Enterprise does not guarantee the completion of performance contracts by the construction contractor(s) or other third parties, nor is it responsible for their acts or omissions, or for the safety of the contractor('s) work.

5.4 Insurance Limits

Fees proffered anticipate Professional Liability Insurance burden in the maximum amount of \$5,000,000.00. Should a greater amount of insurance be required, an upward adjustment of quoted fee will be necessary.

5.5 Segregation of Contract

The quoted fee and fee apportionments are predicated upon a single contract covering all of the work described herein. In the event that only a partial contract is assigned, the fees stipulated are void and a new proposal will be submitted reflecting an abbreviated scope of services.

5.6 Documents

The drawings and specifications prepared by the Consultant, whether in hard copy or machine-readable format, are instruments of service to be used only for the specific project(s) covered by this agreement. All drawings, including tracings and/or special masters as well as calculations shall remain the property of The Engineering Enterprise.

Because information and data delivered in an electronic format may be altered, either inadvertently or otherwise, The Engineering Enterprise reserves the right to remove from copies provided to architect all identification reflecting the involvement of The Engineering Enterprise in the preparation of the data.

6.0 Compensation

6.1 Basic Services

Services described under Section 2.0, Scope of Services, will be performed for the lump sum fee values outlined below:

PROJECT PHASE	FEE
Schematic Design Phase	\$4,500
Design Development Phase	\$6,500
Construction Document Phase	\$10,000
Agency Approval Phase	\$2,000
Bidding Phase	\$500
Construction Administration Phase	\$5,000
TOTAL FEE	\$28,500

6.2 Extra Services

Compensation for Extra Services as defined in Section 3.0 shall be paid hourly for all authorized services rendered at the rates indicated below:

- A. Principal \$280/hour
- B. Associate \$240/hour
- C. Senior Engineer/Project Manager \$220/hour
- D. Engineer/Designer \$200/hour
- E. BIM Technician \$170/hour
- F. Administrative Staff \$130/hour

7.0 Reimbursable Expenses

Travel, parking, delivery and reproduction costs will be billed separately on a direct cost basis with no additional markup by TEE.

8.0 Payment

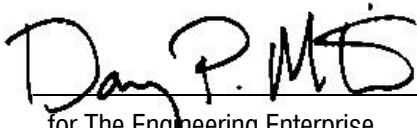
Invoices for services will be issued monthly and shall be due and payable upon receipt. A yearly carrying charge of eighteen percent (18%) will be added to each invoice thirty days delinquent. No carrying charge will be incurred if invoices are paid in full within sixty (60) days of the date of the invoice.

It is understood that this letter constitutes the entire agreement between the parties and that there are no conditions, agreements, or representations between the parties except as expressed herein.

If a court of competent jurisdiction finds this agreement, or any portion of this agreement, to be invalid, unlawful, or unenforceable in any respect, the validity, legality and enforceability of the remaining provisions contained in this agreement and all provisions of all other agreements between the parties shall not in any way be affected or impaired by the finding of invalidity, illegality, or unenforceability.

Please indicate your approval of the foregoing proposal by signing in the space provided below and by returning one copy of this agreement to our office at your earliest convenience.

By: _____ Date: _____
for HKIT
Melissa Regan-Byers

By:  _____ Date: April 18, 2023
for The Engineering Enterprise
Danny McE, Principal



Warren Consulting Engineers, Inc.

April 18, 2023

email: mregan@hkit.com

Melissa Regan-Byers
HKIT Architects
538 Ninth Street, Suite 240
Oakland, CA 94607

**RE: PROPOSAL FOR CIVIL ENGINEERING SERVICES FOR D.H. WHITE ELEMENTARY SCHOOL
ADMINISTRATION BUILDING**

Dear Melissa,

We are pleased to submit our proposal for civil engineering services for the above referenced project. The scope of work consists of providing civil services for a new administration building and minor modernization to Building A. Civil scope includes providing path of travel to new work, grading, drainage and wet utilities.

1. Schematic Design

- A. Site visit to review existing conditions.
- B. Assist in the development of the site plan as it relates to accessibility.
- C. Develop preliminary demolition, grading and wet utility plans (drainage, sewer, domestic water and fire protection).
- D. Attend online design team meetings, as required.

2. Design Development

- A. Prepare DD level demolition, grading, paving and wet utility plans (drainage, sewer, domestic water and fire protection).
- B. Prepare draft specifications for civil related items.
- C. Attend online design team meetings, as required.
- D. Prepare cost estimate as it relates to civil items.

3. Construction Documents

- A. Develop construction plans and specifications based on the approved Design Development plans and budget.
- B. The plans will consist of:
 - 1. Cover Sheet
 - 2. Demolition Plan
 - 3. Engineered Fill Plan
 - 4. Grading and Drainage Plan
 - 5. Wet Utility Plan (sewer, domestic water and fire protection)
 - 6. Paving and Striping Plan
 - 7. Erosion Control Plan

April 18, 2023

PROPOSAL FOR CIVIL ENGINEERING SERVICES FOR D.H. WHITE ELEMENTARY SCHOOL ADMINISTRATION BUILDING

Page 2

- 8. Details and Sections
 - C. Attend online design team meetings, as required.
 - D. Prepare civil related project specifications.
 - E. Prepare cost estimate as it relates to civil items.

- 4. **Agency Review**
 - A. Submit plans to DSA for review.
 - B. Respond to plan check comments as required to obtain approval.

- 5. **Construction Administration**
 - A. Answer questions during bidding. Prepare addenda as needed.
 - B. Answer questions during construction. Prepare clarifications as needed.
 - C. Make two site visits during construction.
 - D. Make final site visit and prepare punch list.
 - E. Review contractor as-builts and close-out documents.

The fee for the above scope of work is:

Schematic Design:	\$5,000.00
Design Development:	\$5,000.00
Construction Documents:	\$12,000.00
Agency Review:	\$1,500.00
Construction Administration:	\$4,500.00
Project Close-out:	<u>\$1,000.00</u>
Total Fee:	\$29,000.00

Items not included in this proposal are:

- 1. Topographic survey.
- 2. Fire sprinkler design.
- 3. Fire flow testing
- 4. Electrical design (site and building)
- 5. Natural gas system design (site and building)
- 6. Soils investigation and testing.
- 7. Agency fees.
- 8. Construction staking.
- 9. Construction management and inspection.
- 10. SWPPP (disturbed area less than 1 acre)
- 11. Retaining wall design.
- 12. Site electrical design
- 13. Easement dedication
- 14. Landscape and Irrigation Design

April 18, 2023

PROPOSAL FOR CIVIL ENGINEERING SERVICES FOR D.H. WHITE ELEMENTARY SCHOOL ADMINISTRATION BUILDING

Page 3

Billing will be on a monthly basis for work completed within that calendar month. Payment shall be made within 30 days of receiving the invoice.

If this proposal is acceptable, please sign and return one copy.

Sincerely,



Anthony J. Tassano, P.E.

AJT/tlb
23P.148

Accepted: _____

Date: _____

April 17, 2023

Melissa Regan-Byers, Associate, AIA, LEED AP
 HKIT Architects
 538 Ninth Street, Suite 240
 Oakland, CA 94607
 mregan@hkit.com



**Subject: Landscape Architectural Services
 For D.H. White New Administration Building
 River Delta Unified School District**

Dear Melissa,

We are pleased to submit the following fee proposal for professional services in connection with the landscape design and implementation for the D.H. White New Administration Building in Isleton, California. We have based our scope of services and fee from the email sent to us on April 10, 2023 and the D.H. White School Plan attachment. We understand the scope to be approximately the following:

- \$3 million construction budget
- New 2,600 sf administration building as well as minor modernization to existing building, "Unit A"
- Existing administration functions are currently housed in a portable building that is connected to building "unit A", this will be removed at the end of the project for a new plaza area
- Will need to include solar and battery storage per current code. District is working with Syserco to design the PV. It will be included in this project
- Path of travel work including path to public way, drop off and parking to be included

We have the availability and staff to meet the proposed schedule and understand it to be approximately the following:

- Design (SD-DSA) June - December

SERVICES: Refer to the attached EXHIBIT A for a detailed scope of services.

COMPENSATION: For the above professional services the Landscape Architect shall be paid as follows for the entire project:

Total for all phases, Lump Sum Fee: \$ 34,290

PAYMENT: shall be made on monthly invoices based upon the percentage of work on the project completed during the month.

Schematic Design	\$ 3,040
Design Development	\$ 5,050
Construction Documents	\$ 13,600
DSA submittal / approval	\$ 2,350
Bidding	\$ 810
Construction Administration	\$ 8,220
Closeout	\$ 1,220
TOTAL	\$ 34,290

The above fee for professional services shall be in effect for one year after the date of the contract. Should project delays not caused by the Landscape Architect require services from the Landscape Architect beyond the above time limit, the Landscape Architect's fees for said professional services should be increased by an amount to be negotiated with the Architect, covering the Landscape Architects additional costs.

ASSUMPTIONS: Our fee is based on the following assumptions:

1. Landscape Architect will not attend weekly team meetings unless there are specific site issues to be reviewed. Landscape Architect will be available by phone if coordination issues or questions arise at all other meetings.
2. Civil engineer will produce all site demolition plans required. Landscape Architect will not produce any demolition or clearing and grubbing plans but will coordinate with the civil engineer to ensure accurate demolition plans.
3. It is assumed that the planting design will have an all new irrigation system that will not be integrated into an existing irrigation system.
4. Irrigation design will be a majority of sub-surface irrigation systems with bubblers limited only to proposed trees.
5. Structural engineer for the project will provide structural review and, as necessary, provide details and calculations for fence footings, pergolas, arbors, walls, or other structural elements over three feet in height as requested by landscape architect.

REIMBURSABLES: are included in the base fee and are anticipated to be for site visits, basic delivery services, and typical reproduction. If site visits beyond what is outlined in EXHIBIT A, or excessive reproduction or delivery services are requested beyond what is anticipated, they may generate additional services. If additional insurance coverage or limits, including professional liability insurance, in excess of that normally carried by the consultant, is requested by the Client, it is beyond the limits of the anticipated costs and will require an additional fee.

ADDITIONAL SERVICES: the following services are beyond the scope of services outlined in EXHIBIT A

1. Revising previously approved drawings, construction budgets, and specifications to accomplish significant budget reductions and/or design revisions requested by the Client. Standard changes in design to meet the budget based on cost estimating during the course of design are included in this proposal.
2. Bid Alternates may be included during the Construction Document phase to meet the budget; however, preparing documents requiring significant effort for Bid Alternates as initiated by the Client may require additional services.
3. Preparing documents and/or construction services required for 'fast tracking' or phased construction of the project beyond those included within this proposal.
4. Meetings and site visits in addition to those in EXHIBIT A.

Compensation to the Landscape Architect for additional services authorized by the Architect shall be at the following hourly rates:

Landscape Principal	\$ 215
Associate Principal	\$ 180
Associate Landscape Architect	\$ 160
Landscape Architect/Project Manager	\$ 140
Job Captain	\$ 115
Landscape Intern	\$ 105
Admin/Administration Support	\$ 85
Irrigation Principal	\$ 200
Irrigation Technician	\$ 115

ITEMS SUPPLIED: the Architect shall provide the Landscape Architect with the following:

1. Site program and applicable code requirements.
2. Accurate survey and site bases(s) showing grades, trees, structures, utilities, property lines and easements in AutoCAD DWG file type.
3. All applicable architectural and engineering drawings; drawings in AutoCAD DWG file type.
4. Soil tests for horticultural suitability if deemed necessary by the Landscape Architect.
5. Arborist report if deemed necessary by the Landscape Architect.

LIST OF CONSULTANTS: the Landscape Architect will retain and pay for the following consultant as part of this proposal. Their qualifications will be submitted for Owner to review if desired prior to retention.

Marty Dickson, Irrigation Consultant

ABANDONMENT OF IMPROVEMENT: if the owner finds it necessary to abandon all or part of the project, the Landscape Architect shall be compensated for all work completed.

CANCELLATION: this agreement may be terminated by either party upon written notice to the other party in the event of a substantial failure of performance by such other party, or if the project should be abandoned.

If this proposal meets with your approval, please sign, and return one executed copy to us for our files.

Sincerely,

Cupples Keller Designs



Amy Cupples, ASLA
Principal

Accepted by:

HKIT Architects

Date

EXHIBIT A

Scope of Services and Work Products

A. Design Scope

Exterior landscape architectural design for pedestrian paving, planting, irrigation, and site amenities for the D.H. White New Administration Building project.

B. Schematic Design

Based on base documents and concepts from Architect, prepare schematic design drawings showing:

1. Provide overall landscape site plan with selected enlarged plans
2. Image boards showing plant images, site amenities, and materials
3. Attendance at one (1) design team and / or District Client meetings

C. Design Development

Based on approved schematic design drawings, prepare design development drawings showing:

1. Refined hardscape drawings
1. Paving finishes, seat walls, steps, ramps and landscape furnishings
2. Coordinate with the civil engineer on storm drainage issues to comply with the C-3 requirements
3. Prepare design development planting plans showing plant locations and species
4. Provide outline specifications
5. Attendance at two (2) design team and /or District Client meetings via zoom

D. Construction Documents

Based on approved design development and estimated construction budget, prepare construction drawings showing:

1. Overall site plan showing buildings and landscape features
2. Detailed hardscape plans with horizontal controls for all landscape elements
3. Elevations, sections and preliminary construction details of major hardscape features
4. Construction details for all hardscape elements and furnishings
5. Detailed planting plan
6. Plant palette, schedule, and details
7. Detailed irrigation plan, details, and calculations
8. Final technical specifications
9. Attendance at up to three (3) design team and / or District Client meetings via zoom

E. DSA Submittal / Approval:

1. The landscape architect shall respond to all plan check comments relevant to the landscape drawings and revise drawings and specifications accordingly.

F. Bidding

1. Response to Requests for Information
2. Preparation of addenda as needed

G. Construction Administration

1. The Landscape Architect shall visit the site at intervals appropriate to the stage of construction to become generally familiar with the progress of the Work but shall not be required to make exhaustive or continuous on-site observations. On the basis of said site visits, the Landscape Architect shall keep the client informed of the progress and quality of the Work.
2. The Landscape Architect shall not be responsible for the construction contractor's performance or safety measures.
3. Review shop drawings, samples and other submittals required of the contractor for work on the landscape drawings.
4. Plant Materials selection at place of growth, 1 day of nursery visits to tag trees.
5. An estimate of four (4) site visits are anticipated during the course of construction work and associated field reports.

I. Closeout

1. At completion of landscape construction, perform one (1) punch walk and produce list of items to be resolved for final acceptance. Determine if maintenance period can begin.
2. At completion of maintenance period, perform one (1) site visit to evaluate site for final acceptance.
3. Review contractor drawings and prepare record drawings.

J. Work Not Included

1. Graphics or signage.
2. Cost estimates.
3. CHPS, LEED, GreenPoint or Greenbuild documentation.
4. Structural details or calculations for fence footings, pergolas, arbors, walls, or other structural elements over three feet in height.

END OF EXHIBIT A

April 19, 2023

Melissa Regan-Byers, Associate
HKIT Architects
538 Ninth Street, Suite 240
Oakland, CA 94607

Re: RDUSD – D.H. White ES – New Admin Bldg.

TRANSMITTED VIA EMAIL

Dear Melissa:

As requested, please find below my proposal on the above-referenced project. I have reviewed the information contained in your e-mail dated 4/10/23. My estimate will be inclusive of the following at each phase:

- Preparation of draft estimates at the plan phases specifically listed below.
- Preparation of a final cost estimate predicated upon the draft review process.
- Meetings/phone conferences as required to discuss cost factors, value engineering, additional divisions of the work, etc.

DH White New Admin Bldg.:

DD:	\$ 3,500
DSA Submittal:	\$ 5,500
Total	\$ 9,000

Please feel free to contact me should you have questions and/or comments.

Sincerely,
COUNTERPOINT CONSTRUCTION SERVICES, INC.



Justin Walling
President



Program & Construction Management

June 8, 2023

Ms. Katherine Wright, Superintendent
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Re: D. H. White Elementary School
Administration Addition and Modernization
Construction Management Fee Proposal

Dear Ms. Wright:

In accordance with the Agreement between the District and RGM Kramer, Inc., the following is our fee proposal for construction management services for D. H. White Elementary School Administration Addition and Modernization Project.

As set forth in the Agreement, our fee will be a fixed amount based on a percentage of the construction cost. We estimate the construction cost for the project to be approximately \$3,500,000. The final fees will be adjusted based on the final construction cost. The services to be provided shall be as described in the Agreement for the phases described below.

Our proposed CM fee for this project is as follows:

Table with 4 columns: Description, Estimated Constr. Cost*, %, CM Fee*. Rows include CM Fee Calculation with percentages (8% to 4%) and corresponding costs and fees, ending with a Total row.

*Fee to be adjusted based on final construction cost.

Description	%	Fee
CM Fee Breakdown by Phase:		
Design	15.0%	\$ 35,625
Constructability Review & Estimating	10.0%	\$ 23,750
Plan Check, Bidding & Award	5.0%	\$ 11,875
Construction	65.0%	\$ 154,375
Occupancy & Close-Out	5.0%	\$ 11,875
Total	100.0%	\$ 237,500

RGMK will invoice the District monthly based on the percentage completion for each phase. In addition to the above fees, RGMK will invoice the District for any reimbursable expenses at cost plus 10% as provided for in the Agreement. We do not expect any significant reimbursable expenses and suggest a budget of \$2,500 for such expenses.

If satisfactory, please sign and return one copy for our records.

Respectfully Submitted,



Ralph Caputo, CEO
RGM Kramer, Inc.

Accepted:

River Delta Unified School District

By: _____

Title: _____

Date: _____

CC: Tammy Busch, RDUSD
Maria Denny, RGM Kramer, Inc.
Marlin Jones, RGM Kramer, Inc.
Janice Betts, RGM Kramer, Inc.

May 10, 2023

River Delta Unified School District
Tammy Busch
Assistant Superintendent of Business Services
445 Montezuma Street
Rio Vista, California 94571

Geotechnical Engineering Services Proposal
D.H. WHITE ELEMENTARY SCHOOL BUILDING
500 Elm Way
Rio Vista, California 94571

As requested, we have prepared this revised proposal to prepare a combined Geotechnical Engineering and Geologic Hazards Report to support the design and construction of the proposed building at the existing D.H. White Elementary School campus in Rio Vista, California. In preparing this proposal we reviewed an existing conditions plan prepared by HKIT Architects and aerial photographs of the site.

[Project Description](#)

We understand the project will consist of the design and construction of a new slab-on-grade administration building covering about 2600 square feet in plan area. Associated improvements will consist of exterior concrete flatwork and underground utilities.

[Scope of Services](#)

The purpose of our work will be to evaluate potential geologic hazards that may be influential to the site, investigate the site soil, geologic, seismic, and groundwater conditions in the areas of proposed construction, and to prepare a report containing our findings, conclusions and recommendations for use by the other members of the design team to prepare contract plans and specifications.

This project will be under the scrutiny of the Division of the State Architect (DSA), who will submit the geotechnical engineering report to the California Geological Survey (CGS) for review. As part of the review process, the CGS has developed minimum investigation, analysis, and reporting criteria for preparation of these reports. These criteria are presented in CGS Note 48. Among the minimum criteria presented in CGS Note 48 is a requirement that the subsurface exploration include at least one boring or

exploration shaft per 5000 square feet of building footprint, with a minimum of two borings or exploration shafts for any one building and/or structure.

Our intent will be to prepare a report to satisfy the requirements of CGS Note 48 with respect to a geologic hazards assessment and a geotechnical engineering evaluation of school sites.

To accomplish the purposes of our work, and to comply with the requirements of CGS Note 48 we propose to perform subsurface exploration at two locations across the site. The subsurface exploration will consist of performing one boring to a depth of up to about 15 feet below the existing ground surface and one cone penetration test (CPT) to a depth of about 50 feet below the existing ground surface. The purpose of the 50-foot CPT will be to evaluate the liquefaction potential at the site in accordance with CGS requirements.

The subsurface exploration will be performed under permit from Sacramento County Environmental Health Division and backfilled with cement grout following completion of the boring. Soils generated from the investigation will be disposed of on-site at a location designated by you and/or your representative. Costs for drumming, characterization and transporting the soils cuttings for disposal are not included within our scope, but can be provided for an additional fee.

Prior to performing the subsurface exploration, we will mark the exploration locations and notify the Underground Service Alert (USA) to obtain utility clearance. We also request the assistance of personnel familiar with the site to provide the locations of existing private utilities and to coordinate site access with our drilling equipment. In addition, we will retain the services of a private utility locator to assist with locating utilities at the exploration locations.

Undisturbed soil samples will be collected at various intervals within the boring and taken to our laboratory for further classification and selection of samples for testing. We will also collect bulk samples of the anticipated subgrade soils at the boring location. Near-surface samples will be submitted to Sunland Analytical Lab for preliminary evaluation of the corrosion potential of the soils.

Upon completion of our field investigation, laboratory testing and engineering and geologic analyses, we would prepare a combined Geotechnical Engineering and Geologic Hazards (GER-GHZ) report containing:

1. Site vicinity map;
2. Test boring and CPT location plan;
3. Logs of test boring and CPT;
4. Geologic Cross Section
5. Laboratory test results;
6. Findings regarding site conditions, including;

-
- a. Site description
 - b. Site soil and geology
 - c. Groundwater
 - d. Faults and seismicity
 - e. Historic seismicity
 - f. Coseismic ground deformation
7. Conclusions regarding:
 - a. Geologic hazards (e.g., liquefaction, seismic-induced settlement, landslides, naturally-occurring asbestos, flood hazards, dam inundation, etc.) influencing the site
 - b. 2022 California Building Code (CBC) seismic design parameters
 - c. Bearing capacity
 - d. Expansive soil conditions
 - e. Preliminary soil corrosivity potential
 - f. Effect of groundwater on development
 - g. Effect of previous improvements on the planned development
 - h. Excavation conditions
 - i. Soil suitability for use in fill construction
 8. Recommendations regarding:
 - a. Site clearing
 - b. Site preparation and fill placement
 - c. Utility trench backfill
 - d. Building foundation design
 - e. Interior and exterior concrete slab support
 - f. Site drainage
 - g. Trench backfill

The preceding scope of work will be performed under the direct supervision of a Certified Engineering Geologist and Registered Geotechnical Engineer as required by CCR Title 24 and CGS Note 48.

Our scope of work does not include any environmental assessment, review of project plans and specifications, nor the costs associated with testing and observation services required during construction. We would be pleased to provide these services at a later date, if requested.

Schedule

We anticipate the field exploration can begin within about three weeks after receiving written authorization to proceed provided we are given access to the site. The field exploration should one to two days to complete and the boring and CPT may not be performed concurrently. Laboratory testing will require about two weeks to complete and the final report can be completed within about three

weeks following completion of the laboratory testing. However, preliminary information can be transmitted to the project team within several days after completion of the field exploration, if required. We assume the work can be completed Monday through Friday during normal working hours (7 AM to 7 PM). Additional fees will be required for work performed on weekends or at night.

Fee Estimate

Our total estimated fee for the scope of services noted above is **\$17,000** assuming the site is accessible with truck mounted drilling and CPT equipment.

We would not exceed the fee estimate unless the field exploration uncovers conditions requiring additional study or if our work scope is changed (e.g., revisions to the site plan such as building locations, number of buildings, square footage of building footprint, etc.), and only after written approval.

Agreement

If this proposal is acceptable, please indicate so by signing one copy of the attached agreement and returning it along with one copy of this letter as our written authorization to proceed.

We appreciate the opportunity to submit this proposal and look forward to the possibility of providing you with our services. If you have any questions concerning this proposal or work scope, please contact our office.

Wallace - Kuhl & Associates



Matthew S. Moyneur
Senior Engineer

Attachments

- Geotechnical Engineering Services Agreement
- Schedule of Fees 2023P



**GEOTECHNICAL ENGINEERING
SERVICES AGREEMENT**

THIS AGREEMENT, effective as of May 10, 2023, is by and between **River Delta Unified School District** (“Client”) and **River City Geoprosessionals, Inc., dba Universal Engineering Sciences (“UES”)**.

THE PROJECT: **D.H. WHITE ELEMENTARY SCHOOL BUILDING**

THE PROJECT is generally described as:

New building at the existing D.H. White Elementary School campus at 500 Elm Way in Rio Vista, California.

THIS AGREEMENT consists of the following documents which are incorporated herein by reference:

- General Conditions for Geotechnical Engineering Services;
- **UES’s** Scope of Services Letter; and,
- **UES’s** Schedule of Fees (Exhibit A).

UES agrees to perform the Services set forth in this Agreement and in accordance with its terms, including all attachments incorporated herein by reference. This Agreement may not be modified or altered, except in writing as specifically described in this Agreement.

CLIENT:

UES:

Signature: _____

Print Name: _____ Matthew S. Moyneur

Title: _____ Senior Engineer

Company: _____ River City Geoprosessionals, Inc., dba
Universal Engineering Sciences (UES)

Address: _____ 3050 Industrial Boulevard

_____ West Sacramento, California 95691

Date: _____



GENERAL CONDITIONS FOR GEOTECHNICAL ENGINEERING SERVICES

1. DEFINITIONS

1.1. Contract Documents. Plans, specifications, and agreements between Client and Contractors, including addenda, amendments, supplementary instructions, and change orders.

1.2. Contractor. The contractor or contractors retained to construct the Project for which **Universal Engineering Sciences (UES)** is providing Services under this Agreement.

1.3. Day(s). Calendar day(s) unless otherwise stated.

1.4. Hazardous Materials. The term Hazardous Materials means any toxic substances, chemicals, radioactivity, pollutants or other materials, in whatever form or state, known or suspected to impair the environment in any way whatsoever. Hazardous Materials include, but are not limited to, those substances defined, designated or listed in any federal, state or local law, regulation or ordinance concerning hazardous wastes, toxic substances or pollution.

1.5. Services. The Services provided by **UES** as set forth in this Agreement, the SCOPE OF SERVICES and any written amendment to this Agreement.

1.6. Work. The labor, materials, equipment and services required to complete the work described in the Contract Documents.

2. SCOPE OF SERVICES

UES will perform the Services set forth in the attached SCOPE OF SERVICES.

2.1. Changes in Scope. If **UES** provides Client with a writing confirming a change in the SCOPE OF SERVICES, it will become an amendment to this Agreement unless Client objects in writing within 5 business days after receipt. All Services performed by **UES** on the Project are subject to the terms and limitations of this Agreement. If Services are performed, but the parties do not reach agreement concerning modifications to the SCOPE OF SERVICES or compensation, then the terms and limitations of this Agreement apply to such Services, except for the payment terms. The parties agree to resolve disputes concerning modifications to scope or compensation pursuant to Section 19, "Disputes."

2.2. Licenses. **UES** will procure and maintain business and professional licenses and registrations necessary to provide its Services.

2.3. Excluded Services. **UES's** Services under this Agreement include only those Services specified in the SCOPE OF SERVICES.

2.3.1. General. Client expressly waives any claim against **UES** resulting from its failure to perform recommended additional Services that Client has not authorized **UES** to perform, and any claim that **UES** failed to perform services that Client instructs **UES** not to perform.

2.3.2. Biological Pollutants. **UES's** SCOPE OF SERVICES specifically excludes the investigation, detection, prevention or assessment of the presence of Biological Pollutants. The term "Biological Pollutants" includes, but is not limited to, molds, fungi, spores, bacteria, viruses, and/or any of their byproducts. **UES's** SCOPE OF SERVICES will not include any interpretations, recommendations, findings, or conclusions pertaining to Biological Pollutants. Client agrees that **UES** has no liability for any claims alleging a failure to investigate, detect, prevent, assess, or make recommendations for preventing, controlling, or abating Biological Pollutants. Furthermore, Client agrees to defend, indemnify, and hold harmless **UES** from all claims by any third party concerning Biological Pollutants, except for damages caused by **UES's** sole negligence.

3. PAYMENTS TO UES

3.1. Basic Services. **UES** will perform all Services set forth in the attached SCOPE OF SERVICES AND SCHEDULE OF FEES for the amount(s) set forth therein.

3.2. Additional Services. Any Services performed under this Agreement, except those Services expressly identified in the attached SCOPE OF SERVICES, will be provided on a time and materials basis unless otherwise specifically agreed to in writing by both parties.

3.3. Estimate of Fees. **UES** will, to the best of its ability, perform the Services and accomplish the objectives defined in this Agreement within any written cost estimate provided by **UES**. Client recognizes that changes in scope and schedule, and unforeseen circumstances can all influence the successful completion of Services within the estimated cost. The use of an estimate of fees or of a "not to exceed" limitation is not a guarantee that the Services will be completed for that amount; rather, it indicates that **UES** shall not incur fees and expenses in excess of the estimate or limitation amount without obtaining Client's agreement to do so.

3.4. Rates. Client will pay **UES** at the rates set forth in the attached SCHEDULE OF FEES.

3.4.1. Changes to Rates. Client and **UES** agree that the SCHEDULE OF FEES is subject to periodic review and amendment, as appropriate to reflect **UES's** then-current fee structure. **UES** will give Client at least 30 days advance notice of any changes. Unless Client objects in writing to the proposed amended fee structure within 30 days of notification, the amended fee



structure will be incorporated into this Agreement and will then supersede any prior fee structure. If Client timely objects to the amended fee structure, and UES and Client cannot agree upon a new fee structure within 30 days after notice, UES may terminate this Agreement and be compensated as set forth under Section 18, "Termination."

3.4.2. Prevailing Wages. Unless Client specifically informs UES in writing that prevailing wage regulations cover the Project and the SCOPE OF SERVICES identifies it as covered by such regulations, Client will reimburse, defend, indemnify and hold harmless UES from and against any liability resulting from a subsequent determination that prevailing wage regulations cover the Project, including all costs, fines and attorneys' fees.

3.5. Payment Timing; Late Charge. All invoices are due upon receipt. All amounts unpaid 30 days after the invoice date will include a late payment charge from the date of the invoice, at the rate of 1-1/2% per month or the highest rate permitted by law. If the Client is an LLC or LLP, the person signing this agreement shall be personally responsible for payment of all invoices and late fees.

4. STANDARD OF PERFORMANCE; DISCLAIMER OF WARRANTIES

4.1. Level of Service. UES offers different levels of Geotechnical Engineering Services to suit the desires and needs of different clients. Although the possibility of error can never be eliminated, more detailed and extensive Services yield more information and reduce the probability of error, but at increased cost. Client must determine the level of Services adequate for its purposes. Client has reviewed the SCOPE OF SERVICES and has determined that it does not need or want a greater level of Services than that being provided.

4.2. Standard of Care. Subject to the limitations inherent in the agreed SCOPE OF SERVICES as to the degree of care, the amount of time and expenses to be incurred, and subject to any other limitations contained in this Agreement, UES will perform its Services consistent with that level of care and skill ordinarily exercised by other professional engineers practicing in the same locale and under similar circumstances at the time the Services are performed.

4.3. No Warranty. No warranty, either express or implied, is included or intended by this Agreement.

5. ESTIMATE OF CONSTRUCTION COSTS

Client acknowledges that construction and Project development are subject to many influences that are not subject to precise forecasting and are outside of UES's control. Client further acknowledges that actual costs incurred may vary substantially from the estimates prepared by UES and that UES does not warrant or guaranty the accuracy of construction or development cost estimates.

6. CONSTRUCTION PHASE SERVICES

If UES's SCOPE OF SERVICES includes observation and/or testing during the course of construction, UES may:

6.1. Construction Observation.

6.1.1. Site Meetings & Visits. UES will participate in job site meetings as requested by Client or Client's designated representative, and, unless otherwise requested by Client, visit the site at times specified in the SCOPE OF SERVICES or, if not specified in the SCOPE OF SERVICES, at intervals as UES deems appropriate to the various stages of construction to observe the geotechnical conditions encountered by Contractor and the progress and quality of the geotechnical aspects of the Work. Based on information obtained during such visits and on such observations, UES may inform Client of the progress of the geotechnical aspects of the Work. Client understands that UES may not be on site continuously; and, unless expressly agreed otherwise, UES will not observe all of the Work.

6.1.2. Contractor's Performance. UES does not, and cannot, warrant or guarantee that all of the geotechnical Work performed by Contractor meets the requirements of UES's geotechnical recommendations or the plans and specifications for such geotechnical Work; nor can UES be responsible for Contractor's failure to perform the Work in accordance with the plans, specifications or the recommendations of UES.

6.1.3. Contractor's Responsibilities. UES will not supervise, direct or have control over the Work nor will UES have authority over or responsibility for the means, methods, techniques, sequences or procedures of construction selected by Contractor for the geotechnical aspects of the Project; for safety precautions and programs incident to the Work; nor for any failure of Contractor to comply with Laws and Regulations applicable to Contractor furnishing and performing its Work.

6.1.4. Final Report. At the conclusion of Construction Phase Services, UES will provide Client with a written report summarizing the tests and observations, if any, made by UES.

6.2. Review of Contractor's Submittals. If included in the SCOPE OF WORK, UES will review and take appropriate action on the Contractor's submittals, such as shop drawings, product data, samples, and other required submittals. UES will review such submittals solely for general conformance with UES's design, and will not include review for the following, all of which will remain the responsibility of the Contractor: accuracy or completeness of details, quantities or dimensions; construction means, methods, sequences or procedures; coordination among trades; or construction safety.

6.3. Tests. Tests performed by UES on finished Work or Work in progress are taken intermittently and indicate the general acceptability of the Work on a statistical basis. UES's tests and observations of the Work are not a guarantee of the quality of Work and do not relieve other parties from their responsibility to perform their Work in accordance with applicable plans, specifications and requirements.



7. CLIENT'S RESPONSIBILITIES

In addition to payment for the Services performed under this Agreement, Client agrees to:

7.1. Cooperation. Assist and cooperate with **UES** in any manner necessary and within its ability to facilitate **UES's** performance under this Agreement.

7.2. Representative. Designate a representative with authority to receive all notices and information pertaining to this Agreement, communicate Client's policies and decisions, and assist as necessary in matters pertaining to the Project and this Agreement. Client's representative will be subject to change by written notice.

7.3. Rights of Entry. Provide access to and/or obtain permission for **UES** to enter upon all property, whether or not owned by Client, as required to perform and complete the Services. **UES** will operate with reasonable care to minimize damage to the Project Site(s). However, Client recognizes that **UES's** operations and the use of investigative equipment may unavoidably alter conditions or affect the environment at the existing Project Site(s). The cost of repairing such damage will be borne by Client and is not included in the fee unless otherwise stated.

7.4. Relevant Information. Supply **UES** with all information and documents in Client's possession or knowledge which are relevant to **UES's** Services. Client warrants the accuracy of any information supplied by it to **UES** and acknowledges that **UES** is entitled to rely upon such information without verifying its accuracy. Prior to the commencement of any Services in connection with a specific property, Client will notify **UES** of any known potential or possible health or safety hazard existing on or near the Project Site, with particular reference to Hazardous Materials or conditions.

7.5. Subsurface Structures. Correctly designate on plans to be furnished to **UES**, the location of all subsurface structures, such as pipes, tanks, cables and utilities within the property lines of the Project Site(s) and be responsible for any damage inadvertently caused by **UES** to any such structure or utility not so designated. **UES** is not liable to Client for any losses, damages or claims arising from damage to subterranean structures or utilities that were not correctly shown on plans furnished by Client to **UES**.

8. CHANGED CONDITIONS

If **UES** discovers conditions or circumstances that it had not contemplated at the commencement of this Agreement ("Changed Conditions"), **UES** will notify Client in writing of the Changed Conditions. Client and **UES** agree to that they will then renegotiate in good faith the terms and conditions of this Agreement. If **UES** and Client cannot agree upon amended terms and conditions within 30 days after notice, **UES** may terminate this Agreement and be compensated as set forth in Section 18, "Termination."

9. HAZARDOUS MATERIALS

Client understands that **UES's** Services under this Agreement are limited to geotechnical engineering and that **UES** has no responsibility to locate, identify, evaluate, treat or otherwise consider or deal with Hazardous Materials. Client is solely responsible for notifying all appropriate federal, state, municipal or other governmental agencies, including the potentially affected public, of the existence of any Hazardous Materials located on or in the Project site, or located during the performance of this Agreement. The existence or discovery of Hazardous Materials constitutes a Changed Condition under this Agreement.

10. CERTIFICATIONS

Client agrees not to require that **UES** execute any certification with regard to Services performed or Work tested and/or observed under this Agreement unless: 1) **UES** believes that it has performed sufficient Services to provide a sufficient basis to issue the certification; 2) **UES** believes that the Services performed or Work tested and/or observed meet the criteria of the certification; and 3) **UES** has reviewed and approved in writing the exact form of such certification prior to execution of this Agreement. Any certification by **UES** is limited to an expression of professional opinion based upon the Services performed by **UES**, and does not constitute a warranty or guaranty, either express or implied.

11. ALLOCATION OF RISK

11.1. Limitation of Liability. The total cumulative liability of **UES**, its subconsultants and subcontractors, and all of their respective shareholders, directors, officers, employees and agents (collectively "**UES Entities**"), to Client arising from Services under this Agreement, including attorney's fees due under this Agreement, will not exceed the gross compensation received by **UES** under this Agreement or \$50,000, whichever is greater; provided, however, that such liability is further limited as described below. This limitation applies to all lawsuits, claims or actions that allege errors or omissions in **UES's** Services, whether alleged to arise in tort, contract, warranty, or other legal theory. Upon Client's written request, **UES** and Client may agree to increase the limitation to a greater amount in exchange for a negotiated increase in **UES's** fee, provided that they amend this Agreement in writing as provided in Section 20.

11.2. Indemnification.

11.2.1. Indemnification of Client. Subject to the provisions and limitations of this Agreement, **UES** agrees to indemnify and hold harmless Client, its shareholders, officers, directors, and employees from and against any and all claims, suits, liabilities, damages, expenses (including reasonable attorney's fees and costs of defense), or other losses (collectively "Losses") to the extent caused by **UES's** negligent performance of its Services under this Agreement and proportionate the degree of fault of **UES**. Notwithstanding the



foregoing, **UES** has no immediate obligation to provide the defense of any indemnified party for claims, suits, liabilities, damages, expenses alleged to have been caused by the negligent performance of professional services performed by **UES**. **UES** agrees to reimburse indemnified parties their reasonable cost of defense ultimately determined by an arbiter or Court of competent jurisdiction to have been caused by **UES's** negligent performance of professional services and proportionate to **UES's** fault.

11.2.2. Indemnification of UES. Client will indemnify and hold harmless **UES Entities** from and against any and all Losses to the extent caused by the negligence of Client, its employees, agents and contractors. In addition, except to the extent caused by **UES's** sole negligence, Client expressly agrees to defend, indemnify and hold harmless **UES Entities** from and against any and all Losses arising from or related to the existence, disposal, release, discharge, treatment or transportation of Hazardous Materials, or the exposure of any person to Hazardous Materials, or the degradation of the environment due to the presence, discharge, disposal, release of or exposure to Hazardous Material.

11.3. Consequential Damages. Neither Client nor **UES** will be liable to the other for any special, consequential, incidental or penal losses or damages including but not limited to losses, damages or claims related to the unavailability of property or facilities, shutdowns or service interruptions, loss of use, profits, revenue, or inventory, or for use charges, cost of capital, or claims of the other party and/or its customers.

11.4. Continuing Agreement. The indemnity obligations and the limitations of liability established under this Agreement will survive the expiration or termination of this Agreement. If **UES** provides Services to Client that the parties do not confirm through execution of an amendment to this Agreement, the obligations of the parties to indemnify each other and the limitations on liability established under this Agreement apply to such Services as if the parties had executed an amendment.

12. INSURANCE

12.1. UES's Insurance. **UES** will obtain, if reasonably available, the following coverages:

12.1.1. Statutory Workers' Compensation/Employer's Liability Insurance;

12.1.2. Commercial General Liability Insurance with a combined single limit of \$1,000,000 per occurrence and \$2,000,000 annual aggregate;

12.1.3. Automobile Liability Insurance, including liability for all owned, hired and non-owned vehicles with minimum limits of \$1,000,000 for bodily injury per person, \$1,000,000 property damage, and \$1,000,000 combined single limit per occurrence; and,

12.1.4. Professional Liability Insurance in amounts of \$2,000,000 per claim and annual aggregate.

12.2. Contractor's Insurance. Client shall require that all Contractors and subcontractors for the Project name **UES** as an additional insured under their General Liability and Automobile Liability insurance policies. If Client is not the Project owner, Client will require the Project owner to require the owner's Contractor to purchase and maintain General Liability, Builder's Risk, Automobile Liability, Workers' Compensation, and Employer's Liability insurance with limits no less than as set forth above, and to name **UES** and its subcontractors and subconsultants as additional insureds on the General Liability insurance.

12.3. Certificates of Insurance. Upon request, **UES** and Client will each provide the other with certificate(s) of insurance evidencing the existence of the policies required herein. Except for Professional Liability and Workers' Compensation Insurance, all policies required herein shall contain a waiver of subrogation.

13. OWNERSHIP AND USE OF DOCUMENTS

13.1. Client Documents. All documents provided by Client will remain the property of Client. **UES** will return all such documents to Client upon request but may retain file copies of such documents.

13.2. UES's Documents. Unless otherwise agreed in writing, all documents and information prepared by **UES** or obtained by **UES** from any third party in connection with the performance of Services, including, but not limited to, **UES's** reports, boring logs, maps, field data, field notes, drawings and specifications, laboratory test data and other similar documents (collectively "Documents") are the property of **UES**. **UES** has the right, in its sole discretion, to dispose of or retain the Documents.

13.3. Use of Documents. All Documents prepared by **UES** are solely for use by Client and will not be provided by either party to any other person or entity without **UES's** prior written consent.

13.3.1. Use by Client. Client has the right to reuse the Documents for purposes reasonably connected with the Project for which the Services are provided, including without limitation design and licensing requirements of the Project.

13.3.2. Use by UES. **UES** retains the right of ownership with respect to any patentable concepts or copyrightable materials arising from its Services and the right to use the Documents for any purpose.

13.4. Electronic Media. **UES** may agree at Client's request to provide Documents and information in an electronic format. Client recognizes that Documents or other information recorded on or transmitted as electronic media are subject to undetectable alteration due to (among other causes) transmission, conversion, media degradation, software error, or human alteration. Accordingly, all Documents and information provided by **UES** in electronic media are for



informational purposes only and not as final documentation. Unless otherwise defined in the Scope of Services, UES's electronic Documents and media will conform to UES's standards. UES will provide any requested electronic Documents for a 30-day acceptance period, and UES will correct any defects reported by Client to UES and provide one round of reasonable editorial revisions during this period. UES makes no warranties, either express or implied, regarding the fitness or suitability of any electronic Documents or media.

13.5. Unauthorized Reuse. No party other than Client may rely, and Client will not represent to any other party that it may rely on Documents without UES's express prior written consent and receipt of additional compensation. Client will not permit disclosure, mention, or communication of, or reference to the Documents in any offering circular, securities offering, loan application, real estate sales documentation, or similar promotional material without UES's express prior written consent. Client waives any and all claims against UES resulting in any way from the unauthorized reuse or alteration of Documents by itself or anyone obtaining them through Client. Client will defend, indemnify and hold harmless UES from and against any claim, action or proceeding brought by any party claiming to rely upon information or opinions contained Documents provided to such person or entity, published, disclosed or referred to without UES's prior written consent.

14. SAMPLES AND CUTTINGS

14.1. Sample Retention. If UES provides laboratory testing or analytic Services, UES will preserve such soil, rock, water, or other samples as it deems necessary for the Project, but no longer than 45 days after issuance of any Documents that include the data obtained from these samples. Client will promptly pay and be responsible for the removal and lawful disposal of all contaminated samples, cuttings, Hazardous Materials, and other hazardous substances.

14.2. Monitoring Wells. Client will take custody of all monitoring wells and probes installed during any investigation by UES and will take any and all necessary steps for the proper maintenance, repair or closure of such wells or probes at Client's expense.

15. RELATIONSHIP OF THE PARTIES

UES will perform Services under this Agreement as an independent contractor.

16. ASSIGNMENT AND SUBCONTRACTS

Neither party may assign this Agreement, in whole or in part, without the prior written consent of the other party, except for an assignment of proceeds for financing purposes. UES may subcontract for the services of others without obtaining Client's consent if UES deems it necessary or desirable for others to perform certain Services.

17. SUSPENSION AND DELAYS

17.1. Procedures. Client may, at any time by 10 days written notice suspend performance of all or any part of the Services by UES. UES may terminate this Agreement if Client suspends UES's Services for more than 60 days and Client will pay UES as set forth under Section 18, "Termination." If Client suspends UES's Services, or if Client or others delay UES's Services, Client and UES agree to equitably adjust: (1) the time for completion of the Services; and (2) UES's compensation in accordance with UES's then current SCHEDULE OF FEES for the additional labor, equipment, and other charges associated with maintaining its workforce for Client's benefit during the delay or suspension, or charges incurred by UES for demobilization and subsequent remobilization.

17.2. Liability. UES is not liable to Client for any failure to perform or delay in performance due to circumstances beyond UES's control, including but not limited to pollution, contamination, or release of hazardous substances, strikes, lockouts, riots, wars, fires, flood, explosion, pandemics, epidemics, adverse weather conditions, acts of government, labor disputes, delays in transportation or inability to obtain material and equipment in the open market.

18. TERMINATION

18.1. Termination for Convenience. UES and Client may terminate this Agreement for convenience upon 30 days written notice delivered or mailed to the other party.

18.2. Termination for Cause. In the event of material breach of this Agreement, the party not breaching the Agreement may terminate it upon 10 days written notice delivered or mailed to the other party. The termination notice shall state the basis for the termination. The Agreement may not be terminated for cause if the breaching party cures the breach within the 10-day period.

18.3. Payment on Termination. Following termination other than for UES's material breach of this Agreement, Client will pay UES for Services performed prior to the termination notice date, and for any necessary Services and expenses incurred in connection with the termination of the Project, including but not limited to, the costs of completing analysis, records and reports necessary to document job status at the time of termination and costs associated with termination of subcontractor contracts in accordance with UES's then current SCHEDULE OF FEES.

19. DISPUTES

19.1. Mediation. All disputes between UES and Client are subject to mediation. Either party may demand mediation by serving a written notice stating the essential nature of the dispute, amount of time or money claimed, and requiring that the matter be mediated within 45 days of service of notice.

19.2. Precondition to Other Action. No action or suit may be commenced unless the mediation did not occur within 45 days



after service of notice; or the mediation occurred but did not resolve the dispute; or a statute of limitation would elapse if suit was not filed prior to 45 days after service of notice.

19.3. Choice of Law; Venue. This Agreement will be construed in accordance with and governed by the laws of the State of California. Unless the parties agree otherwise, any mediation or other legal proceeding will occur in the state and county in which the Project is located.

19.4. Statutes of Limitations. Any applicable statute of limitations will be deemed to commence running on the earlier of the date of substantial completion of UES's Services under this Agreement or the date on which claimant knew, or should have known, of facts giving rise to its claims.

20. MISCELLANEOUS

20.1. Integration and Severability. This Agreement reflects the entire agreement of the parties with respect to its terms and supersedes all prior agreements, whether written or oral. If any portion of this Agreement is void or voidable, such portion will be deemed stricken and the Agreement reformed

to as closely approximate the stricken portions as the law allows.

20.2. Modification of this Agreement. This Agreement may not be modified or altered, except by a written agreement signed by authorized representatives of both parties and referring specifically to this Agreement.

20.3. Notices. Any and all notices, requests, instructions, or other communications given by either party to the other must be in writing and either hand delivered to the recipient or delivered by first-class mail (postage prepaid) or express mail (billed to sender) at the addresses given in this Agreement.

20.4. Headings. The headings used in this Agreement are for convenience only and are not a part of this Agreement.

20.5. Waiver. The waiver of any term, conditions or breach of this Agreement will not operate as a subsequent waiver of the same term, condition, or breach.

End of General Conditions

EXHIBIT A
UES Schedule of Fees



PROFESSIONAL SERVICES

PROFESSIONAL SERVICES

Principal Engineer / Geologist	\$ 225.00	per hour
Senior Engineer / Geologist / Hydrogeologist	\$ 220.00	per hour
Senior Environmental Scientist	\$ 220.00	per hour
Project Engineer / Geologist	\$ 180.00	per hour
Project Environmental Scientist	\$ 180.00	per hour
Senior Staff Engineer / Geologist	\$ 165.00	per hour
Senior Staff Environmental Scientist	\$ 165.00	per hour
Staff Engineer / Geologist	\$ 155.00	per hour
Staff Environmental Scientist	\$ 155.00	per hour
Senior Environmental Technician	\$ 130.00	per hour
Senior / Supervising Technician	\$ 130.00	per hour
Draftsperson / GIS Technician	\$ 125.00	per hour
Administrative Assistant	\$ 95.00	per hour

FIELD INVESTIGATION TESTING

Seismic Refraction Survey	\$ 215.00	per hour
Thermal Resistivity Testing	\$ 215.00	per hour
Electrical Resistivity Survey	\$ 215.00	per hour
Hand Augering/Sampling - Engineer	\$ 190.00	per hour
Photoionization Detector	\$ 220.00	per hour
Rebar Location / GPR	\$ 345.00	per hour

LITIGATION

Data Review/Consultation	\$ 375.00	per hour
Depositions/Expert Witness Testimony	\$ 475.00	per hour

EXPENSES

Vehicle Charges (<i>Subject to periodic adjustment due to fuel cost</i>)	\$ 0.80	per mile
Subsistence	\$ 125.00	per day
Lodging	Cost	plus 20%
Services by Associate Firms and other outside services	Cost	plus 20%
Equipment rental, freight, special materials	Cost	plus 20%
Extra Report Copies		
Black and white versions	\$ 50.00	each
Color photography versions	\$ 65.00	each

PREMIUM CHARGES

Overtime and Saturdays	hourly rate plus 40	percent
Sunday and Holidays, and over 8 hrs on Saturday	hourly rate plus 75	percent

SHIFT DIFFERENTIAL

A 25 percent shift differential surcharge will be added to the hourly rate of personnel involved in scheduled testing work between the hours of 6 P.M. and 5 A.M., as well as a four hour minimum.

FIELD SERVICES

CONCRETE & REINFORCING STEEL

Ball Penetration (Kelly Ball)	\$ 150.00 /hr.
Batch Plant Inspection	\$ 125.00 /hr.
CaCl Moisture Emission Test Kit	\$ 45.00 /kit
CaCl Moisture Emission Testing	\$ 125.00 /hr.
CLSM/CDF/Slurry Testing	\$ 125.00 /hr.
Concrete Mix Design Review	\$ 220.00 /hr.
Concrete Placement Obs/Cast Cylinder	\$ 125.00 /hr.
Concrete Rebound Number Testing	\$ 150.00 /hr.
Concrete Trial Batch	\$ 125.00 /hr.
Floor Flatness Testing	\$ 150.00 /hr.
High Strength Grout Sampling / Testing	\$ 125.00 /hr.
Rebar / Post Tension Special Inspection	\$ 130.00 /hr.
Rebar Location / GPR	\$ 340.00 /hr.
Rebar Location / Pachometer	\$ 150.00 /hr.
Rebar Placement Inspection	\$ 130.00 /hr.
Reinforcing Steel Sampling/Tagging	\$ 125.00 /hr.
Relative Humidity Testing	\$ 150.00 /hr.
Shotcrete Special Inspection	\$ 125.00 /hr.
Transport Cylinders / Samples to Lab	\$ 125.00 /hr.

CORING

Coring (Technician + equipment)	\$ 150.00 /hr.
Coring (Technician assistant)	\$ 125.00 /hr.

POST-INSTALLED ANCHORS

Concrete Anchor Installation Inspection	\$ 130.00 /hr.
Concrete Anchor Proof Load Testing	\$ 150.00 /hr.
Concrete Anchor Torque Testing	\$ 130.00 /hr.
Suspended Ceiling Inspection / Testing	\$ 150.00 /hr.

STRUCTURAL STEEL

Fireproofing Special Inspection / Testing	\$ 130.00 /hr.
High Strength Bolt Skidmore Testing	\$ 150.00 /hr.
High Strength Bolt Special Inspection	\$ 130.00 /hr.
Material Identification	\$ 130.00 /hr.
Non-Destructive Testing - UT/MT/PT	\$ 150.00 /hr.
Tower Certified Special Inspector	\$ 150.00 /hr.
Welding Special Inspection - Field	\$ 130.00 /hr.
Welding Special Inspection - Shop	\$ 130.00 /hr.

MASONRY

In-Place Masonry Flatjack Testing	\$ 190.00 /hr.
In-Place Masonry Shear Testing	\$ 150.00 /hr.
Masonry Materials Sampling / Testing	\$ 130.00 /hr.
Masonry Special Inspection	\$ 130.00 /hr.
Masonry Special Inspection DSA Cert.	\$ 135.00 /hr.

SOILS & ASPHALT CONCRETE

Asphalt Concrete Inspection / Testing	\$ 135.00 /hr.
Asphalt Concrete Materials Sampling	\$ 135.00 /hr.
Building Pad Special Inspection / Testing	\$ 135.00 /hr.
Deep Foundation Inspection	\$ 135.00 /hr.
Flatwork AB Inspection / Testing	\$ 135.00 /hr.
Flatwork Subgrade Inspection / Testing	\$ 135.00 /hr.
Grading Inspection / Testing	\$ 135.00 /hr.
Hand Augering and Sampling	\$ 135.00 /hr.
Pavement AB Inspection / Testing	\$ 135.00 /hr.
Pavement Subgrade Inspection / Testing	\$ 135.00 /hr.
Proof Rolling Observation	\$ 135.00 /hr.
Shallow Foundation Inspection	\$ 135.00 /hr.
Slab Subgrade Soil Moisture Tests	\$ 135.00 /hr.
Soil / Aggregate Sampling	\$ 135.00 /hr.
Soil Treatment Testing / Observation	\$ 135.00 /hr.
Structure Backfill Inspection / Testing	\$ 135.00 /hr.
Subgrade Stabilization Observation	\$ 135.00 /hr.
Utility Trench Backfill Testing	\$ 135.00 /hr.
WKA Drill Rig (including operator)	\$ 260.00 /hr.
WKA Drill Rig (helper)	\$ 135.00 /hr.

SPECIALIZED SERVICES

Coefficient of Friction Testing	\$ 165.00 /hr.	**
Crack Monitoring		
Epoxy / FRP Installation Inspection	\$ 125.00 /hr.	
Existing Building Evaluation / Demo	\$ 125.00 /hr.	
Existing Building Evaluation / Document	\$ 125.00 /hr.	
Existing Building Evaluation / Repair	\$ 125.00 /hr.	
Field Investigate Support	\$ 125.00 /hr.	
Firestopping Inspection	\$ 140.00 /hr.	
GFRC Inspection / Testing	\$ 125.00 /hr.	
Glulam / Truss Fabrication Inspection	\$ 140.00 /hr.	
Glulam / Truss Inspection Travel	\$ 100.00 /hr.	
Meggar Ground Testing	\$ 155.00 /hr.	
Prestress Framing Installation	\$ 125.00 /hr.	
Proto Wall Inspection / Testing	\$ 125.00 /hr.	
Roofing Inspection	\$ 125.00 /hr.	
Shear Nailing Inspection	\$ 125.00 /hr.	
Soil Elect. Resitivity Testing - Technician	\$ 165.00 /hr.	
Thickness Testing - Coating / Steel	\$ 155.00 /hr.	
Timber Framing / Hardware Inspection	\$ 125.00 /hr.	
Timber-in-Structure Inspection	\$ 155.00 /hr.	
Vapor Barrier Inspection	\$ 125.00 /hr.	
Vibration Monitoring		**

GENERAL

Inspection / Testing Cancelled	*
Reinspection / Retesting	*
Stand-by Time	*

* Based on hourly rate of Inspection or Testing scheduled

** Based on Staff Classification

MINIMUM CHARGES

A two hour minimum charge will apply to field technician services with the following exceptions:

- a) Single trip pickup and delivery services, where a one hour minimum will apply.
- b) Saturday, Sunday and holidays, where a four hour minimum charge will apply.

LABORATORY SERVICES

SOIL			
Atterberg Limits (LL/PI) - Wet Method	ASTM D4318	\$ 185.00	each
CLSM/CDF/Soil Cement Compression Test	ASTM D4832	\$ 70.00	each
Compaction Characteristics	ASTM D698	\$ 295.00	each
Compaction Characteristics	ASTM D1557	\$ 295.00	each
Compaction Characteristics	CTM 216	\$ 295.00	each
Consolidation (8 loads + 1 rebound)	ASTM D2435	\$ 560.00	each
Consolidation (additional loads)	ASTM D2435	\$ 90.00	each
Expansion Index	ASTM D4829	\$ 225.00	each
Hydraulic Conductivity, Flexible Wall Permeability	ASTM D5084	\$ 470.00	each
Lime-Treated Unconfined Compression	CTM 373	\$ 895.00	each
Moisture Content	ASTM D2216	\$ 48.00	each
Organic Content	ASTM D2974	\$ 115.00	each
Particle-Size Distribution - Hydrometer	ASTM D7928	\$ 195.00	each
Particle-Size Distribution - Sieve Analysis	ASTM D6913	\$ 130.00	each
Resistance "R" Value - Laboratory Lime-Treated	ASTM D2844, CTM 301	\$ 355.00	each
Resistance "R" Value - Untreated	ASTM D2844, CTM 301	\$ 310.00	each
Sieve Analysis - Passing No. 200 only	ASTM D1140	\$ 110.00	each
Specific Gravity of Soils	ASTM D854	\$ 160.00	each
Thermal Resistivity	ASTM D5334	\$ 90.00	each
Triaxial Compression Test, 1 point - Remolded	ASTM D4767	\$ 380.00	each
Triaxial Compression Test, 1 point - Undisturbed	ASTM D4767	\$ 295.00	each
Triaxial Compression Test, 3 Pt. Staged - Remolded	ASTM D4767	\$ 465.00	each
Triaxial Compression Test, 3 Pt. Staged - Undisturbed	ASTM D4767	\$ 360.00	each
Unconfined Compression Test	ASTM D2166	\$ 130.00	each
Unit Weight/Moisture Content - Tube Sample	ASTM D2937/D2216	\$ 48.00	each
AGGREGATE			
Aggregate Unit Weight	ASTM C29	\$ 70.00	each
Clay Lumps and Friable Particles	ASTM C142	\$ 180.00	per size
Cleanness Value	CTM 227	\$ 195.00	each
Correction of Unit Weight & Water Content for Oversize Particles	ASTM D4718	\$ 135.00	each
Durability Index (Coarse or Fine)	CTM 229	\$ 190.00	each
Flat and Elongated Particles in Coarse Aggregate	ASTM D4791	\$ 140.00	per size
Fractured/Crushed Particles	ASTM D5821, CTM 205, AASHTO T335	\$ 140.00	per size
Organic Impurities in Fine Aggregates	ASTM C40	\$ 75.00	each
Resistance "R" Value - Aggregate	CTM 301	\$ 355.00	each
Sand Equivalent, 1 point	CTM 217, AASHTO T176	\$ 125.00	each
Sand Equivalent, 3 points	CTM 217, AASHTO T176	\$ 160.00	each
Sieve Analysis - Coarse or Fine	ASTM C136, CTM 202, AASHTO T27	\$ 130.00	each
Sieve Analysis - Passing No. 200 only	ASTM C117, AASHTO T11	\$ 110.00	each
Sodium Sulfate Soundness	ASTM C88, CTM 214	\$ 190.00	per size
Specific Gravity and Absorption (Coarse or Fine)	ASTM C127, C128	\$ 145.00	each
ASPHALT CONCRETE			
Asphalt Content (Ignition Oven)	CTM 382, AASHTO T308	\$ 300.00	each
Asphalt Content Correction Factor Development	CTM 382, AASHTO T308	\$ 590.00	each
Hveem Compaction, Unit Weight, and Stability	ASTM D1560/D2726	CTM	
	304/308, AASHTO T166	\$ 385.00	set of 3
Laboratory Test Maximum Density (LTMD), 5 points	CTM 375	\$ 405.00	each
Moisture Content of Asphalt Mixtures	CTM 370, AASHTO T329	\$ 90.00	each
Sieve Analysis of AC Aggregate (Coarse and Fine)	ASTM D5444, CTM 202, AASHTO T30	\$ 200.00	each

LABORATORY SERVICES**ASPHALT CONCRETE (continued)**

Theoretical Maximum Density	ASTM D2041, CTM 309, AASHTO T209	\$ 190.00	each
Thickness of AC Cores	ASTM D3549	\$ 32.00	each
Unit Weight of AC Cores	CTM 308, AASHTO T166/T275	\$ 75.00	each

CONCRETE

Compression Test, Concrete Cylinder	ASTM C39	\$ 32.00	each
Compression Test, Concrete Cylinder - Hold	ASTM C39	\$ 29.00	each
Compression Test, Concrete Core	ASTM C42, C39	\$ 90.00	each
Compression Test, Shotcrete Core	ASTM C42, C39	\$ 120.00	each
Compression Test, High Strength Grout	ASTM C1107/C109	\$ 50.00	each
Concrete Cylinder Mold		\$ 8.00	each
Density / Unit Weight of Concrete	ASTM C567, C642	\$ 120.00	each
Flexural Strength Test, Concrete Beam	ASTM C78	\$ 135.00	each
Laboratory Drying Shrinkage Test, per beam	ASTM C157, AASHTO T160	\$ 240.00	each
Splitting Tensile Test, Concrete Cylinder	ASTM C496	\$ 95.00	each
Compression Test, Lt. Wt. Insulating Concrete	ASTM C495	\$ 100.00	each

MASONRY

Brick			
Compression Test	ASTM C67	\$ 85.00	each
Modulus of Rupture	ASTM C67	\$ 90.00	each
Absorption	ASTM C67	\$ 100.00	each
Concrete Masonry Unit			
Compression Test	ASTM C140	\$ 100.00	each
Absorption & Moisture Content	ASTM C140	\$ 100.00	each
Linear Drying Shrinkage	ASTM C426	\$ 250.00	each
Compression Test, Composite Masonry Prism	ASTM C1314	\$ 170.00	each
Compression Test, Masonry Grout	ASTM C1019	\$ 55.00	each
Compression Test, Mortar	ASTM C780/C109	\$ 50.00	each
Core Shear Test	CBC Section 2105A	\$ 110.00	each

STEEL

Anchor Bolt Tensile Test	ASTM F606	\$ 130.00	each
Fireproofing Density Test	ASTM E605	\$ 115.00	each
High Strength Bolt Assembly Laboratory Testing			
Bolt - Wedge Tension Test	ASTM F606	\$ 100.00	each
Bolt - Proof Load Test	ASTM F606	\$ 100.00	each
Bolt - Hardness Test	ASTM E18	\$ 50.00	each
Nut - Proof Load Test	ASTM F606	\$ 100.00	each
Nut - Hardness Test	ASTM E18	\$ 50.00	each
Washer - Hardness Test	ASTM E18	\$ 50.00	each
Prestressing Steel Strand Tensile Test	ASTM A416/A1061	\$ 420.00	each
Reinforcing Steel (Rebar) Tensile Test			
Up to No. 7	ASTM A615, A706/A370	\$ 100.00	each
From No. 8 through No. 14	ASTM A615, A706/A370	\$ 130.00	each
Reinforcing Steel (Rebar) Bend Test	ASTM A615, A706/A370	\$ 55.00	each
Structural Steel Tensile Test			
Up to 3/4"	ASTM A370	\$ 115.00	each
Sizes Larger Than 3/4"	ASTM A370	\$ 125.00	each
Machining of Test Specimens		cost plus 20%	
Structural Steel Hardness Test	ASTM E18	\$ 90.00	each
Weld Assembly, Guided Bend/Macroetch/T-Bend Test	AWS D1.1, ASTM E190	\$ 90.00	per test
Welder Qualification Test Inspection		\$ 110.00	per hour
Welder Qualification Test Record		\$ 105.00	each
Laboratory Technician		\$ 110.00	per hour



Warren Consulting Engineers, Inc.

May 3, 2023

Email: maria@mdenneyaia.com

River Delta Unified School District
Tammy Busch, Assistant Superintendent of Business Services
445 Montezuma Street
Rio Vista, CA 94571

RE: PROPOSAL FOR SURVEYING FOR DH WHITE ELEMENTARY SCHOOL

Dear Tammy,

We are pleased to submit for your review and consideration our proposal for land surveying services for the above referenced project. The civil site scope of work consists of:

1. Topographic Survey

- A. Provide a topographic survey of the project site, as noted on the attached sketch.
- B. Refer to attached checklist for items to be included in survey. Property line information will be added from record map information only. A title report will be ordered and paid for by WCE upon notice to proceed.
- C. Ground penetrating radar and mapping of project area provided by B&B Locating and incorporated into topographic survey.

The fee for the above scope of work:

Topographic Survey and Property Line:	\$10,300.00
Underground Utility Locating:	<u>\$5,200.00</u>
Total Fee:	\$15,500.00

Items not included in this proposal are:

- 1) Record of Survey.
- 2) Parcel Map.
- 3) Easements, legal descriptions and exhibits.

Billing will be monthly for work completed within that month. Payments shall be received 30 days after receipt of the invoice.

If this proposal is acceptable, please sign and return one copy.

Sincerely,

Accepted: _____

Anthony J. Tassano H3

Anthony J. Tassano, P.E.

Date: _____

AJT/tlb

23P.168

1117 Windfield Way, Ste. 110 El Dorado Hills, CA 95762

Phone: 916-985-1870 Fax: 916-985-1877 Email: wce@wceinc.com

TOPOGRAPHIC SURVEY CHECKLIST

DATE: 05/03/23

TO: Maria Denney
PROJECT: Survey for DH White Elementary School
LOCATION: 500 Elm Way Rio Vista, CA 94571
APN: _____
OWNER: River Delta Unified School District
ADDRESS: 445 Montezuma Rio Vista CA 94571

ITEMS NEEDED FROM OWNER

- 1. Title Report – **WCE WILL ORDER AND PAY FOR WITH NOTICE TO PROCEED.**
- 2. Permission to Enter Site
- 3. Contact Person and Phone Number
- 4. Owner to provide as built or design drawings of existing facilities on-site if available. **NEEDED WITH NOTICE TO PROCEED**

DRAWINGS

- 5. Scale of finished drawing shall be 1" = 20'.
- 6. Finish drawing shall be a bond paper plot.
- 7. CD AutoCAD disk, 2018 Release.

ELEVATION BASIS

- 8. Based on County/City benchmark, if available.
- 9. Based on previous survey.
- 10. Assumed elevation.

BOUNDARY

- 11. Property line bearings, dimensions, reference points, and other pertinent data.
- 12. Locate and identify monuments and markers found.
- 13. Set a monument at each change in boundary course when no monument is existing, and file record survey with the County.
- 14. Indicate easements, rights of way, and encroachments on and immediately adjacent to the property.

- 15. Boundary will be as shown from record information.
- 16. Establish two temporary benchmarks within the area surveyed.

TOPOGRAPHY

- 17. Contour interval shall be 1 foot, in nonpervious areas.
- 18. Point elevation grid interval shall be 25 feet, approximate.
- 19. Indicate special point elevations as may be required to provide complete land surface picture (i.e., high points, swales, etc.).
- 20. Indicate surface water conditions including ditches, drainage channels, ponds, and natural courses.
- 21. Other: _____

PLANIMETRIC

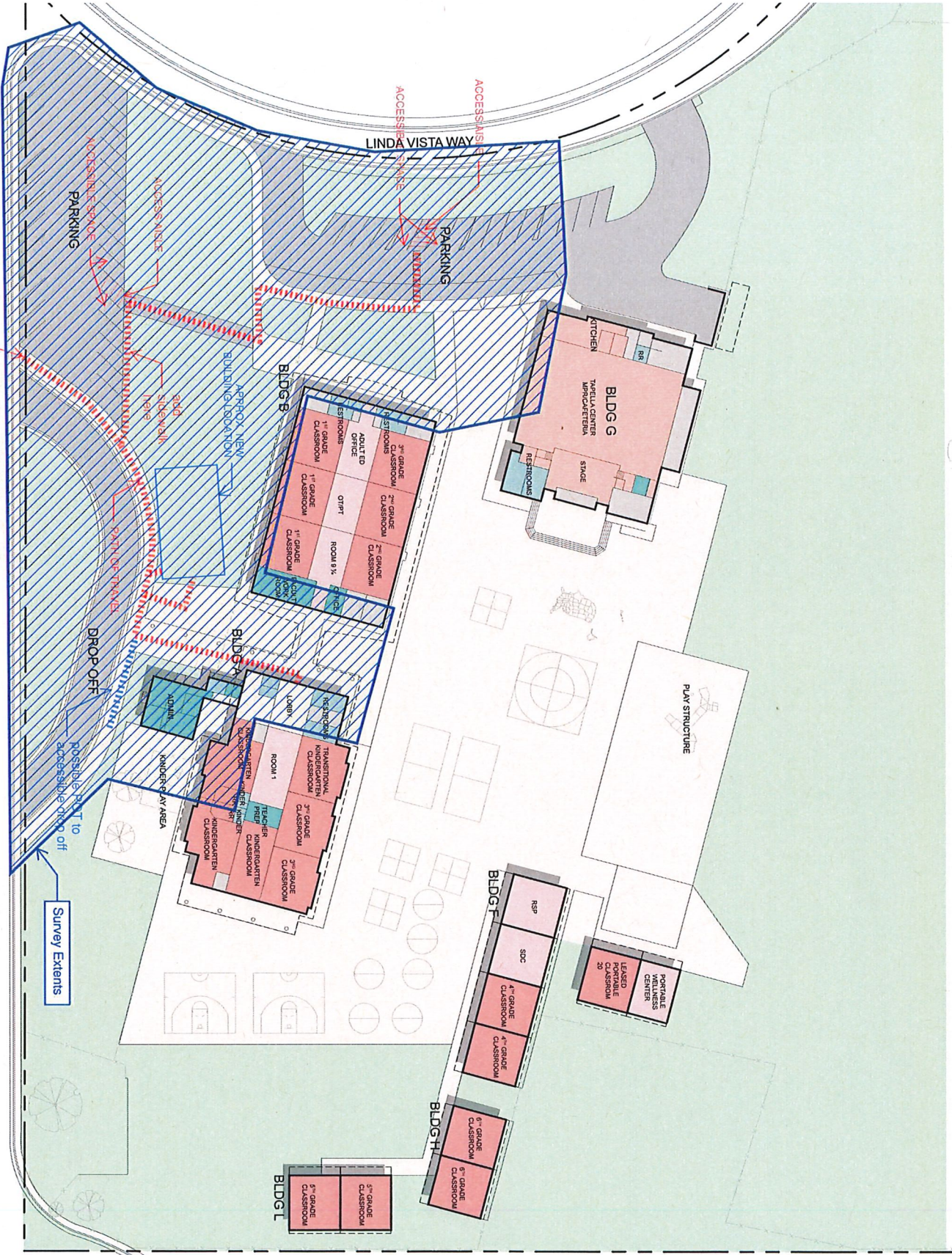
- 22. Location and floor elevation of all permanent structures, at all exterior doors.
- 23. Location and floor elevation of all permanent structures, at all exterior doors at building elevation.
- 24. Indicate miscellaneous walks, roads, structures, paving, fences, etc.
- 25. Show individual trees with diameters larger than 4 inches. If trees are numerous, indicate perimeter of dripline.
- 26. Ground elevation at tree trunk.
- 27. Indicate tree dripline, ground elevation at four quadrants of tree dripline.
- 28. Indicate tree dripline, no ground elevation.
- 29. Show location and elevation of frontage improvements, such as curbs, gutters, walks, and edge of paving to centerline of street.
- 30. Show frontage improvements across street from property frontage. Show above ground utilities and elevation of top of subsurface utility Structures.

UNDERGROUND

NOTE: it is the responsibility of the Owner to provide access to and/or unbolt structures, and clean drain structures to expose pipes prior to field survey.

- 31. Indicate size, location and invert elevation of accessible subsurface piping. Conduit in utility boxes or individual vaults will not be identified.
- 32. Indicate size, location and invert elevation of subsurface piping and conduit available in existing records including abandoned lines.
- 33. Indicate size, location and type of construction of visible wells, septic tanks, pumps, basements and similar subsurface improvements, active or abandoned.
- 34. Indicate areas of irrigation utilizing subsurface systems, showing system layout where available.
- 35. Information on subsurface improvements within street right of way as outlined in Item 29.
- 36. Information on subsurface improvements within street right of way as outlined in Item 30.
- 37. Owner to provide as built or design drawings of existing facilities on-site, if available.
- 38. Other: Underground utility locating by B&B Locating using ground penetrating radar, Vivax Metrotech, Radio Detection, Magnetic Locator, Rodder and Sonde. Please note PVC irrigation lines cannot be traced as well as anything else made of PVC. Will locate metallic piping and conduit locations only. Potholing is excluded from this scope of work.
- 39. See attached sketch.
- 40. See attached material.
- 41. Direct proposal to Owner C/O Maria Denney.
- 42. Direct proposal to Owner.

Comments: _____



LINDA VISTA WAY

ELM WAY

D.H. WHITE ELEMENTARY SCHOOL

EXISTING CONDITIONS

Survey Extents

- EXIST
- CLASSROOMS
- SPECIALTY CLASSROOMS
- GYM/FACILITIES
- RESTROOMS
- ADMIN/OFFICES
- STORAGE/MECHANICAL
- ROAD
- HARDSCAPE
- LANDSCAPE



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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: 6

From: Tammy Busch, Asst. Superintendent of Business Services

Item Number: 18.

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

SUBJECT:

Isleton Administration Modernization and Expansion, Cafeteria Restrooms and Seismic Retrofit. Project Program and Master Budget, Consultant contracts with HKIT Architects, RGM Kramer, Inc., Universal Engineering Sciences and Warren Consulting Engineers, Inc..

BACKGROUND:

Previously, the Board approved proceeding with planning activities for two projects at Isleton Elementary School. The first is to provide restrooms at the Cafeteria and the second is to modernize and expand the Administration building. After two pre-application meetings with the Division of State Architect (DSA), the project team has concluded that it will be most cost efficient to combine the two projects into one DSA application, each being submitted as a separate increment. This has some advantages as there are some efficiencies to be gained by avoiding duplication of certain requirements, primarily, site accessibility and handicap path of travel requirements. The two increments can be bid and awarded separately or combined at the District's discretion.

The site is located in a flood plain which complicates any proposed improvements. If the modernization cost of a building exceeds 50% of the replacement cost of the building, the California Building Code requires it be upgraded to current structural code requirements including in this case, "flood proofing", which is not feasible given that the flood level is 10 feet above the existing ground elevation. Any new construction would also have to be "flood proofed". The addition to the Administration building is exempt as it's considered an alteration to an existing building and as long as the cost of the modernization and addition is under the 50% threshold, flood proofing is not required.

The Cafeteria building previously included a classroom wing that was demolished. Because the demolition was done without DSA approval, the building is considered non-Code compliant. In order to obtain DSA approval of plans, a seismic retrofit is required to bring it into compliance. HKIT with the assistance of their structural engineer has identified the probable work necessary to bring it into compliance and RGMK obtained a cost estimate for the seismic work. The seismic work is likely to add \$600,000 to \$900,000 to the total construction cost which is included in the proposed master budget.

STATUS:

After engaging various stakeholders and performing an on-site survey of the existing conditions, HKIT, with the assistance of their structural engineer, has prepared the attached proposed program for the work. RGM Kramer has prepared a preliminary master budget and obtained proposals for architectural services from HKIT Architects, geotechnical services from Universal Engineering Sciences, topographical survey and utility locating from Warren Consulting Engineers, Inc. and prepared a proposal for CM services.

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Services and Katherine Wright,
Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Marlin Jones, Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES: Measure J Bond Funds not to exceed \$6,883,000.

RECOMMENDATION: Staff recommends:

1. The Board approve the attached preliminary program and scope of work.
2. The Board approve the attached preliminary master budget.
3. The Board approve the attached proposal from HKIT Architects in the amount of \$646,333.00 for architectural services.
4. The Board approve the attached proposal from RGM Kramer, Inc. in the amount of \$335,000.00 for construction management services.
5. The Board approve the attached proposal from Universal Engineering Sciences in the amount of \$17,000.00 for geotechnical engineering services.
6. The Board approve the attached proposal From Warren Consulting Engineers, Inc. in the amount of \$19,900 for preparation of a topographic survey.
7. The Superintendent or its designee be authorized to approve additional miscellaneous consulting services and expenses provided for in the budget in accordance with existing Board policy as may be required to complete the design and obtain approval from DSA.

Time allocated: 5 minutes

**Isleton Elementary School
Increment 1
Administration Addition and Modernization**

Proposed Scope of Work`

Project Includes:

- Renovation of existing administration space including removal of walls and reconfiguration of spaces, new doors
- Convert structural bearing wall to column and beam.
- Remodel restrooms to meet accessibility and provide separate restrooms for school and library
- 700 sf (approx.) addition to the existing administrative building to include:
 - Nurse's office and restroom
 - Conference room
 - Flex office
- New lighting in administrative space and addition
- HVAC replacement for entire building and new HVAC for addition
- Renovation of the existing classroom building to convert conference room to wellness room
- Site work to include accessible path of travel upgrades as required
- Minor accessibility upgrades to the student restrooms in the existing classroom building.
- Landscaping at the front of the administration building.

**Isleton Elementary School
Increment 2
Cafeteria Restrooms and Seismic Retrofit**

Proposed Scope of Work`

Project includes:

- Seismic retrofit of the existing cafeteria building.
- Removal and replacement of finishes to accomplish seismic work.
- Renovation of existing custodial office and storage area into staff and student restrooms.
- Alternate to replace the walk-in refrigerator and freezer.
- HVAC Replacement

Exclusions:

- Site work to include accessible path of travel upgrades is in Increment 1.
- Upgrades to the existing restroom in kitchen.
- Window replacement.
- Kitchen equipment and serving line (other than walk-in fridge/freezer noted above and work required because of seismic retrofit work).

MASTER BUDGET SUMMARY



District Name: River Delta USD
 Site Name: Isleton Elementary School
 Description: Admin Modernization and Expansion
 Cafeteria Restrooms & Seismic Retrofit
 RGMK Project #: 14002
 Buildings: 2
 Square Feet: 5,365 SF

6/9/2023

X Preliminary
 Pre Final
 Final

Description	Increment 1 Admin	Increment 2 Cafeteria	Total	Comments
A. SITE				
1 SITE ACQUISITION/APPRaisal/TITLE			\$ -	
2 SURVEY	\$ 9,950	\$ 9,950	\$ 19,900	Per Proposal
3 SITE SUPPORT - BOND FEES	\$ -	\$ -	\$ -	
4 LEGAL FEES - Allowances	\$ 5,000	\$ 5,000	\$ 10,000	Allowance
5 OTHER (EIR/Negative Declaration)	\$ 5,000	\$ 5,000	\$ 10,000	Allowance
6 OTHER	\$ -	\$ -	\$ -	
SITE SUBTOTAL			\$ 39,900	
B. PLANS				
1 ARCHITECT'S FEE FOR PLANS	\$ 355,483	\$ 290,850	\$ 646,333	Per Proposal
PROJECT PROGRAMING	\$ 25,000	\$ 15,000	\$ 40,000	Per Contract
2 DSA FEES	\$ 29,000	\$ 24,800	\$ 53,800	Per DSA Scale
DSA HOURLY FEES ALLOWANCE			\$ -	
4 HEALTH DEPARTMENT	\$ 2,500		\$ 2,500	Allowance
5 ENERGY ANALYSIS FEES			\$ -	
6 DEPARTMENT OF EDUCATION - PLAN CHECK FEE			\$ -	
7 PRELIMINARY TESTS			\$ -	
A. SOILS	\$ 17,000		\$ 17,000	Per Proposal
B. OPSC & YRE CONSULTANTS	\$ 5,000	\$ 5,000	\$ 10,000	Allowance
C. BIDDING AND ADVERTISING	\$ 3,000	\$ 3,000	\$ 6,000	Allowance
D. ENGINEERING/CONSULTING		\$ 10,000	\$ 10,000	Replacement Cost Estimate
E. HAZARDOUS MATERIAL SURVEY/SPECS	\$ 10,000	\$ 10,000	\$ 20,000	Allowance
8 ADMINISTRATIVE COSTS			\$ -	
PLANS SUBTOTAL	\$ 446,983	\$ 358,650	\$ 805,633	
C. CONSTRUCTION				
1 A. UTILITY SERVICE FEES			\$ -	
B. UTILITY SERVICE IMPROVEMENTS			\$ -	
2 OFF-SITE DEVELOPMENT			\$ -	
3 SERVICE SITE DEVELOPMENT			\$ -	
4 GENERAL SITE DEVELOPMENT	\$ 500,000		\$ 500,000	
5 MODERNIZATION	\$ 1,300,000	\$ 2,000,000	\$ 3,300,000	
6 INTERIM HOUSING			\$ -	
7 NEW CONSTRUCTON	\$ 700,000		\$ 700,000	
8 A. UNCONVENTIONAL ENERGY SOURCES			\$ -	
B. SPECIAL ACCESS COMPLIANCE			\$ -	
C. TECHNOLOGY ALLOWANCE			\$ -	
9 ENVIRONMENTAL ABATEMENT			\$ -	In modernization cost
10 AIR MONITOR CLEARANCE	\$ 15,000	\$ 15,000	\$ 30,000	Allowance
11 PROJECT MANAGEMENT	\$ 177,500	\$ 157,500	\$ 335,000	Per contract scale
12 OTHER (ITEMIZE)			\$ -	
A. Labor Compliance			\$ -	
B. MOVING/STORAGE (District Expense)	\$ 25,000	\$ 15,000	\$ 40,000	Allowance
C. UNDERGROUND UTILITY SEARCH			\$ -	In survey cost
CONSTRUCTION SUBTOTAL	\$ 2,717,500	\$ 2,187,500	\$ 4,905,000	
D. TESTS (CONSTRUCTION LAB)	\$ 50,000	\$ 75,000	\$ 125,000	Allowance. Incl. EDCR
E. INSPECTION (IOR)	\$ 130,000	\$ 130,000	\$ 260,000	Allowance
F. FURNITURE AND EQUIPMENT	\$ 62,500	\$ 10,000	\$ 72,500	Allowance
G. CONTINGENCIES	\$ 375,000	\$ 300,000	\$ 674,967	15% of Construction Cost
TOTAL ESTIMATED COSTS (ITEMS A THROUGH G)	\$ 3,781,983	\$ 3,061,150	\$ 6,883,000	

June 7, 2023

Kathy Wright
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Reference: River Delta Unified School District
Isleton Elementary Administration Building Addition and Modernization and Cafeteria
Structural Rehabilitation and Restroom project
HKIT Project #22035.02

Dear Kathy:

HKIT is pleased to provide you with this fee proposal for professional design services for the Isleton Elementary Administration Building Addition and Modernization and Cafeteria Structural Rehabilitation and Restroom project. Programming for this project was completed under a separate fee proposal approved January of 2022. The admin building is a wood framed structure with shallow foundations, it is approximately 3,000 sf building built circa 1956. The building also includes the public library. The cafeteria building is a wood framed structure with shallow foundations, it is 5,000 sf built circa 1951.

The project will be submitted to the Division of the State Architect in two increments. Increment 1 will include the administration building and increment 2 will be the cafeteria. The site accessible path of travel will be included in increment 1. The cafeteria project also includes an Evaluation and Design Criteria Report (EDCR) that will be submitted to DSA under a separate application. This report is necessary due to the mandatory structural rehabilitation and must be approved prior to beginning design on the cafeteria increment.

Please see below for scope description, services provided, proposed schedule and exclusions.

INCREMENT 1 – Administration Building Addition and Modernization

A. Scope Description

1. Renovation of existing administration space including removal of walls and reconfiguration of spaces, new doors
2. Convert structural bearing wall to column and beam.
3. Remodel restrooms to meet accessibility and provide separate restrooms for school and library.
4. 700 sf (approx.) addition to the existing administrative building to include:
 - a. Nurse's office and restroom
 - b. Conference room
 - c. Flex office
5. New lighting in administrative space and addition
6. HVAC replacement for entire building and new HVAC for addition
7. Renovation of the existing classroom building to convert conference room to wellness room.
8. Site work to include accessible path of travel upgrades.
9. Minor accessibility upgrades to the student restrooms in the existing classroom building.
10. Landscaping at the front of the administration building.

B. Design phase services include:

1. Site visit to assess existing conditions.
2. Creation of schematic design, design development and 100% construction documents.

3. Project cost estimates at design development and DSA submittal
4. One (1) meeting with RDUSD to review progress drawings at each phase; for a total of three (3) meetings.
5. One (1) presentation to the School Board.
6. DSA submission, review, and approval
- C. Bidding phase services include:
 1. One (1) Pre-bid conference on site
 2. Responses to technical bid requests for information (RFIs)
 3. Creation of addenda
- D. Construction and closeout phase services include:
 1. Up to thirty-six (36) (weekly) site visits and meetings as necessary to review on-site conditions during construction.
 2. Review of submittals, shop drawings
 3. Responses to RFIs
 4. Creation of supplemental instructions as necessary.
 5. One (1) punch list walk and one (1) backcheck of the punch list
 6. Assist the District and RGMK in obtaining DSA certification. (To occur at the end of both increments)
- E. Proposed Schedule
 1. The project will begin in July 2023
 2. 6 weeks for Schematic Design
 3. 8 weeks for Design Development
 4. 10 weeks for Construction Documents.
 5. DSA review and approval is estimated to be approximately 4 months.
 6. 2 months for Bid and Award
 7. 7-8 months for construction and close out

INCREMENT 2 – Cafeteria Structural Rehabilitation and Restroom Projects

- A. Scope Description
 1. Seismic retrofit of the existing cafeteria building
 2. Renovation of existing custodial office and storage area into staff and student restrooms
 3. Alternate to replace the walk-in fridge and freezer. HKIT will work directly with a vendor to replace the walk-in fridge/freezer.
 4. HVAC Replacement
- B. Design phase services include:
 1. Site visit to assess existing conditions.
 2. Evaluation and design criteria report. (EDCR)
 3. Creation of design development and 100% construction documents. Schematic design will be omitted from this increment.
 4. Project cost estimates at design development and DSA submittal
 5. One (1) meeting with RDUSD to review progress drawings at each phase; for a total of two (2) meetings.
 6. One (1) presentation to the School Board.
 7. DSA submission, review, and approval
- C. Bidding phase services includes:
 4. One (1) Pre-bid conference on site
 5. Responses to technical bid requests for information (RFIs)
 6. Creation of addenda
- D. Construction and closeout phase services includes:

7. Up to thirty-six (36) (weekly) site visits and meetings as necessary to review on-site conditions during construction.
8. Review of submittals, shop drawings
9. Responses to RFIs
10. Creation of supplemental instructions as necessary.
11. One (1) punch list walk and one (1) backcheck of the punch list
12. Assist the District and RGMK in obtaining DSA certification. (To occur at the end of both increments)

E. Proposed Schedule

1. The project will begin in July 2023
2. Evaluation and Design Criteria Report (EDCR)
 - a. 6 weeks for creation
 - b. 8 weeks DSA review and approval
3. 8 weeks for Design Development
4. 10 weeks for Construction Documents.
5. DSA review and approval is estimated to be approximately 4 months.
6. 2 months for Bid and Award
7. 7-8 months for construction and close out

It is anticipated that a portion of the construction for the two increments will overlap. The site visits will be consolidated to the same day during this overlap.

HKIT will provide meeting minutes during the design phase, RGMK will provide meeting minutes during the construction phase.

D. The scope **excludes** the following items, please see attached consultant proposals for additional exclusions.

1. Replacement value cost estimates. These will be provided by RGMK/Cumming Group.
2. Floodproof design
3. Interim housing
4. Seismic or structural analysis at buildings other than the cafeteria
5. Seismic upgrades at buildings other than the cafeteria
6. Fire Sprinklers
7. Site topographical or utility surveys
8. The addition of fire hydrants
9. C3 stormwater treatment
10. Renderings
11. Improvements to utility services, e.g., electrical upgrades, water pressure improvements
12. Replacement of the fire alarm control panel
13. Although we incorporate many Design for Leadership in Energy and Environmental Design (LEED) or Collaboration for High Performance Schools (CHPS) features, this proposal does not include certification in either of those programs.

COMPENSATION

We propose working on a Lump Sum Basis of six hundred forty-six thousand three hundred thirty-three dollars and 00/100 (\$646,333) as noted below. Our consultants' proposals are attached.

Architectural Services

\$ 406,467.00

(2,377 hrs. @ average billing rate of \$171)

Consultant Team

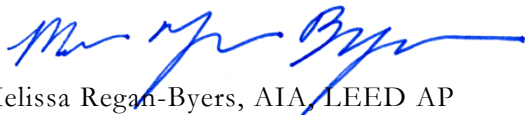
Structural Engineering (\$80,000 x 1.1)	\$ 88,000.00
Mechanical and Plumbing Engineering (\$31,970 x 1.1)	\$ 35,167.00
Electrical Engineering (\$34,250 x 1.1)	\$ 37,675.00
Civil Engineering (\$27,000 x 1.1)	\$ 29,700.00
Landscape Architect (\$29,840 x 1.1)	\$ 32,824.00
Cost Estimating <u>(\$15,000 x 1.1)</u>	<u>\$ 16,500.00</u>
Subtotal:	\$239,866.00

Grand Total: **\$646,333.00**

We are very excited about the opportunity to work on this important bond project.

Reimbursable expenses will be billed at the cost to HKIT. If these terms are agreeable, please issue a contract for our services.

HKIT ARCHITECTS



Melissa Regan-Byers, AIA, LEED AP
Principal

Melissa Regan-Byers
HKIT ARCHITECTS
538 Ninth Street, Suite 240
Oakland, CA 94607

Email: mregan@hkit.com
Phone: 510-625-9800
Mobile: 510-501-2831

Date: May 12, 2023
Project Number: 23XXX
Project Name: RDUSD Isleton ES Admin
Bldg Addition and Remodel &
Cafeteria Rehabilitation
Location: Rio Vista, California

PROJECT DESCRIPTION:

The scope of this project includes work at the existing administration and cafeteria buildings that will be submitted as two increments to DSA Sacramento.

Increment 1: Administration

The administration building project consists of a new 700 square-foot addition to the existing single-story administration/library building as well as modernization of the administration area and very minor updates to the library area. The existing building consists of a single-story, ~3,500 square-foot building with a wood-framed roof and a combination of light-framed wood shear walls and reinforced brick masonry shear walls. The framing is supported by reinforced concrete shallow foundations and a slab-on-grade. We assume that the new addition will be single-story, light-framed construction with reinforced concrete shallow foundations and concrete slab-on-grade. Changes to the existing areas will not affect seismic framing systems at the existing building.

Design work is expected to start in July. The construction budget is approximately \$1.5M.

Increment 1 Assumptions

- Mandatory seismic upgrades to the entire existing building and an EDCR process will not be required.
 - No new roofing or new sprinklers will be added.
 - Added weight to the building will not trigger seismic upgrades.
 - Alterations to existing framing will not trigger seismic upgrades, with the one exception noted below.
 - Project cost will not exceed 50% replacement cost threshold per DSA IR EB-4.
- If the new addition is not separated from the existing structure via a seismic joint, the wall line that connects the new and existing areas will require a retrofit. We assume this retrofit will be accomplished via a conventional wood-framed shear wall with new holdowns and possible footing augmentations. If additional retrofit items are triggered by the addition, a seismic joint will be used between the new and existing areas.
- ZFA will be provided with a geotechnical report stating foundation design requirements and seismic parameters for the new addition.
- Based on the existing drawings, expansive soils may be encountered. Any site preparation required will be shown on the civil site drawings. We assume that the site is flat.
- Typical interior non-bearing wall structural connection details and hard-lid ceiling details will be provided by ZFA. Specific wall and soffit sections and suspended ceiling details will be reviewed and marked up on architect's drawings as needed.
- No site work included.
- No MEP work that affects structural design of the existing building is included (e.g. new openings in existing shear walls, new roof/floor-mounted units over 400# or wall/ceiling-mounted units over 20#).

Increment 2: Cafeteria

The cafeteria project includes a mandatory rehabilitation of the existing single-story ~4,000 square-foot cafeteria building originally built in the early 1950s. The existing building consists of wood

Please sign and return to authorize work.

framing and light-framed wood shear walls. The framing is supported by reinforced concrete shallow foundations and a slab-on-grade. Part of the existing building has been demolished since original construction (without DSA approval), which is triggering the rehabilitation. Architectural scope involves updating the office/storage rooms in the northwest corner of the building to install new ADA-compliant restrooms.

The retrofit scope will include new sheathing or supplemental nailing at the existing interior and exterior shear walls. New holdowns and local strengthening to the existing footings will also be required, in addition to connections at the top and base of new shear walls. Additionally, the existing roof sheathing may not be sufficient; plywood roof sheathing will be specified as required.

Work is expected to start in July, with the EDCR process occurring over the summer and early fall. Design work will begin in the fall. The construction budget is approximately \$2M.

Increment 2 Assumptions

- An EDCR is assumed to be required.
- Architectural changes beyond the restrooms are not included.
- Seismic strengthening will be achieved via conventional plywood shear walls and holdowns.
- ZFA will be provided with a geotechnical report stating foundation design requirements and seismic parameters for the rehabilitation. If a geotechnical report is not provided, code minimum geotechnical values will be used. Deep foundations are not assumed to be required. If they are required, additional services will be requested.
- Typical interior non-bearing wall structural connection details and hard-lid ceiling details will be provided by ZFA. Specific wall and soffit sections and suspended ceiling details will be reviewed and marked up on architect's drawings as needed.
- No site work included.
- No MEP work that affects structural design is included (e.g. new openings in shear walls, new roof/floor-mounted units over 400# or wall/ceiling-mounted units over 20#).

SCOPE OF SERVICES:

The scope of services for both increments is as follows:

- Virtual coordination meetings.
- EDCR report, plan check response, and backcheck for Increment 2 only.
- Structural drawings for DD and CD milestones.
- Structural calculations and DSA 103 form for DSA submittal.
- Structural specifications in project manual format.
- Support through DSA Sacramento approval including response to one round of plan check comments and one full day in-person backcheck.
- Construction Administration, including responses to RFIs, submittal reviews, and up to 2 site visits for each increment.

FEES:

The fees below are fixed fees for the scope of work herein. Reimbursable expenses will be billed in addition to these fees.

Phase	Increment 1: Administration	Increment 2: Cafeteria
EDCR	N/A	\$ 8,000
Construction Documents	\$18,000	\$22,000
DSA Sacramento Plan Review	\$ 8,000	\$ 8,000
Construction Administration	\$ 8,000	\$ 8,000
Total	\$34,000	\$46,000

Please Initial _____

Construction Administration Services: Construction Administration Services include up to **(2)** site visits per increment, review of shop drawings (one resubmittal each), and RFI construction clarifications. Structural Engineering for design or owner revisions after permit, justification of Contractor revisions/corrections or differing existing conditions, and justification of substitutions are not included in this estimate.

Revisions: Revisions to the scope of the project as defined above and revisions to our work are not included in said fee. All requests for additional or extra work or services must be in writing and will be negotiated as extra work services.

Risk Allocation: In recognition of the relative risks and benefits of the project to both the Client and ZFA, the risks have been allocated so that the Client agrees that to the fullest extent permitted by law, ZFA's total liability to the Client, for any and all injuries, claims, losses, expenses, damages or claim expenses arising out of this agreement from any cause or causes, shall not exceed the total amount of **\$1,000,000** (see Terms and Conditions). Such causes include, but are not limited to, ZFA's negligence, errors, omissions, strict liability, and breach of contract or warranty.

Offered by:

ZFA STRUCTURAL ENGINEERS



Angie Sommer, SE

Principal

Date: May 12, 2023

Accepted by:

HKIT ARCHITECTS

Signature: _____

Print Name: _____

Date: _____

The following detailed Terms and Conditions on the accompanying pages are hereby incorporated by reference in the entirety as an integral part of this Agreement. Client's acceptance of this Agreement includes full acceptance of all Terms and Conditions without condition or reservation.

Please Initial _____

ZFA STRUCTURAL ENGINEERS TERMS AND CONDITIONS

1. **BILLINGS/PAYMENTS**

Invoices will be submitted monthly for labor charges and reimbursable expenses and are due when rendered. Invoices shall be considered PAST DUE if not paid within 30 days after the invoice date and ZFA Structural Engineers may without waiving any claim or right against Client, and without liability whatsoever to the Client, terminate the performance of the service. In addition, a service charge of 1.5 percent per month on the past due principal balance may be charged. In the event any portion or all of an account remains unpaid 90 days after billing, the Client will be liable for any costs of collection if necessary, including reasonable attorney's fees plus court and related costs. All late payments will be applied first to interest, then to attorneys' fees and costs, and lastly to principal. Visa and Mastercard payments are accepted and will be charged a convenience fee of 2.0% of the total invoice amount.

2. **REIMBURSABLE EXPENSES**

Expenses other than labor charges that are directly attributed to our professional services are invoiced at our cost plus 10 percent. Reimbursable expenses typically include: 1) extra prints and reproductions, 2) special delivery (e.g. overnight) costs, 3) sub-consultants hired for the project by ZFA Structural Engineers with Client's authorization and 4) any and all work, fees, expenses and costs that are not specifically listed and identified in the Agreement, Description, and Scope of Services.

3. **SUSPENSION OF ENGINEERING SERVICES**

If the Client fails to make payments when due or otherwise is in breach of *this Agreement or any other Agreements* Client has made with ZFA Structural Engineers, ZFA may suspend performance of *all* services entailed by these agreements upon five (5) calendar days' notice to the Client. In such instances, ZFA Structural Engineers shall have no liability whatsoever to the Client for any costs or damages as a result of such suspension caused by any breach of the Agreement(s) by the Client. In such instances, ZFA Structural Engineers shall also have the right, at its sole discretion, to apply any payment(s) under any one Agreement, to the balance owed under any of the Agreements between parties. Notwithstanding any of the foregoing obligations of the Client under any Agreement(s) with ZFA Structural Engineers, remain separate and independent obligations of the Client, and nothing herein shall be construed to invalidate any portion of any of the respective Agreement(s).

4. **INDEMNIFICATION**

To the fullest extent permitted by law, the undersigned Client shall indemnify and hold ZFA harmless from any and all actions, causes of action, damages, claims, costs, demands and expenses including attorneys' fees, that result from injuries to and/or deaths to any and all persons, including but not limited to, ZFA and its employees, arising out of or connected in any manner with the performance or purported performance of the construction work specified or referenced in this Agreement; and for any and all destruction, including loss of use of any property, arising out of or in connection with the work specified or referenced in this Agreement, except when such actions, causes of actions, damages, claims, costs, demand, and expenses including attorneys' fees are due to the sole active negligence of ZFA.

5. **STATUTE OF LIMITATIONS**

As to acts or failures to act occurring prior to the relevant date of Substantial Completion, any applicable statute of limitations shall commence to run and any alleged cause of action shall be deemed to have accrued in any and all events not later than such date of Substantial Completion.

6. **TERMINATION**

This agreement may be terminated by either party within five (5) days of written notice to the other in the event of a substantial failure of performance by the other party through no fault of the terminating party. If this agreement is terminated, ZFA Structural Engineers shall be paid for services performed through the termination notice date, including reimbursable expenses due.

7. **EXPIRATION**

This Proposal and Agreement will expire automatically within 90 days from the date this document is issued and signed by ZFA, unless accepted and signed by Client within 90 days thereof, without modification.

8. **ACCESS TO SITE**

Unless otherwise stated, ZFA Structural Engineers will have access to the site for activities necessary for the performance of the services.

9. **HIDDEN CONDITIONS**

If ZFA Structural Engineers has reason to believe that such a condition may exist, the Client shall authorize and pay for all costs associated with the investigation of such a condition and, if necessary, all costs necessary to correct said condition. If 1) the Client fails to authorize such investigation or correction after due notification, or 2) ZFA Structural Engineers has no reason to believe that such a condition exists, the Client is responsible for all risks associated with this condition, and ZFA Structural Engineers shall not be responsible for the existing condition or any resulting damage to persons or property.

10. **CONSTRUCTION MEANS & METHODS**

ZFA Structural Engineers shall neither have control over or charge of, nor be responsible for, the construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with Work, since these are solely the Contractor's rights and responsibilities under the Contract Documents.

Please Initial _____

11. **OTHER PROVISIONS**

ZFA Structural Engineers will prepare drawings and specifications in a timely manner, but ZFA Structural Engineers is not responsible for delays occasioned by factors beyond its control, nor by factors which could not reasonably have been foreseen at the time this agreement was executed. Unless a specific deadline or schedule is agreed to under the Description and Scope of Services, then all work under this Agreement shall be performed in a reasonable time as determined by ZFA Structural Engineers. If Client suspend(s) and restart(s) the work or project, ZFA will be entitled to bill Client for any remobilization and extra costs as agreed upon with client.

One or more waivers by either or both parties of any provision, part of any provision, term condition, or covenant of this agreement shall not be construed as a waiver by either party of any other provision, part of any other provision, term, condition or covenant of this agreement.

Any opinion of construction cost offered by ZFA Structural Engineers represents the judgment of a design professional and is supplied for your general guidance, but ZFA Structural Engineers does not guarantee the accuracy of its opinion as compared to actual contractor bids or actual cost to the owner.

12. **OWNERSHIP OF DOCUMENTS, MODELS, AND ELECTRONIC FILES**

All computer analysis and building information models (BIM), drawings, plans, calculations, and specifications are instruments of service and shall remain the property of ZFA Structural Engineers, whether the project for which they are made is executed or not. They are not to be used on other projects or extensions to this project except by agreement in writing and with appropriate compensation to ZFA Structural Engineers.

BIM model, CADD files, PDF documents, Digital Images, Scans, data, etc in any form of electronic media shall herein be referred to as "Electronic Files." Electronic files shall not be considered to be Contract or Construction Documents. Electronic Files do not in any way supersede or supplement the information included in the plans and specifications. Use of Electronic Files is not mandatory. Unless specifically noted in this agreement, an approved recipient, having the capability, may use the file as an added resource for conceptual understanding only. Transfer of Electronic Files is subject to all provisions of ZFA's Indemnification Agreement for Computer-Based Information.

13. **VENUE**

This agreement shall be interpreted and enforced in accordance with the laws of the State of California. The venue of any action brought to interpret or enforce any of the terms of this agreement or otherwise adjudicate the rights or liabilities of the parties hereto shall be laid in County of work.

14. **DISPUTE RESOLUTION**

At the discretion of ZFA Structural Engineers, all claims, counterclaims, disputes or other matters in question between the parties hereto arising out of or in relation to this Agreement or the breach thereof will be presented to non-binding mediation, subject to the parties agreeing to a mediator(s).

15. **ENTIRE AGREEMENT**

This Agreement is solely for the benefit of the signatories hereto and represents the entire and integrated agreement between the parties, and unless specifically referenced herein, supersedes all prior negotiations, representations or proposals, either written or oral. If any term of this Agreement is held by a court of competent jurisdiction to be void or unenforceable, the remainder of the Agreement's terms shall remain in full force and effect and shall not be affected thereby. This Agreement or any part thereof shall not be assigned or transferred by Client, without the prior consent of ZFA Structural Engineers.

16. **CONTINGENT GUARANTEE**

The representative of Client, who executes this Agreement, hereby represents and guarantees that Client is financially solvent and an ongoing business concern, and has the necessary resources to fulfill all obligations, including all financial obligations, of this Agreement. In the event that Client is unable to fulfill any of the obligations under this Agreement, within the timeframe called for in the Agreement or on demand, then said representative shall, on demand, be deemed personally liable to ZFA Structural Engineers, for any and all such obligations. In addition to the foregoing, during the existence of this Agreement, this contingent guarantee shall be binding on the following: as to a corporate Client, on all officers and shareholders; as to a limited liability company Client, on all members; as to any partnership Client, on all partners.

If Client or its representatives object to any of the foregoing, then Client must present to ZFA Structural Engineers at the time of execution of this Agreement, in writing, evidence of financial credit worthiness. Such evidence shall include, but not be limited to: current Dun & Bradstreet Report, current annual and quarterly Financial Statements, a current Credit Line Statement, current list of ongoing construction projects, and the last three banking statements for Client.

17. **PROJECT INFORMATION**

Upon execution of this Agreement by Client, Client will provide ZFA Structural Engineers, the physical address and legal description of the project property, and will identify by name, address and telephone number, the owner, architect, construction lender and/or surety for the project, including the reference number(s) for any loan and/or surety bond.

18. **BILLING RATES**

Executive Principal	\$320.00 per hour	Engineer	\$140.00 per hour
Principal	\$250.00 per hour	Designer	\$125.00 per hour
Associate Principal	\$200.00 per hour	Project BIM Manager	\$140.00 per hour
Senior Associate	\$190.00 per hour	Senior BIM Tech	\$130.00 per hour
Associate.....	\$180.00 per hour	BIM Technician	\$110.00 per hour
Senior Engineer.....	\$160.00 per hour	Engineering Support	\$75.00 per hour

Please Initial _____



PROJECT NAME: ISLETON ES ADMIN & CAFETERIA REMODEL
OWNER: River Delta Unified School District

PROPOSAL FOR: HKIT ARCHITECTS
PREPARED BY: Ryan Celaya

PROJECT #: 23-0225

Date: May 8, 2023

Melissa Regan-Byers
HKIT Architects
538 Ninth Street, Suite 240
Oakland, CA 94607

PROJECT: Isleton ES Administration & Cafeteria Remodel

SUBJECT: Proposal for Mechanical and Plumbing Engineering Services
Proposal Number OP 23-0225

Dear Melissa,

We are pleased to offer this fee proposal for engineering services for the subject Project.

A. Project Description: The project is located at Isleton Elementary School in Isleton, CA. The project will include remodel of approximately 1,200 SF of the existing Administration/Library building, as well as a 700 SF addition. The HVAC and plumbing systems will be completely replaced within the remodel portion, and new systems provided for the addition. The project will also include structural rehabilitation of the approximately 3,500 SF Cafeteria building, and an approximately 300 SF restroom addition. The HVAC systems for the entire building will be replaced, and plumbing systems added for the new restrooms.

1. Estimated construction costs: The overall construction budget is estimated to be approximately \$3,500,000 (\$1,500,000 for the Admin Increment and \$2,000,000 for the Cafeteria Increment).

B. Assumptions:

1. General:
 - a. Scope of work will be documented as one DSA application with two increments.
 - b. Project delivery method is Design-Bid-Build.
 - c. No fire sprinkler design.
2. Renovation/Expansion of Existing Buildings:
 - a. The plumbing systems and equipment including main vertical and horizontal piping is Code compliant and is of adequate capacity and type to serve the proposed remodel without modification.
 - b. Adequate record drawings are available and that our field work will consist of verification of the record drawings. We also assume that we will be provided access to all requested areas including above ceilings, and if necessary, in walls.

C. Scope of Services:

1. The scope of basic services shall include heating, ventilating and air conditioning design and plumbing design.
2. Schematic Phase: Perform initial load calculations and determine space requirements for equipment. Estimate initial building service requirements and coordinate with utility companies for potential points of connection to site services. Review the site and pertinent existing documentation available.
 - a. Deliverables:
 - 1) Narrative describing system and equipment and estimated capacities, if required, i.e. Basis of Design.
 - 2) Mechanical and plumbing drawings showing main equipment and basic distribution only in locations necessary for coordination.
 - 3) Outline specifications, if required.
3. Design Development Phase: Prepare diagrammatic plans and specifications including heating, ventilating and air conditioning systems and building plumbing systems.
 - a. Deliverables:
 - 1) Drawings showing
 - (1) Equipment schedules with basic information for coordination purposes.
 - (2) Main equipment and main distribution components.
 - (3) Ceiling and air distribution device preliminary locations.
 - (4) Developed enlarged plans for mechanical, plumbing, and typical rooms.
 - (5) Preliminary details and control diagrams.
 - (6) Identify plumbing fixtures and provide preliminary fixture schedules.
 - (7) Provide plumbing fixture cut sheets, if required.
 - (8) Review cost estimate prepared by others.
 - b. Specifications:
 - 1) Preliminary 3-part book specification.
 - c. Narrative / Basis of Design: Update to reflect Design Development , if required.
4. Construction Documents Phase: Prepare construction drawings and technical specifications including heating, ventilating and air conditioning systems and building plumbing systems.

- a. Deliverables:
 - 1) Final Drawings for building permit and bidding.
 - 2) Final 3-part book specifications for building permit and bidding.
 - 3) Final mechanical, plumbing systems, prescriptive mechanical Title 24 calculations and forms.
 - 4) Provide final narrative / Basis of Design with equipment cutsheets, if required.
 - 5) Review cost estimate prepared by others.
 - 6) Respond to and incorporate all review comments.
5. Bidding/Contract Award Phase: Prepare mechanical, plumbing addenda and clarification documents, interpret mechanical, plumbing Drawings and Specifications where required to clarify the intent of construction documents. Respond to bid RFIs.
 - a. This proposal was developed assuming that this phase would occur after AHJ approval and does not include rework, addendums and similar that occur due to out of sequence bidding/contract award phase.
6. Construction Phase: Review shop drawings and submittal data for general compliance with Capital's contract documents, respond to RFI's, prepare change order documents when required to meet existing Project conditions. Perform site visits during the course of construction, number as described in other paragraphs.
 - a. The fee included an initial review of a submittal for each specification and one back-check. This includes substitution requests, test and balance reports, chlorination reports, etc. Additional reviews due to contractor changing mind on product provided are not included in the fee. Any additional reviews will be considered additional services.
7. Close-out Services Included: Review of record mechanical, plumbing drawings produced by the Project subcontractor and cursory review of project operation and maintenance manuals for applicable systems.
8. Seismic Anchorage and Restraint Systems: Pre-approved restraint systems are assumed as the predominance of the piping, conduits and ductwork support systems. Any deviations from the pre-approved systems or specialty restraints and anchors for equipment or piping or conduits will require structural calculations and associated documentation. Capital will not assume the responsibility for the calculations but will provide the Drawing documentation based on mark-ups provided by the Project Structural Engineer.
9. Seismic Anchorage and Restraint Systems: Capital will not assume the responsibility for seismic restraint and gravity support systems and assumes such systems will be engineered, designed, and documented by others.

10. Equipment Attachment: Capital will not assume the responsibility for the equipment attachment calculations but will coordinate and provide the Drawing documentation based on mark-ups provided by the Project Structural Engineer.
11. Title 24, Part 6, California Energy Code Commissioning Requirements:
 - a. T-24 commissioning is not required for alterations and renovation projects.

D. Clarifications:

1. We have provided for the following services in our fee proposal:
 - a. [1] day of field investigation during the design phase.
 - b. [2] Virtual team meeting(s) during the Design phase.
 - c. The following field visits during construction are included in the proposal:
 - 1) Utility rough-in,
 - 2) Final verified report observation,
 - 3) One additional as needed.
2. BIM (Building Information Modeling):
 - a. Capital assumes that no dedicated BIM (3D) coordination/clash detection meetings will be required. BIM coordination/clash detection will be addressed at regularly scheduled Team meeting. It is assumed that only major components within ceiling space will be coordinated (duct mains, gravity piping, pressure piping and conduits over 2").
 - 1) Sub-contractors will be responsible for providing the construction and fabrication model, inclusive of modeling final construction locations and sizes of all ductwork, hydronic and plumbing piping, new equipment, air distribution, plumbing fixtures, , low voltage cabling, conduits, feeders, hangers, supports, and seismic.
 - b. Level of Development (LOD) is the degree to which the element's geometry and attached information has been thought through – the degree to which project team members may rely on the information when using the model: Our design will be provided in LOD 300.
3. Record Drawings: Capital will update the permit drawings with the Contractor's redline markups of as-built conditions and issue record drawings. RFI, ASI, CCD references pasted onto contract documents by the Contractor, or provided as reference, does not suffice as record of the as-built conditions. Contractor shall document the as-built conditions using redlined markups of the contract documents.

E. Extra Services: The following services are not included in this proposal. The Engineer shall be compensated for providing these services when the Architect requests such services.

1. Design services to provide alternate bid items, and descriptions of phased construction except as identified above.
2. Employment of special sub consultants at the request of the Architect.
3. Life cycle cost analyses, owning or operating cost studies and energy effectiveness studies.
4. Mechanical design services related to landscape architectural fountains, water features or water displays, landscape sprinklers, site drainage, site utilities, or special piping systems not specifically noted in proposal.
5. Work outside the line five feet from the building unless noted otherwise.
6. Preparation of cost estimates.
7. BIM LOD to provide a greater level of detail or different than described in the BIM LOD paragraph above.
8. California Energy Code analysis or compliance documentation of Architectural or Lighting systems.
9. Partnering sessions, value engineering sessions or review of Contractor or Construction Manager proposed cost cutting recommendations.
10. Work involved in securing utility company rebates.
11. Additional time over and above the normal and customary to clarify, negotiate, or otherwise respond to unreasonable or inaccurate interpretations of the code by the code officials including circumstances where we become "caught in the middle" between code interpretations of office reviewers and field reviewers.
12. Non-Title 24 commissioning of building systems, services related to the development of commissioning plans and services related to support third party commissioning of the building, other than as described above.
13. Title-24 required Division 01 specifications, functional testing, development of the systems manual, operational training, and the commissioning report.
14. Design services related to LEED certification or other sustainability (WELL, Green Guide for Health Care, etc.) of building, studies necessary to determine feasibility of certification and the preparation or coordination of the documentation necessary for certification.
15. Design services related to CHPS certification of building, studies necessary to determine feasibility of CHPS certification and the preparation or coordination of the documentation necessary for CHPS certification.

16. Changes to Basis of Design if the Owners Project Requirements are changed following completion of the Schematic Design phase or significant changes in physical configuration after Design Development, significant changes in Revit project setup such as but not limited to, change in coordinates, changes in or additional phasing.
17. Redesign required due to a construction cost guarantee by the prime design professional or for other reasons that are not the responsibility of the Consulting Engineer is not included.
18. Prolonged construction administration: We have based our proposal upon the schedule noted earlier. Prolonged support services for construction if initial construction time schedule is exceeded by more than 15% through no fault of the Consulting Engineer would result in a request of additional funding.
19. Unless known during the proposal phase and specifically included in Paragraph A, all effort related to the preparation of bid set design documents prior to AHJ Approval, and the identification (i.e. via clouds & deltas) of subsequent design changes that may have occurred between the Pre-AHJ Approved bid set and the final AHJ Approved set.
20. Review of submittals beyond described above.
21. Engineering work caused from construction that is installed differently from the permitted drawings if work could be installed as shown and permitted.
22. Engineering rework resulting from other trades not coordinating or installing work different from approved coordination drawings.

F. Materials and Services Furnished by Others:

1. Prior to the start of design Capital shall be furnished with a copy of the Owner's Project Requirements (OPR) or detailed Program if it exists. Base sheets of architectural floor plans and site plan with drawing files in AutoCAD or Revit compatible format.
2. All reproduction, including drawings, specifications and reports.
3. Division 01 and technical Sections commissioning specifications, Commissioning Plan, functional performance testing, preparation of Systems Manual, systems operations training, and Commissioning Report, for T-24 Commissioning.
4. Seismic restraint and gravity support systems design.

G. Compensation:

1. Basic Services: Compensation for Basic Services outlined under Paragraph B above shall be as follows:

	Subtotals
<i>Schematic Phase</i>	\$3,160.00
<i>Design Development Phase</i>	\$6,310.00
<i>Construction Documents Phase</i>	\$12,650.00
<i>Agency Review</i>	\$1,660.00
<i>Bidding/Contract Phase</i>	\$1,000.00
<i>Construction Administration Phase</i>	\$7,190.00
Total	\$ 31,970.00

- a. The fee provided is valid for 180 days from the date of the proposal. If the Project begins after this time Capital may request an adjustment to the fee to reflect the extended start date.
2. Extra Services:
 - a. Compensation for authorized Extra Services as defined above shall be hourly at the rates indicated in the attached rate schedule.
3. Reimbursable Expenses:
 - a. We propose to invoice for reimbursable expenses including travel, mileage, rental car, tolls, lodging, per diem, and plotting based on our cost plus a 10% mark-up. Printing for distribution is not included in this reimbursable expense. We anticipate that deliverables will be in PDF format or the team will have a common reproduction agency, where documents for major distribution will be sent, and we will be reimbursed directly by the client or the architect.

H. Insurance Coverage:

1. Professional Liability: \$1,000,000 per claim

Please call should you have any questions.

Thank you for the opportunity to offer our services.

Gratefully Yours,

A handwritten signature in blue ink, appearing to read 'R. Celaya', is written over the typed name.

Ryan Celaya, Sr. Associate

CAPITAL ENGINEERING CONSULTANTS, INC.

TERMS AND CONDITIONS:

We understand the Terms and Conditions will be based on your standard contract as modified per the Prime Agreement. Since the Prime Agreement has not yet been provided, Capital reserves the right to request additional fees to align the scope of work within this fee proposal with the final contract requirements.

The following Terms and Conditions will govern all services performed on behalf of Client and are hereby incorporated into the Engineering Fee Proposal.

1. **Additional Services.** Any services not explicitly described as being performed by Capital or its subconsultants are excluded. If agreed to in writing by Client and Capital, Capital will provide additional services. Client will pay Capital for such additional services in accordance with Capital's current fee schedule or as otherwise agreed by Client and Capital in writing. These Terms and Conditions will apply to all additional services provided by Capital. In the case of additional services added to the Engineering Fee Proposal, Capital's liability shall be limited to the extent of the additional fee for the specific additional services added.
2. **Professional Standards.** Subject to all conditions set forth herein, Capital will only be liable for breaching its obligation to perform its services to the level of competency maintained by other practicing engineering professionals in the same or similar community performing the same services at the same time as they were performed by Capital. Capital makes no warranties, either express or implied. Capital does not guarantee the completion or quality of performance of contracts by the construction contractor or subcontractors, or other third parties, nor accepts responsibility for their acts, omissions or any safety precautions.
3. **Independent Contractor.** The relationship of Capital to Client shall at all times be that of an independent Contractor. Capital shall not be liable for the acts of Client or its agents in performing Work.
4. **Document Ownership.** Capital holds copyright for all drawings, calculations, and other original documents produced by Capital and such documents shall be the property of Capital, except when otherwise provided by law, governmental requirement, or by prior agreement, these documents become public property or the property of the Client. A limited license is granted to use the documents for the specific purposes and project covered by the Agreement. Reproduction of these documents either in hard copy or soft copy (including posting on the web) is prohibited without copyright permission. No right to create modifications or derivatives of Capital documents is granted pursuant to this limited license. Any product, process, or technology described in the documents may be the subject of other Intellectual Property rights reserved by Capital. The drawings, specifications, and reproductions thereof are instruments of service to be used only for the specific project covered by the Agreement between the Client and Capital. Capital assumes no liability for misinterpretation, modification, or misuse by others of any instruments of service prepared by Capital in accordance with its services.
5. **Electronic Documents.** If Capital provides Client any design documents, including but not limited to plans and specifications, in electronic form ("Electronic Documents"), acceptance and use of the Electronic Documents by Client shall be at Client's sole risk and Client will: (a) Waive and covenant not to sue Capital alleging any inaccuracy or defect in the Electronic Documents; (b) Agree that Capital makes no representation with regard to the compatibility of the Electronic Documents with Client's software or hardware; and (c) to the fullest extent permitted by law, indemnify, hold harmless, reimburse and defend Capital from, for and against any alleged claim, damage, liability, or cost, including but not limited to attorneys' fees, that may arise from Client's use of the Electronic Documents or any subsequent modification of the Electronic Documents by any person or entity.
6. **Schedule.** Capital will perform its services with reasonable diligence consistent with sound professional practice as ordinarily provided by engineers practicing in the same or similar locality under the same or similar circumstances. Client will require its other consultants and Contractors to incorporate into their schedules reasonable periods of time for Capital to perform its services and will require that they coordinate their services with Capital's services. Client is aware that many factors outside Capital's control may affect Capital's ability to timely perform and complete its services and Client agrees that Capital is not responsible for damages arising directly or indirectly from any delays, including but not limited to liquidated damages.
7. **Construction Support.** If specifically included in the scope of Capital's services, construction support services will be performed solely for the purpose of reviewing portions of the work for general conformance with the design concept set forth in the contract plans and specifications. These services are different from inspection or other quality-control services. The Client shall coordinate the Contractor's involvement in any Capital

construction support services and shall provide Capital all necessary contracts and documents to perform the same. Capital is not a Contractor and does not provide the services of a Contractor under any circumstances. Capital will not supervise, direct or have control over any Contractor's work, nor will Capital have any responsibility for the means, methods, techniques, sequences or procedures of construction selected by the Contractor, nor will Capital be responsible for the Contractor's safety precautions and programs in connection with the work, nor will Capital be responsible for the Contractor's failure to perform the work in accordance with the requirements of the contract documents or applicable building or structural codes, nor will Capital be responsible for the acts or omissions of the Contractor or of any other persons or entities performing portions of the work, all of which are the sole responsibility of the Contractor or its agents.

8. **Submittal Review.** Capital will review and render appropriate services on shop drawings, product data, samples, and other submittals required by the contract documents. Such review shall be solely for general conformance with the design concept and the information shown on the contract documents. Capital's review will not include review of the accuracy or completeness of details, such as quantities, dimensions, weights or gauges, fabrication processes, construction means or methods, compliance with applicable building or structural codes, coordination of the work of other trades or construction safety precautions, all of which are the sole responsibility of the Contractor. Capital's review will be conducted with reasonable promptness while allowing sufficient time in Capital's judgment to permit adequate review. Review of a specific item shall not indicate acceptance of an assembly of which the item is a part. Capital will not review and will not be responsible for any deviations from the contract documents not clearly identified in writing on the submittal by the Contractor, nor will Capital be required to review partial submissions or those for which submissions for correlated items have not been received.
9. **Termination for Convenience.** Either Capital or Client may terminate this Agreement at any time with or without cause upon giving the other party ten (10) calendar days' prior written notice. Client will pay Capital for all services rendered and all costs incurred up to the date of termination, along with all other reasonable termination costs, including but not limited to expenses directly attributable to termination for which the Architect is not otherwise compensated, plus an amount for the Capital's anticipated profit on the value of the services not performed by Capital. If no notice of termination is given, Capital's obligations created by this Agreement will be terminated upon completion of the services.
10. **Notice of Deficiencies.** Client shall provide prompt written notice within thirty (30) days of when Client becomes aware or should have reasonably been aware of any fault or defect in the project, including errors, omissions or inconsistencies in the services and work product provided by Capital.
11. **Waiver of Subrogation.** Client and Capital waive all rights against each other for damages or loss to the extent covered by any available insurance. Client will require all of Client's insurers to waive subrogation against Capital and Client will contractually require all of its Contractors, consultants, and agents of any tier to have their respective insurers waive subrogation against Capital.
12. **Indemnity.** Subject to all provisions of this Agreement and to the fullest extent permitted by law, Client shall indemnify, hold harmless, reimburse and defend (with counsel of Capital's choice) Capital, its employees, officers, directors and agents from, for and against all actual or alleged claims, losses, damages, costs and expenses arising from or related to the work, the Project, or this Agreement (with the sole exception that Client will have no duty to indemnify Capital from claims or losses to the extent those claims or losses are caused by the fault or negligence of Capital or its employees as adjudicated by a court of competent jurisdiction). Under no circumstances shall Capital be liable for any actual or alleged claims, losses, damages, costs and expenses arising from or related to the work, fault, or negligence of its subconsultants.
13. **Modifications.** No change, modification, or amendment to this Agreement will be valid unless agreed to by both of the parties hereto in writing.
14. **Successors and Assigns.** This Agreement shall inure to the benefit of and shall be binding upon each of the parties hereto and such parties' partners, successors, executors, administrators and assigns.
15. **Arbitration.** Client agrees that any claim, damage, or dispute arising out of these Terms and Conditions or any services performed by Capital will be resolved by binding and confidential arbitration before a single arbitrator in the state where the project is located. The parties shall mutually select the arbitrator and the rules applicable to the arbitration process. Unless the parties mutually agree otherwise, the arbitration shall be administered by the American Arbitration Association in accordance with its Construction Industry Arbitration Rules in effect on the date of this Agreement. As a condition precedent to serving a demand for arbitration,

Client agrees that it will obtain a written certificate executed by an independent design professional with similar experience on similar projects and licensed in the jurisdiction in which the project is located certifying that Capital failed to meet the applicable standard of care. Client will provide Capital with a copy of the certificate and all written analysis supporting the certificate's findings at least 30 days before serving a demand for arbitration. Client and Capital agree that any party hereto shall commence all claims and causes of action within the period specified by applicable law but in any case, not more than ten (10) years after the date of substantial completion of the project. Client and Capital waive all claims and causes of action not commenced or noticed in accordance with the time periods in this section.

16. **Governing Law.** *The laws of the State that the project is constructed will govern the validity of this Agreement, its interpretation and performance. Any dispute arising in any way from this Agreement shall be subject to the jurisdiction of the courts of that State.*
17. **Client's Terms.** *Any terms and conditions set forth or referenced in Client's purchase order, requisition, or other notice of authorization to proceed are inapplicable to the services provided under this proposal or any related agreement, except when specifically accepted or confirmed in writing and signed by Capital.*
18. **Limitation of Liability.** *Client agrees that, in recognition of the relative risks and benefits of the project, Capital's aggregate joint, several and individual liability, whether for breach of contract, breach of warranty, negligence, professional malpractice, strict liability or otherwise will be limited to an amount no greater than \$1 million or Capital's fee, whichever amount is lesser. This provision will survive the termination or expiration of this Agreement.*
19. **Limitation of Remedy.** *Client covenants that it will not, under any circumstances, bring a lawsuit, arbitration demand, or claim of any kind against Capital's individual employees, officers, directors, or agents and that Client's sole remedy will be against Capital, Inc.*
20. **Entire Agreement.** *This Agreement contains all terms and conditions agreed on by the parties hereto, and no other agreements, oral or otherwise, regarding the subject matter of this Agreement, shall be deemed to exist, or bind any of the parties hereto.*

**Capital Engineering Consultants, Inc.
2023 Billing Rates**

Sr. Principal	\$245.00 / hour
Principal	\$223.00 / hour
Director	\$215.00 / hour
Sr. Project Manager	\$205.00 / hour
Project Manager	\$196.00 / hour
Field Services	\$192.00 / hour
Sr. Engineer	\$175.00 / hour
Engineer	\$160.00 / hour
Sr. Designer	\$150.00 / hour
Designer	\$138.00 / hour
Technician / CADD	\$127.00 / hour
Intern	\$120.00 / hour
Project Administrator	\$107.00 / hour
Sr. Admin.	\$75.00 / hour
Clerical / Admin.	\$60.00 / hour

Capital Engineering Consultants, Inc. Tax ID No. 94-1492674



May 15, 2023

Melissa Regan
HKIT
538 Ninth Street, Suite 240
Oakland, CA 94607

Project: Isleton Elementary Cafeteria Building Rehabilitation
Subject: Electrical Consulting Engineering Fee Proposal

Dear Melissa:

The Engineering Enterprise is pleased to provide a fee proposal for consulting electrical engineering services on the above subject project as outlined in this document.

1.0 Project Description

1.1 Overview

- A. The project consists of two modernization projects at Isleton Elementary School, located in the City of Isleton, California. The two projects will be divided into increments, submitted and reviewed by DSA separately, as follows:
 1. Increment #1:
 - a. Addition to the existing Administration/Library Building totaling approximately 700 square feet and the modernization of approximately 1,000 square feet of existing space within the Administration/Library Building as well as the conversion of approximately 450 square feet of existing space into a Wellness Center within the existing Cafeteria Building.
 - b. Interior improvement spaces will incorporate the lobby, reception, offices, conference room, wellness, etc.
 - c. All site work is included in this increment.
 - d. The construction budget for this work is \$1,500,000.
 2. Increment #2:
 - a. Structural rehabilitation/retrofit of the cafeteria building including the remodel of an office and storage room into restrooms.
 - b. Add Alternate Service: Replacement of the walk-in cooler/freezer.
 - c. The construction budget for this work is \$2,000,000.

1.2 Electrical Systems and/or Features

- A. Power distribution system.
- B. Power connections to all motors.
- C. Grounding system.
- D. Branch circuiting of all devices, equipment, and appliances.

- E. Interior lighting and lighting control system.
- F. Emergency/egress lighting system.
- G. Exterior lighting and controls.
- H. Fire alarm system.
- I. Telecommunication cabling system.
- J. Security system.
- K. Audiovisual systems.
- L. Provide interface of electrical systems with EMCS system.

2.0 Scope of Services

2.1 Schematic Design Phase

- A. Review the program requirements developed by the Owner and Architect for the development of the Schematic Design Package.
- B. Prepare our own analysis of the electrical systems as related to the program requirements and offer recommendations.
- C. Prepare conceptual design descriptions of alternative electrical systems that will reduce costs and/or improve performance.
- D. Attend one meeting with the design team and Owner to obtain and coordinate information related to the electrical systems in order to develop the Schematic Design package.
- E. Prepare a narrative of the electrical systems as well as drawings that represent the power distribution system for the Schematic Design package.

2.2 Design Development Phase

- A. Attend one meeting with the design team and Owner to obtain further information concerning system requirements for the electrical design.
- B. Consult with inspection authorities to determine special code requirements.
- C. Interface with other consultants to coordinate design of electrical systems with other building system requirements and/or features.
- D. Obtain information from other consultants concerning electrical load requirements for equipment covered under their Divisions.
- E. Layout electrical equipment to ensure that space allocated is sufficient.
- F. Review lighting design requirements with the Architect and incorporate layout into our drawings.
- G. Prepare an outline specification for electrical systems.
- H. Preparation of preliminary, in-house calculations to verify Title 24 energy compliance (Title 24 documentation will not be issued as a part of the DD package).
- I. Prepare drawings to include the following:
 - 1. Power single line diagram.
 - 2. Site electrical plan.

3. Electrical room layout plans.
4. Floor plans with lighting and device layouts.

2.3 Construction Document Phase

- A. Attend meetings with the design team to obtain final information concerning system requirements for the electrical design.
- B. Final interface with other consultants to coordinate connection requirements.
- C. Prepare complete set of construction drawings for electrical systems.
- D. Prepare detailed construction specifications for electrical systems outlining materials and installation requirements.
- E. Prepare Title 24 energy compliance documentation for lighting system to include the following:
 1. Interior calculations and completion of associated forms.
 2. Exterior calculations and completion of associated forms.
- F. Review documents with inspection authorities as required.

2.4 Agency Approval Phase

- A. Coordinate and obtain written approval of final design work with local agencies and DSA.
- B. Assist Architect in the preparation of applications as well as submittal and processing of construction documents for approval by local agencies and DSA.
- C. Respond to written plan review comments as directed by architect. Incorporate plan review comments into construction documents.

2.5 Bidding Phase

- A. Interpret construction documents and prepare written responses to questions.

2.6 Construction Administration Phase

- A. Review shop drawings, submittal data, and record "as-built" drawings.
- B. Respond to field RFI's and prepare clarification instructions as needed.
- C. Visit site once to verify compliance with construction documents, review the final installation and prepare a punch list of all deficient items requiring correction by the contractor.

3.0 Extra Services not Included

3.1 Special Studies

- A. Special environmental impact investigations and related research. Such studies are not anticipated under this proposed agreement.
- B. Leadership in Energy and Environmental Design (LEED) related services.
- C. Life cycle cost analyses and energy effectiveness studies.

3.2 Design Services

- A. Redesign for reasons not the fault of The Engineering Enterprise, including the following:

1. Changes in project scope or Owner requirements following the approval of scope and compensation outlined in this document.
 2. Changes to project drawings following the Owner's approval of documents submitted by The Engineering Enterprise at the completion of the Design Development Phase.
 3. Changes to Contract Documents when the low construction bid for documents prepared by The Engineering Enterprise are within 10 percent of the construction estimate including all approved changes thereto.
- B. Services to provide designs for deductive or additive alternate bid items.
- C. Employment of special sub-consultants at the request of the Owner or Architect.
- D. Structural analysis or structural and seismic design of equipment anchorage and support systems.
- E. Preparation of construction cost estimates and detailed quantity take-offs.
- F. Design of building management system or temperature control system.
- G. Design of voice / data equipment (LAN, WAN, PBX, phones, etc).
- H. Preparation of additional Title 24 calculations based on redesign for reasons not the fault of The Engineering Enterprise.

3.3 Construction Administration Services

- A. Preparation of maintenance or operating manuals.
- B. Preparation of record "as-built" documents.
- C. System commissioning.
- D. Trips to the construction site in excess of those listed in Scope of Services above.
- E. Prolonged construction support services should construction time on any portion of the project be exceeded by more than 20 percent of the time for completion stipulated in the construction contract.
- F. Reviews of change orders that are the result of Owner generated changes or are generated by other disciplines and/or consultants.

4.0 Additional Understandings

4.1 Materials and Services Provided by the Architect

- A. Informational and coordination prints of project architectural, structural, civil, landscape, mechanical, etc. drawings as required, and at times requested, by The Engineering Enterprise for the performance of services outlined herein.
- B. Base floor plans and site plan(s) compatible with Revit/AutoCAD.
- C. Detailed information on Owner furnished equipment to be installed or for which provisions are to be made under the electrical subcontract.
- D. Reproduction of drawings, specifications and reports for in-house distribution to the Architect's staff and record copies of construction documents for the consultant's use.

4.2 Assumptions

A. Existing Electrical Service:

1. The existing power distribution system for this facility has sufficient capacity to accommodate the new loads associated with this project.

5.0 Terms and Conditions of Service

5.1 Warranty

The Engineering Enterprise makes no warranty, either expressly or implied, as to our findings, recommendations, specifications or professional advice, except that these services were prepared/performed in accordance with generally accepted professional engineering practices in existence at the time and place of such services.

5.2 Breach of Contract Damages

The Engineering Enterprise's liability to client for breach of this fee proposal shall, to the extent permitted by law, be limited to The Engineering Enterprise's fee. However, The Engineering Enterprise shall have no liability to client for consequential, special, punitive, or other indirect damages.

5.3 Third Party Liability

The Engineering Enterprise does not guarantee the completion of performance contracts by the construction contractor(s) or other third parties, nor is it responsible for their acts or omissions, or for the safety of the contractor('s) work.

5.4 Insurance Limits

Fees proffered anticipate Professional Liability Insurance burden in the maximum amount of \$5,000,000.00. Should a greater amount of insurance be required, an upward adjustment of quoted fee will be necessary.

5.5 Segregation of Contract

The quoted fee and fee apportionments are predicated upon a single contract covering all of the work described herein. In the event that only a partial contract is assigned, the fees stipulated are void and a new proposal will be submitted reflecting an abbreviated scope of services.

5.6 Documents

The drawings and specifications prepared by the Consultant, whether in hard copy or machine-readable format, are instruments of service to be used only for the specific project(s) covered by this agreement. All drawings, including tracings and/or special masters as well as calculations shall remain the property of The Engineering Enterprise.

Because information and data delivered in an electronic format may be altered, either inadvertently or otherwise, The Engineering Enterprise reserves the right to remove from copies provided to architect all identification reflecting the involvement of The Engineering Enterprise in the preparation of the data.

6.0 Compensation

6.1 Basic Services

Services described under Section 2.0, Scope of Services, will be performed for the lump sum fee values outlined below:

PROJECT PHASE	INC#1	INC#2
Schematic Design Phase	\$3,000	\$2,500
Design Development Phase	\$4,500	\$3,500
Construction Document Phase	\$7,000	\$5,000
Agency Approval Phase	\$1,000	\$750
Bidding Phase	\$250	\$250
Construction Administration Phase	\$3,500	\$3,000
TOTAL FEE	\$19,250	\$15,000

6.2 Add Alternate Service:

Add alternate services described in Section 1.1 A.2.b will be performed for the lump sum fee value of **\$1,800** to be billed in the construction document phase.

6.3 Extra Services

Compensation for Extra Services as defined in Section 3.0 shall be paid hourly for all authorized services rendered at the rates indicated below:

- A. Principal \$280/hour
- B. Associate \$240/hour
- C. Senior Engineer/Project Manager \$220/hour
- D. Engineer/Designer \$200/hour
- E. BIM Technician \$170/hour
- F. Administrative Staff \$130/hour

7.0 Reimbursable Expenses

Travel, parking, delivery and reproduction costs will be billed separately on a direct cost basis with no additional markup by TEE.

8.0 Payment


Invoices for services will be issued monthly and shall be due and payable upon receipt. A yearly carrying charge of eighteen percent (18%) will be added to each invoice thirty days delinquent. No carrying charge will be incurred if invoices are paid in full within sixty (60) days of the date of the invoice.

It is understood that this letter constitutes the entire agreement between the parties and that there are no conditions, agreements, or representations between the parties except as expressed herein.

If a court of competent jurisdiction finds this agreement, or any portion of this agreement, to be invalid, unlawful, or unenforceable in any respect, the validity, legality and enforceability of the remaining provisions contained in this agreement and all provisions of all other agreements between the parties shall not in any way be affected or impaired by the finding of invalidity, illegality, or unenforceability.

Please indicate your approval of the foregoing proposal by signing in the space provided below and by returning one copy of this agreement to our office at your earliest convenience.

By: _____ Date: _____
for HKIT
Melissa Regan-Byers

By:  _____ Date: May 15, 2023
for The Engineering Enterprise
Danny McKevitt, Principal



Warren Consulting Engineers, Inc.

May 19, 2023

email: mregan@hkit.com

Melissa Regan-Byers
HKIT Architects
538 Ninth Street, Suite 240
Oakland, CA 94607

**RE: PROPOSAL FOR CIVIL ENGINEERING SERVICES FOR ISLETON ELEMENTARY SCHOOL
ADMINISTRATION REMODEL AND ADDITION - INCREMENT 1**

Dear Melissa,

We are pleased to submit our proposal for civil engineering services for the above referenced project. The scope of work consists of providing civil services for the administration building remodel and minor classroom modernization. Civil scope also includes providing path of travel from public way, parking and dropoff to area of work. There will be no civil scope associated with the Increment 2 package.

1. Schematic Design

- A. Site visit to review existing conditions.
- B. Assist in the development of the site plan as it relates to accessibility.
- C. Develop preliminary demolition, grading and wet utility plans (drainage, sewer, domestic water).
- D. Attend online design team meetings, as required.

2. Design Development

- A. Prepare DD level demolition, grading, paving and wet utility plans (drainage, sewer, domestic water).
- B. Prepare draft specifications for civil related items.
- C. Attend online design team meetings, as required.
- D. Prepare cost estimate as it relates to civil items.

3. Construction Documents

- A. Develop construction plans and specifications based on the approved Design Development plans and budget.
- B. The plans will consist of:
 - 1. Cover Sheet
 - 2. Demolition Plan
 - 3. Engineered Fill Plan
 - 4. Grading and Drainage Plan
 - 5. Wet Utility Plan (sewer, domestic water)
 - 6. Paving and Striping Plan
 - 7. Erosion Control Plan

May 19, 2023

**PROPOSAL FOR CIVIL ENGINEERING SERVICES FOR ISLETON ELEMENTARY SCHOOL ADMINISTRATION
REMODEL AND ADDITION - INCREMENT 1**

Page 2

8. Details and Sections

- C. Attend online design team meetings, as required.
- D. Prepare civil related project specifications.
- E. Prepare cost estimate as it relates to civil items.

4. **Agency Review**

- A. Submit plans to DSA for review.
- B. Respond to plan check comments as required to obtain approval.

5. **Construction Administration**

- A. Answer questions during bidding. Prepare addenda as needed.
- B. Answer questions during construction. Prepare clarifications as needed.
- C. Make two site visits during construction.
- D. Make final site visit and prepare punch list.
- E. Review contractor as-builts and close-out documents.

The fee for the above scope of work is:

Schematic Design:	\$5,000.00
Design Development:	\$5,000.00
Construction Documents:	\$10,000.00
Agency Review:	\$1,500.00
Construction Administration:	\$4,500.00
Project Close-out:	<u>\$1,000.00</u>
Total Fee:	\$27,000.00

Items not included in this proposal are:

1. Topographic survey.
2. Fire sprinkler design.
3. Fire flow testing
4. Electrical design (site and building)
5. Natural gas system design (site and building)
6. Soils investigation and testing.
7. Agency fees.
8. Construction staking.
9. Construction management and inspection.
10. SWPPP (disturbed area less than 1 acre)
11. Retaining wall design.
12. Site electrical design
13. Easement dedication
14. Landscape and Irrigation Design

May 19, 2023

**PROPOSAL FOR CIVIL ENGINEERING SERVICES FOR ISLETON ELEMENTARY SCHOOL ADMINISTRATION
REMODEL AND ADDITION - INCREMENT 1**

Page 3

Billing will be on a monthly basis for work completed within that calendar month. Payment shall be made within 30 days of receiving the invoice.

If this proposal is acceptable, please sign and return one copy.

Sincerely,



Anthony J. Tassano, P.E.

AJT/tlb

23P.149rev2

Accepted: _____

Date: _____

April 17, 2023

Melissa Regan-Byers, Associate, AIA, LEED AP
 HKIT Architects
 538 Ninth Street, Suite 240
 Oakland, CA 94607
 mregan@hkit.com



**Subject: Landscape Architectural Services
 For Isleton Elementary School Admin Remodel and Addition
 River Delta Unified School District**

Dear Melissa,

We are pleased to submit the following fee proposal for professional services in connection with the landscape design and implementation for the Isleton Elementary School Administration Remodel and Addition in Isleton, California. We have based our scope of services and fee from the emails sent to us on April 10 and 17, 2023 and the School Administration Plan Improvements attachment. We understand the scope to be approximately the following:

- \$1.5 million construction budget
- 700 sf addition to the existing admin / library building
- Very minimal to no work at the Public library also located in this building
- Path of travel work to include path to public way, drop off and parking to be included
- Updating landscaping on the right side of the existing building as well as the addition
- Fencing adjustments

We have the availability and staff to meet the proposed schedule and understand it to be approximately the following:

- Design (SD-DSA) June - December

SERVICES: Refer to the attached EXHIBIT A for a detailed scope of services.

COMPENSATION: For the above professional services the Landscape Architect shall be paid as follows for the entire project:

Total for all phases, Lump Sum Fee: \$ 29,840

PAYMENT: shall be made on monthly invoices based upon the percentage of work on the project completed during the month.

Schematic Design	\$ 2,550
Design Development	\$ 4,380
Construction Documents	\$ 11,800
DSA submittal / approval	\$ 2,130
Bidding	\$ 680
Construction Administration	\$ 7,250
Closeout	\$ 1,050
TOTAL	\$ 29,840

The above fee for professional services shall be in effect for one year after the date of the contract. Should project delays not caused by the Landscape Architect require services from the Landscape Architect beyond the above time limit, the Landscape Architect's fees for said professional services should be increased by an amount to be negotiated with the Architect, covering the Landscape Architects additional costs.

ASSUMPTIONS: Our fee is based on the following assumptions:

1. Landscape Architect will not attend weekly team meetings unless there are specific site issues to be reviewed. Landscape Architect will be available by phone if coordination issues or questions arise at all other meetings.
2. Civil engineer will produce all site demolition plans required. Landscape Architect will not produce any demolition or clearing and grubbing plans but will coordinate with the civil engineer to ensure accurate demolition plans.
3. It is assumed that the planting design will have an all new irrigation system that will not be integrated into an existing irrigation system.
4. Irrigation design will be a majority of sub-surface irrigation systems with bubblers limited only to proposed trees.
5. Structural engineer for the project will provide structural review and, as necessary, provide details and calculations for fence footings, pergolas, arbors, walls, or other structural elements over three feet in height as requested by landscape architect.

REIMBURSABLES: are included in the base fee and are anticipated to be for site visits, basic delivery services, and typical reproduction. If site visits beyond what is outlined in EXHIBIT A, or excessive reproduction or delivery services are requested beyond what is anticipated, they may generate additional services. If additional insurance coverage or limits, including professional liability insurance, in excess of that normally carried by the consultant, is requested by the Client, it is beyond the limits of the anticipated costs and will require an additional fee.

ADDITIONAL SERVICES: the following services are beyond the scope of services outlined in EXHIBIT A

1. Revising previously approved drawings, construction budgets, and specifications to accomplish significant budget reductions and/or design revisions requested by the Client. Standard changes in design to meet the budget based on cost estimating during the course of design are included in this proposal.
2. Bid Alternates may be included during the Construction Document phase to meet the budget; however, preparing documents requiring significant effort for Bid Alternates as initiated by the Client may require additional services.
3. Preparing documents and/or construction services required for 'fast tracking' or phased construction of the project beyond those included within this proposal.
4. Meetings and site visits in addition to those in EXHIBIT A.

Compensation to the Landscape Architect for additional services authorized by the Architect shall be at the following hourly rates:

Landscape Principal	\$ 215
Associate Principal	\$ 180
Associate Landscape Architect	\$ 160
Landscape Architect/Project Manager	\$ 140
Job Captain	\$ 115
Landscape Intern	\$ 105
Admin/Administration Support	\$ 85
Irrigation Principal	\$ 200
Irrigation Technician	\$ 115

ITEMS SUPPLIED: the Architect shall provide the Landscape Architect with the following:

1. Site program and applicable code requirements.
2. Accurate survey and site bases(s) showing grades, trees, structures, utilities, property lines and easements in AutoCAD DWG file type.
3. All applicable architectural and engineering drawings; drawings in AutoCAD DWG file type.
4. Soil tests for horticultural suitability if deemed necessary by the Landscape Architect.
5. Arborist report if deemed necessary by the Landscape Architect.

LIST OF CONSULTANTS: the Landscape Architect will retain and pay for the following consultant as part of this proposal. Their qualifications will be submitted for Owner to review if desired prior to retention.

Marty Dickson, Irrigation Consultant

ABANDONMENT OF IMPROVEMENT: if the owner finds it necessary to abandon all or part of the project, the Landscape Architect shall be compensated for all work completed.

CANCELLATION: this agreement may be terminated by either party upon written notice to the other party in the event of a substantial failure of performance by such other party, or if the project should be abandoned.

If this proposal meets with your approval, please sign, and return one executed copy to us for our files.

Sincerely,

Cupples Keller Designs



Amy Cupples, ASLA
Principal

Accepted by:

HKIT Architects

Date

EXHIBIT A

Scope of Services and Work Products

A. Design Scope

Exterior landscape architectural design for pedestrian paving, planting, irrigation, and site amenities for the Isleton Elementary School Administration Remodel and Addition project.

B. Schematic Design

Based on base documents and concepts from Architect, prepare schematic design drawings showing:

1. Provide overall landscape site plan with selected enlarged plans
2. Image boards showing plant images, site amenities, and materials
3. Attendance at one (1) design team and / or District Client meetings

C. Design Development

Based on approved schematic design drawings, prepare design development drawings showing:

1. Refined hardscape drawings
1. Paving finishes, seat walls, steps, ramps and landscape furnishings
2. Coordinate with the civil engineer on storm drainage issues to comply with the C-3 requirements
3. Prepare design development planting plans showing plant locations and species
4. Provide outline specifications
5. Attendance at two (2) design team and /or District Client meetings via zoom

D. Construction Documents

Based on approved design development and estimated construction budget, prepare construction drawings showing:

1. Overall site plan showing buildings and landscape features
2. Detailed hardscape plans with horizontal controls for all landscape elements
3. Elevations, sections and preliminary construction details of major hardscape features
4. Construction details for all hardscape elements and furnishings
5. Detailed planting plan
6. Plant palette, schedule, and details
7. Detailed irrigation plan, details, and calculations
8. Final technical specifications
9. Attendance at up to three (3) design team and / or District Client meetings via zoom

E. DSA Submittal / Approval:

1. The landscape architect shall respond to all plan check comments relevant to the landscape drawings and revise drawings and specifications accordingly.

F. Bidding

1. Response to Requests for Information
2. Preparation of addenda as needed

G. Construction Administration

1. The Landscape Architect shall visit the site at intervals appropriate to the stage of construction to become generally familiar with the progress of the Work but shall not be required to make exhaustive or continuous on-site observations. On the basis of said site visits, the Landscape Architect shall keep the client informed of the progress and quality of the Work.
2. The Landscape Architect shall not be responsible for the construction contractor's performance or safety measures.
3. Review shop drawings, samples and other submittals required of the contractor for work on the landscape drawings.
4. Plant Materials selection at place of growth, 1 day of nursery visits to tag trees.
5. An estimate of four (4) site visits are anticipated during the course of construction work and associated field reports.

I. Closeout

1. At completion of landscape construction, perform one (1) punch walk and produce list of items to be resolved for final acceptance. Determine if maintenance period can begin.
2. At completion of maintenance period, perform one (1) site visit to evaluate site for final acceptance.
3. Review contractor drawings and prepare record drawings.

J. Work Not Included

1. Graphics or signage.
2. Cost estimates.
3. CHPS, LEED, GreenPoint or Greenbuild documentation.
4. Structural details or calculations for fence footings, pergolas, arbors, walls, or other structural elements over three feet in height.

END OF EXHIBIT A

May 10, 2023

Melissa Regan-Byers,
HKIT Architects
538 Ninth Street, Suite 240
Oakland, CA 94607

Re: RDUSD – Iselton ES Admin Remodel/Addition

TRANSMITTED VIA EMAIL

Dear Melissa:

As requested, please find below my proposal on the above-referenced project. I have reviewed the information contained in your e-mail dated 4/10/23. My estimate will be inclusive of the following at each phase:

- Preparation of draft estimates at the plan phases specifically listed below.
- Preparation of a final cost estimate predicated upon the draft review process.
- Meetings/phone conferences as required to discuss cost factors, value engineering, additional divisions of the work, etc.

Isleton ES Admin Remodel & Addition:

DD:	\$ 3,000
DSA Submittal:	\$ 5,000
Total	\$ 8,000

Please feel free to contact me should you have questions and/or comments.

Sincerely,
COUNTERPOINT CONSTRUCTION SERVICES, INC.



Justin Walling
President

April 19, 2023

Melissa Regan-Byers, Associate
HKIT Architects
538 Ninth Street, Suite 240
Oakland, CA 94607

Re: RDUSD – Iselton ES Cafeteria & Restroom Project

TRANSMITTED VIA EMAIL

Dear Melissa:

As requested, please find below my proposal on the above-referenced project. I have reviewed the information contained in your e-mail dated 4/10/23. My estimate will be inclusive of the following at each phase:

- Preparation of draft estimates at the plan phases specifically listed below.
- Preparation of a final cost estimate predicated upon the draft review process.
- Meetings/phone conferences as required to discuss cost factors, value engineering, additional divisions of the work, etc.

Isleton ES Cafeteria Rehab and Restroom Project:

DD:	\$ 2,500
DSA Submittal:	\$ 4,500
Total:	\$ 7,000

Please feel free to contact me should you have questions and/or comments.

Sincerely,
COUNTERPOINT CONSTRUCTION SERVICES, INC.



Justin Walling
President



Program & Construction
Management

June 9, 2023

Ms. Katherine Wright, Superintendent
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Re: Isleton Elementary School
Administration Modernization and Expansion (Increment 1)
Cafeteria Restrooms and Seismic Retrofit (Increment 2)
Construction Management Fee Proposal

Dear Ms. Wright:

In accordance with the Agreement between the District and RGM Kramer, Inc., the following is our fee proposal for construction management services for the Isleton Elementary School Administration Modernization and Expansion, and, Cafeteria Restrooms and Seismic Retrofit Project.

The projects will be submitted to DSA in separate increments under the same application number. This has some advantages as there are some efficiencies to be gained by avoiding duplication in certain requirements, primarily, site accessibility and handicap path of travel requirements.

As set forth in the Agreement, our fee will be a fixed amount based on a percentage of the construction cost. We estimate the construction cost for the project to be approximately \$2,500,000 for Increment 1 (Admin & Path of Travel Upgrades) and \$2,000,000 for Increment 2 (Cafeteria Modernization). The final fees will be adjusted based on the final construction cost. The services to be provided shall be as described in the Agreement for the phases described below.

CA Building Code (Title 24) and DSA regulations include provisions that should the modernization cost of a building exceed 50% of the building's replacement cost, the scope must be reduced to bring the cost below 50% or a structural upgrade of the entire building is required which would be time consuming and costly. DSA publishes square foot costs which can be used to establish the replacement cost, but we have found them to be understated. They do allow for an independent replacement cost estimate to be submitted to establish the replacement cost. We have included in the proposal the cost to complete a replacement cost estimate for the Cafeteria (Increment 2). A replacement cost estimate for the Administration Building (Increment 1) was completed during the programming phase.

Our proposed CM fee for this project is as follows:

CM Fee Calculation – Increment 1	Estimated Constr. Cost*	%	CM Fee*
8% of first \$500,000	\$ 500,000	8.0%	\$ 40,000
7.5% of second \$500,000	\$ 500,000	7.5%	\$ 37,500
7% of next \$1,000,000	\$ 1,000,000	7.0%	\$ 70,000
6% of next \$4,000,000	\$ 500,000	6.0%	\$ 30,000
5% of next \$4,000,000		5.0%	\$ -
4% over \$10,000,000		4.0%	\$ -
Total:	\$ 2,500,000		\$ 177,500
CM Fee Calculation Increment 2:			
8% of first \$500,000	\$ 500,000	8.0%	\$ 40,000
7.5% of second \$500,000	\$ 500,000	7.5%	\$ 37,500
7% of next \$1,000,000	\$ 1,000,000	7.0%	\$ 70,000
6% of next \$4,000,000		6.0%	\$ -
5% of next \$4,000,000		5.0%	\$ -
4% over \$10,000,000		4.0%	\$ -
Subtotal:	\$ 2,000,000		\$ 147,500
Add'l Services – Repl. Cost Est.			\$ 10,000
Total Increment 2			\$ 157,500
TOTAL FEES – Increment 1 & 2			\$ 335,000

*Fee to be adjusted based on final construction cost.

CM Fee Breakdown by Phase:	%	Incr. 1	Incr. 2	Total
Design	15.0%	\$ 26,625	\$ 26,625	\$ 48,750
Constructability Review & Estimating	10.0%	\$ 17,750	\$ 17,750	\$ 32,500
Plan Check, Bidding & Award	5.0%	\$ 8,875	\$ 8,875	\$ 16,250
Construction	65.0%	\$ 115,375	\$ 115,375	\$ 211,250
Occupancy & Close-Out	5.0%	\$ 8,875	\$ 8,875	\$ 16,250
Add'l Services – Repl. Cost Est.			\$ 10,000	\$ 10,000
Total	100.0%	\$ 177,500	\$ 157,500	\$ 335,000

RGMK will invoice the District monthly based on the percentage completion for each phase. In addition to the above fees, RGMK will invoice the District for any reimbursable expenses at cost plus 10% as provided for in the Agreement. We do not expect any significant reimbursable expenses and suggest a budget of \$5,000 for such expenses.

If satisfactory, please sign and return one copy for our records.

Respectfully Submitted,



Ralph Caputo, CEO
RGM Kramer, Inc.

Accepted:

River Delta Unified School District

By: _____

Title: _____

Date: _____

CC: Tammy Busch, RDUSD
Maria Denny, RGM Kramer, Inc.
Marlin Jones, RGM Kramer, Inc.
Janice Betts, RGM Kramer, Inc.



Warren Consulting Engineers, Inc.

May 3, 2023

Email: maria@mdenneyaia.com

River Delta Unified School District
Tammy Busch, Assistant Superintendent of Business Services
445 Montezuma Street
Rio Vista, CA 94571

RE: PROPOSAL FOR SURVEYING FOR ISLETON ELEMENTARY SCHOOL

Dear Tammy,

We are pleased to submit for your review and consideration our proposal for land surveying services for the above referenced project. The civil site scope of work consists of:

1. Topographic Survey

- A. Provide a topographic survey of the project site, as noted on the attached sketch.
B. Refer to attached checklist for items to be included in survey. Property line information will be added from record map information only. A title report will be ordered and paid for by WCE upon notice to proceed.
C. Ground penetrating radar and mapping of project area provided by B&B Locating and incorporated into topographic survey.

The fee for the above scope of work:

Table with 2 columns: Description, Amount. Rows: Topographic Survey and Property Line: \$12,900.00; Underground Utility Locating: \$7,000.00; Total Fee: \$19,900.00

Items not included in this proposal are:

- 1) Record of Survey.
2) Parcel Map.
3) Easements, legal descriptions and exhibits.

Billing will be monthly for work completed within that month. Payments shall be received 30 days after receipt of the invoice.

If this proposal is acceptable, please sign and return one copy.

Sincerely,

Accepted: _____

Handwritten signature: Anthony J. Tassano

Anthony J. Tassano, P.E.

Date: _____

AJT/tlb
23P.169
1117 Windfield Way, Ste. 110 El Dorado Hills, CA 95762
Phone: 916-985-1870 Fax: 916-985-1877 Email: wce@wceinc.com

TOPOGRAPHIC SURVEY CHECKLIST

DATE: 05/03/23

TO: Maria Denney
PROJECT: Survey for Isleton Elementary School
LOCATION: 412 Union Street, Isleton, CA 94641
APN: 157-0051-001-0000
OWNER: River Delta Unified School District
ADDRESS: 445 Montezuma Rio Vista CA 94571

ITEMS NEEDED FROM OWNER

- 1. Title Report – **WCE WILL ORDER AND PAY FOR WITH NOTICE TO PROCEED.**
- 2. Permission to Enter Site
- 3. Contact Person and Phone Number
- 4. Owner to provide as built or design drawings of existing facilities on-site if available. **NEEDED WITH NOTICE TO PROCEED**

DRAWINGS

- 5. Scale of finished drawing shall be 1" = 20'.
- 6. Finish drawing shall be a bond paper plot.
- 7. CD AutoCAD disk, 2018 Release.

ELEVATION BASIS

- 8. Based on County/City benchmark, if available.
- 9. Based on previous survey.
- 10. Assumed elevation.

BOUNDARY

- 11. Property line bearings, dimensions, reference points, and other pertinent data.
- 12. Locate and identify monuments and markers found.
- 13. Set a monument at each change in boundary course when no monument is existing, and file record survey with the County.
- 14. Indicate easements, rights of way, and encroachments on and immediately adjacent to the property.

- 15. Boundary will be as shown from record information.
- 16. Establish two temporary benchmarks within the area surveyed.

TOPOGRAPHY

- 17. Contour interval shall be 1 foot, in nonpervious areas.
- 18. Point elevation grid interval shall be 25 feet, approximate.
- 19. Indicate special point elevations as may be required to provide complete land surface picture (i.e., high points, swales, etc.).
- 20. Indicate surface water conditions including ditches, drainage channels, ponds, and natural courses.
- 21. Other: _____

PLANIMETRIC

- 22. Location and floor elevation of all permanent structures, at all exterior doors.
- 23. Location and floor elevation of all permanent structures, at all exterior doors at building elevation.
- 24. Indicate miscellaneous walks, roads, structures, paving, fences, etc.
- 25. Show individual trees with diameters larger than 4 inches. If trees are numerous, indicate perimeter of dripline.
- 26. Ground elevation at tree trunk.
- 27. Indicate tree dripline, ground elevation at four quadrants of tree dripline.
- 28. Indicate tree dripline, no ground elevation.
- 29. Show location and elevation of frontage improvements, such as curbs, gutters, walks, and edge of paving to center of street.
- 30. Show frontage improvements across street from property frontage. Show above ground utilities and elevation of top of subsurface utility Structures.

UNDERGROUND

NOTE: it is the responsibility of the Owner to provide access to and/or unbolt structures, and clean drain structures to expose pipes prior to field survey.

- 31. Indicate size, location and invert elevation of accessible subsurface piping. Conduit in utility boxes or individual vaults will not be identified.
- 32. Indicate size, location and invert elevation of subsurface piping and conduit available in existing records including abandoned lines.
- 33. Indicate size, location and type of construction of visible wells, septic tanks, pumps, basements and similar subsurface improvements, active or abandoned.
- 34. Indicate areas of irrigation utilizing subsurface systems, showing system layout where available.
- 35. Information on subsurface improvements within street right of way as outlined in Item 29.
- 36. Information on subsurface improvements within street right of way as outlined in Item 30.
- 37. Owner to provide as built or design drawings of existing facilities on-site, if available.
- 38. Other: Underground utility locating by B&B Locating using ground penetrating radar, Vivax Metrotech, Radio Detection, Magnetic Locator, Rodder and Sonde. Please note PVC irrigation lines cannot be traced as well as anything else made of PVC. Will locate metallic piping and conduit locations only. Potholing is excluded from this scope of work.
- 39. See attached sketch.
- 40. See attached material.
- 41. Direct proposal to Owner C/O Maria Denney.
- 42. Direct proposal to Owner.

Comments: _____

ISLETON ELEMENTARY SCHOOL

FIFTH STREET ROAD

"C" STREET

UNION STREET

"D" STREET

PARKING

(E) FIRE ACCESS

(E) APPARATUS AREA

SURVEY EXTENTS

LAWN

G1 B1

A

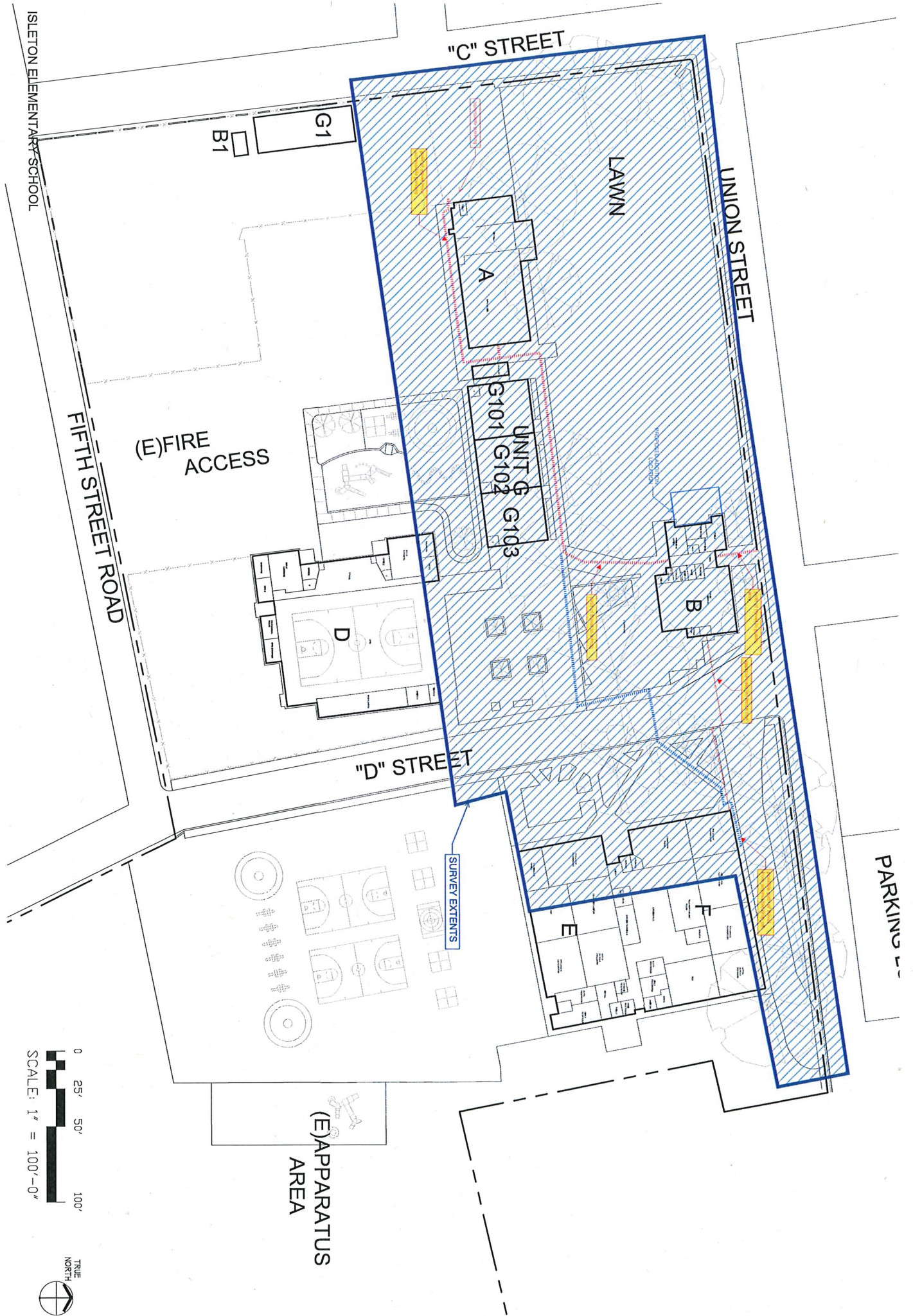
UNIT G G101 G102 G103

B

D

E

F



May 10, 2023

River Delta Unified School District
Tammy Busch
Assistant Superintendent of Business Services
445 Montezuma Street
Rio Vista, California 94571

Geotechnical Engineering Services Proposal
ISLETON ELEMENTARY SCHOOL ADDITION AND REHABILITATION
412 Union Street
Isleton, California 95641

As requested, we have prepared this revised proposal to prepare a combined Geotechnical Engineering and Geologic Hazards Report to support the design and construction of the proposed building addition and rehabilitation at the existing Isleton Elementary School campus in Isleton, California. In preparing this proposal we reviewed an existing conditions plan with the proposed addition location prepared by HKIT Architects and aerial photographs of the site.

Project Description

We understand the project will consist of the design and construction of a new slab-on-grade building addition covering about 700 square feet in plan area and rehabilitation of the existing cafeteria building. We understand the existing cafeteria building covers about 5000 square feet in plan area. Associated improvements will consist of exterior concrete flatwork and underground utilities.

Scope of Services

The purpose of our work will be to evaluate potential geologic hazards that may be influential to the site, investigate the site soil, geologic, seismic, and groundwater conditions in the areas of proposed construction, and to prepare a report containing our findings, conclusions and recommendations for use by the other members of the design team to prepare contract plans and specifications.

This project will be under the scrutiny of the Division of the State Architect (DSA), who will submit the geotechnical engineering report to the California Geological Survey (CGS) for review. However, we anticipate the building addition project will meet the exceptions noted in DSA Interpretation of Regulations (IR) A-4 and will be exempt from a full geologic hazards investigation and report. Although

that project will not require a full geologic hazards investigation and report in accordance with CGS Note 48, we understand the cafeteria rehabilitation will be submitted to CGS for review and will be subject to CGS requirements.

As part of the review process, the CGS has developed minimum investigation, analysis, and reporting criteria for preparation of these reports. These criteria are presented in CGS Note 48. Among the minimum criteria presented in CGS Note 48 is a requirement that the subsurface exploration include at least one boring or exploration shaft per 5000 square feet of building footprint, with a minimum of two borings or exploration shafts for any one building and/or structure.

Our intent will be to prepare a report to satisfy the requirements of CGS Note 48 with respect to a geologic hazards assessment and a geotechnical engineering evaluation of school sites for the cafeteria rehabilitation.

To accomplish the purposes of our work, and to comply with the requirements of CGS Note 48 we propose to perform subsurface exploration at three locations across the site (two locations around the existing cafeteria and one location within the proposed addition). The subsurface exploration will consist of performing two borings to a depth of up to about 15 feet below the existing ground surface and one cone penetration test (CPT) to a depth of about 50 feet below the existing ground surface. The purpose of the 50-foot CPT will be to evaluate the liquefaction potential at the site in accordance with CGS requirements.

The subsurface exploration will be performed under permit from Sacramento County Environmental Health Division and backfilled with cement grout following completion of the boring. Soils generated from the investigation will be disposed of on-site at a location designated by you and/or your representative. Costs for drumming, characterization and transporting the soils cuttings for disposal are not included within our scope, but can be provided for an additional fee.

Prior to performing the subsurface exploration, we will mark the exploration locations and notify the Underground Service Alert (USA) to obtain utility clearance. We also request the assistance of personnel familiar with the site to provide the locations of existing private utilities and to coordinate site access with our drilling equipment. In addition, we will retain the services of a private utility locator to assist with locating utilities at the exploration locations.

Undisturbed soil samples will be collected at various intervals within the boring and taken to our laboratory for further classification and selection of samples for testing. We will also collect bulk samples of the anticipated subgrade soils at the boring location. Near-surface samples will be submitted to Sunland Analytical Lab for preliminary evaluation of the corrosion potential of the soils.

Upon completion of our field investigation, laboratory testing and engineering and geologic analyses, we would prepare a combined Geotechnical Engineering and Geologic Hazards (GER-GHZ) report containing:

1. Site vicinity map;
2. Test boring and CPT location plan;
3. Logs of test boring and CPT;
4. Geologic Cross Section
5. Laboratory test results;
6. Findings regarding site conditions, including;
 - a. Site description
 - b. Site soil and geology
 - c. Groundwater
 - d. Faults and seismicity
 - e. Historic seismicity
 - f. Coseismic ground deformation
7. Conclusions regarding:
 - a. Geologic hazards (e.g., liquefaction, seismic-induced settlement, landslides, naturally-occurring asbestos, flood hazards, dam inundation, etc.) influencing the site
 - b. 2022 California Building Code (CBC) seismic design parameters
 - c. Bearing capacity
 - d. Expansive soil conditions
 - e. Preliminary soil corrosivity potential
 - f. Effect of groundwater on development
 - g. Effect of previous improvements on the planned development
 - h. Excavation conditions
 - i. Soil suitability for use in fill construction
8. Recommendations regarding:
 - a. Site clearing
 - b. Site preparation and fill placement
 - c. Utility trench backfill
 - d. Building foundation design
 - e. Interior and exterior concrete slab support
 - f. Site drainage
 - g. Trench backfill

The preceding scope of work will be performed under the direct supervision of a Certified Engineering Geologist and Registered Geotechnical Engineer as required by CCR Title 24 and CGS Note 48.

Our scope of work does not include any environmental assessment, review of project plans and specifications, nor the costs associated with testing and observation services required during construction. We would be pleased to provide these services at a later date, if requested.

Schedule

We anticipate the field exploration can begin within about three weeks after receiving written authorization to proceed provided we are given access to the site. The field exploration should one to two days to complete and the boring and CPT may not be performed concurrently. Laboratory testing will require about two weeks to complete and the final report can be completed within about three weeks following completion of the laboratory testing. However, preliminary information can be transmitted to the project team within several days after completion of the field exploration, if required. We assume the work can be completed Monday through Friday during normal working hours (7 AM to 7 PM). Additional fees will be required for work performed on weekends or at night.

Fee Estimate

Our total estimated fee for the scope of services noted above is **\$17,000** assuming the site is accessible with truck mounted drilling and CPT equipment.

We would not exceed the fee estimate unless the field exploration uncovers conditions requiring additional study or if our work scope is changed (e.g., revisions to the site plan such as building locations, number of buildings, square footage of building footprint, etc.), and only after written approval.

Agreement

If this proposal is acceptable, please indicate so by signing one copy of the attached agreement and returning it along with one copy of this letter as our written authorization to proceed.

We appreciate the opportunity to submit this proposal and look forward to the possibility of providing you with our services. If you have any questions concerning this proposal or work scope, please contact our office.

Wallace - Kuhl & Associates

A handwritten signature in blue ink that reads "Matthew S. Moyneur".

Matthew S. Moyneur
Senior Engineer

Attachments

- Geotechnical Engineering Services Agreement
- Schedule of Fees 2023P

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27,2023

Attachments: None

From: Tammy Busch, Asst. Superintendent of Business Services

Item Number: 19

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

SUBJECT:

Authorize Superintendent or Designee to award contract for Delta High School Boiler Replacement.

BACKGROUND:

On January 10, 2023, the Board approved a contract with Capital Engineering to provide mechanical engineering services to prepare plans and specifications for replacement of the boilers and air handlers in the large gymnasium at Delta High School. Plans and specifications are complete.

STUTAS:

An advertisement requesting bids was placed in the Sacramento Bee on June 9, 2023, and plans were posted in multiple plan rooms. A pre-bid conference and site walk is scheduled for June 15, 2023, and bids are due June 27, 2023. Since there is no Board meeting scheduled for July, to expedite the work, staff is requesting the Board authorize the Superintendent (or its designee) to award a contract to the lowest responsible bidder. The construction budget for this work is \$315,000. We believe it is appropriate to include a cushion in case the low bid comes in over budget and are requesting authority to award for up to 120% of the budget amount. The bid award will be submitted to the Board at a later date for ratification.

PRESENTER:

Tammy Busch, Assistant Superintendent of Business Services and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT: Marlin Jones, Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES: Measure K not to exceed \$ \$378,000.

RECOMMENDATION: Staff recommends:

1. The Board authorize the Superintendent or its designee to award a contract not to exceed \$378,000 for the Delta High School Gymnasium Boiler Replacement project to the lowest responsible bidder.
2. The Board authorize the Superintendent or its designee to approve additional miscellaneous expenditures for services and change orders that may be necessary to complete the project, subject to the approved Master Budget and existing Board policy.

Time allocated: 5 minutes

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Tammy Busch, Asst. Supt. of Business Services

Item Number: 20.

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

SUBJECT:

Request to Approve the Agreement for Legal Services with Burke, Williams & Sorensen, LLP for FY 2023-2024

BACKGROUND:

The District utilizes Burke, Williams, & Sorenson for a variety of legal matters. The Board President, Superintendent or designee are designated at the District's representatives in requesting legal services.

STATUS:

Exhibit A of the agreement lists the rates for 2023-24

PRESENTER:

Tammy Busch, Asst. Supt. of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT: N/A

COST AND FUNDING SOURCES:

General Fund

RECOMMENDATION:

That the Board approves the Burke, Williams, & Sorenson LLP Legal Services Agreement for 2023-24

Time allocated: 5 minutes

May 25, 2023

VIA ELECTRONIC MAIL ONLY:

Katherine Wright
Superintendent
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571-1651

Re: Agreement for Legal Services – 2023-2024
River Delta Unified School District
Burke, Williams & Sorensen, LLP

Dear Superintendent Wright:

We are pleased to represent River Delta Unified School District (“Client”) with respect to the matters described in this Agreement. The following sets forth the terms pursuant to which Burke, Williams & Sorensen, LLP (“Burke”) and Client agree that Burke will provide legal services to Client. The hallmark of any productive professional relationship is effective communication. We invite you to contact us at any time during or after our representation with regard to any questions you may have associated with our representation or the matters described herein.

1. CONDITIONS. The effective date of this Agreement will be July 1, 2023 through June 30, 2024. This Agreement shall remain in effect until terminated by either party in accordance with the terms contained herein or by mutual agreement of the parties.

2. SCOPE OF SERVICES. Client hires Burke to provide legal services as directed by the Superintendent, administrators, or the Governing Board with respect to its general labor, personnel, business, legal, educational and governance matters. No representation outside of the services set forth herein shall be provided by Burke to Client. No representation of any directors, officers, employees, or any other persons or entities affiliated with Client shall be provided unless such representation is expressly included in this Agreement. Client will provide those legal services reasonably required to represent Client. Burke will take reasonable steps to keep Client informed of progress and to respond to all inquiries of Client. Services in any matter not described herein will require a separate written request from Client.

3. CLIENT OBLIGATIONS. Client agrees to cooperate and be truthful with Burke, to keep Burke informed of any information or developments which may come to their attention, to abide by the terms of this Agreement, to pay Burke’s bills on time, and to keep Burke advised of their current address, telephone number, and all other contact information. Client will assist Burke

Katherine Wright
May 25, 2023
Page 2

in providing necessary information and documents, and will appear when necessary at legal proceedings.

4. CONFLICTS OF INTEREST. Before accepting representation of Client, Burke has undertaken reasonable and customary efforts to determine whether there are any potential conflicts of interest or adversity of positions between Client and any other person or entity that would bar Burke from representing Client in general or in any of the specific matters listed herein. Burke has reviewed this issue in accordance with the Rules of Professional Conduct adopted in California. Burke believes that those rules, rather than the rules of any other jurisdiction, are applicable to Client's representation. Client's execution and return of the enclosed copy of this Agreement represents an express agreement to the applicability of the Rules of Professional Conduct adopted in California to any and all representation arising under this Agreement.

5. LEGAL FEES AND BILLING PRACTICES. Client agrees to pay by the hour at Burke's prevailing rates for all time spent on Client's matter(s) by Burke's legal personnel. Current hourly rates for Burke's legal personnel are set forth in Attachment A to this Agreement.

Time will be billed in a minimum increment of one-tenth (.1) hour. The time charged will include the time Burke spends on telephone calls relating to Client's matter(s), including calls with Client, witnesses, opposing counsel, or court personnel. The legal personnel assigned to Client's matter(s) may confer among themselves about the matter(s), as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Likewise, if more than one of Burke's legal personnel attends a meeting, court hearing, or other necessary proceeding, each will charge for the time spent for doing so. Burke will charge for waiting time in court and elsewhere and for travel time, both local and out of town, except as otherwise agreed to by Client and Burke.

6. COSTS AND OTHER CHARGES.

(a) Costs and Expenses. Burke will incur various costs and expenses in performing legal services under this Agreement. In addition to Burke's hourly fees, Client agrees to pay for all costs, disbursements, and expenses associated with our legal representation of Client. These costs and expenses commonly include: service of process charges, filing fees, court and deposition reporters' fees, jury fees, notary fees, deposition costs, long distance telephone charges, messenger and other delivery fees, postage, photocopying and other reproduction costs, travel costs including parking, mileage, transportation, meals and hotel costs, investigation expenses, consultants' fees, expert witness, professional, mediator, arbitrator and/or special master fees, and other similar items. Except for the items listed below, all costs and expenses will be charged at Burke's cost.

In-office photocopying (per page):	\$.20
In-office color photocopying (per document):	\$1.00
Facsimile charges (per document):	\$1.00

Katherine Wright
May 25, 2023
Page 3

(b) Experts, Consultants, and Investigators. To aid in the preparation or presentation of Client's case, it may become necessary to hire expert witnesses, consultants, investigators, and outsourced support services. Client agrees to pay such fees and charges. Burke will select any expert witnesses, consultants, investigators, or support services to be hired only with the express consent of the Client, and Client will be informed of persons chosen and their charges.

Additionally, Client understands that if the matter proceeds to court action or arbitration, Client may be required to pay fees and/or costs to other parties in the action. Any such payment will be entirely the responsibility of Client.

7. BILLING STATEMENTS. Burke will send Client periodic statements for fees and costs incurred. Each statement will be payable within 30 days of its mailing date. Client may request a statement at intervals of less than 30 days. If Client so requests, Burke will provide one within 10 days. The statements shall include the amount, rate, basis of calculation, or other method of determination of the fees and costs, which costs will be clearly identified by item and amount.

8. DISCHARGE AND WITHDRAWAL. Client may discharge Burke at any time. Burke may withdraw with Client's consent or for good cause. Good cause includes Client's breach of this Agreement, refusal to cooperate or to follow Burke's advice on a material matter, or any fact or circumstance that would render Burke's continuing representation of Client unlawful or unethical. When Burke's services conclude, all unpaid charges will immediately become due and payable by Client. Additionally, Burke will, upon Client's request, deliver all Client files and property in Burke's possession, whether or not Client has paid for all services.

9. DOCUMENT RETENTION POLICY. Upon written request, Client is entitled to any files in Burke's possession relating to the legal services performed by Burke for Client, excluding Burke's internal accounting records and other documents not reasonably necessary to Client's representation, subject to Burke's right to make copies of any files withdrawn by Client. Once a matter is concluded, Burke will close the file, and Client will receive notice thereof. Client's physical files may be sent to storage offsite, and thereafter there may be an administrative cost for retrieving these materials from storage. Thus, it is recommended that Client request the return of a file at the conclusion of a matter. Under Burke's document retention policy, Burke normally destroys files five (5) years after a matter is closed, unless other arrangements are made with Client, or as otherwise required by law.

All Client-supplied materials and all attorney end product (referred to generally as "client material") are the property of Client. Attorney end product includes, for example, finalized contracts, pleadings, and trust documents. Attorney work product is the property of Burke. Attorney work product includes, for example, drafts, notes, internal memoranda and electronic files, and attorney representation and administration materials, including attorney-client correspondence and conflicts materials.

Katherine Wright
May 25, 2023
Page 4


After the close of a matter, Burke will notify Client of any client materials that remain in Burke's possession. Client will be invited to retrieve these materials within 45 days of notice, or Client may direct Burke to forward the materials to Client, at Client's expense.

After the 45-day period, Burke will, consistent with all applicable rules of professional conduct, use its discretion as to the retention or destruction of all attorney work product and any client materials that remain in Burke's possession.

10. TECHNOLOGY. At its discretion, unless otherwise stated, Burke will employ technology to facilitate electronic discovery. This may include scanning of paper documents, culling of documents, converting electronically stored information into a format suitable for review, the usage of electronic review software, etc. Applicable associated costs, including electronic storage and transfer costs, may be billed to Client, if not already part of Burke's overhead.

11. DISCLAIMER OF GUARANTEE AND ESTIMATES. Nothing in this Agreement, and nothing in Burke's statements to Client, will be construed as a promise or guarantee regarding the outcome of the matter. Burke makes no such promises or guarantees. Burke's comments about the outcome of the matter are expressions of opinion only. Any estimate of fees given by Burke shall not be a guarantee. Actual fees may vary from estimates given.

12. MEDIATION/ARBITRATION; WAIVER OF JURY TRIAL. If a dispute arises out of or relating to any aspect of this Agreement between Client and Burke, or the breach thereof, and if the dispute cannot be settled through negotiation, Burke and Client agree to discuss in good faith the use of mediation before resorting to arbitration, litigation, or any other dispute resolution procedure. Nothing herein shall limit or otherwise affect your right under Sections 6200-6206 of the California Business and Professions Code to request arbitration of any fee dispute by an independent, impartial arbitrator or panel of arbitrators through a bar association program created solely to resolve fee disputes between lawyers and clients. However, should discussions, mediation or the non-binding arbitration provided through a local bar association program not resolve the dispute, the dispute shall be determined by binding arbitration before the American Arbitration Association under its then prevailing commercial arbitration rules, except that discovery may be taken in that arbitration pursuant to the California Code of Civil Procedure. The claims or controversies subject to this provision shall include, without limitation, any claim of professional negligence or malpractice. The arbitration shall be held in San Jose, California, unless we mutually select another venue, and judgment may be entered upon the arbitrator's award by any court having jurisdiction. Should you refuse or neglect to appear or participate in the arbitration proceedings, the arbitrator is empowered to decide the claim or controversy in accordance with the evidence presented. You should realize that by accepting the arbitration provision, YOU WILL WAIVE YOUR RIGHT TO A JURY TRIAL AND THE RIGHT, EXCEPT UNDER LIMITED CIRCUMSTANCES, TO APPEAL THE ARBITRATOR'S DECISION.

_____(Client Initial Here)  (Burke Initial Here)

Katherine Wright
May 25, 2023
Page 5

13. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties. No other agreements, statements, or promises made on or before the effective date of this Agreement, will be binding on the parties.

14. SEVERABILITY IN EVENT OF PARTIAL INVALIDITY. If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and remain in effect.

15. MODIFICATION BY SUBSEQUENT AGREEMENT. This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both of them, or an oral agreement only to the extent that the parties carry it out.

16. EFFECTIVE DATE. This Agreement will govern all legal services performed by Burke on behalf of Client commencing with the date Burke first performed legal services. The date at the beginning of this Agreement is for reference only. Even if this Agreement does not take effect, Client will be obligated to pay Burke the reasonable value of any services Burke may have performed for Client.

THE PARTIES HAVE READ AND UNDERSTAND THE FOREGOING TERMS, AND AGREE TO THEM AS OF THE DATE BURKE FIRST PROVIDED LEGAL SERVICES. IF MORE THAN ONE CLIENT SIGNS BELOW, EACH AGREES TO BE LIABLE, JOINTLY AND SEVERALLY, FOR ALL OBLIGATIONS UNDER THIS AGREEMENT. CLIENT SHALL RECEIVE A FULLY-EXECUTED DUPLICATE OF THIS AGREEMENT.

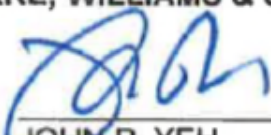
DATED: _____, 2023

RIVER DELTA UNIFIED SCHOOL DISTRICT

By: _____
KATHERINE WRIGHT
SUPERINTENDENT

DATED: May 25, 2023

BURKE, WILLIAMS & SORENSEN, LLP

By:  _____
JOHN R. YEH

Katherine Wright
May 25, 2023
Page 6

ATTACHMENT A

Rates for Attorneys and other timekeepers through June 30, 2024:

Shareholders:

John R. Yeh	\$310 / hour
Associate Attorneys	\$275 / hour

**LEASE AGREEMENT
TO USE SCHOOL FACILITIES
FOR YMCA CHILD CARE PROGRAM –
COURTLAND SITE**

This Lease Agreement, dated as of July 1, 2023 (the “Lease”), is by and between the River Delta Unified School District, a school district duly organized and validly existing under and pursuant to the Constitution and laws of the State of California (the “District”), as lessor, and the Young Men’s Christian Association of the East Bay, dba YMCA of the East Bay, a nonprofit public benefit corporation duly organized and validly existing under and by virtue of the laws of the State of California (the “Lessee”), as lessee.

RECITALS

WHEREAS, the District and the Lessee previously entered into a License Agreement to Use School Facilities YMCA Child Care Program – Courtland Site dated March 31, 1999 (the “Initial Lease”) for the installation of a portable building by the Lessee located on the Bates Elementary School site in Courtland, California (the “School”), and operation of a child care program (the “Child Care Program”) by Lessee in such portable building;

WHEREAS, the District and the Lessee renewed the Initial Lease dated March 15, 2005 (the “Renewal Lease”), including to provide for the installation of a second portable building at the School and to increase the monthly rent for each portable building;

WHEREAS, the predecessor to Lessee merged with, and assigned all of its assets, leases, contract, and liabilities to, Young Men’s Christian Association of the Central Bay Area;

WHEREAS, the merged entity maintained the name Young Men’s Christian Association of the East Bay, dba YMCA of the East Bay;

WHEREAS, by way of Assignment and Assumption of Lease and Landlord’s Consent dated as of June 23, 2017, the District consented to the assignment and assumption of the Renewal Lease by Lessee; and

WHEREAS, the District and Lessee desire to continue their relationship by entering into this Lease.

WITNESSETH

NOW, THEREFORE, IT IS AGREED by and between the parties hereto as follows:

Section 1. Lease. The District hereby leases to Lessee, and Lessee hereby leases from the District, on the terms and conditions hereinafter set forth, that portion of the real property located at the School in the County of Sacramento, State of California, described in Exhibit A attached hereto and made a part hereof, and the improvements affixed thereto, namely the two portable buildings, six storage facilities, four shade structures, and two playgrounds. (the “Site”).

Section 2. Use of Site. District grants Lessee the continued used of the Site, including use of two portable buildings, six storage facilities, four shade structures, and two playgrounds previously installed for operation of the Child Care Program by Lessee. Lessee has authority to make improvements regarding portables. Lessee shall not make any alterations, additions, or improvements on or to the Exterior of the Site without the prior written consent of the District. District consent is defined by Assistant Superintendent of Business Services or Superintendent of the District. The cost of any authorized alterations and/or improvements shall be borne by Lessee.

Section 3. Purpose; Limitations on Use. Lessee shall use the Site solely for the Child Care Program and for no other purpose, unless authorized in writing by the District.

Section 4. Term. The terms of this Lease shall commence as of the date of this Lease set forth in the introductory paragraph above for a period of five (5) years (the "Term") with the option of two - five (5) year renewals agreeable to both parties, unless sooner terminated as set forth herein.

Section 5. Representations, Covenants, and Warranties of the District. To the best of its knowledge, the District represents, covenants, and warrants to Lessee that:

- A. The District has good and merchantable fee title to the Site and has authority to enter into and perform its obligations under this Lease;
- B. There are no liens on the Site other than Permitted Encumbrances (as defined herein);
- C. All taxes, assessments or impositions of any kind with respect to the Site, if applicable, except current taxes, have been paid in full;
- D. The District is in compliance with all laws, regulations, ordinances and orders of public authorities applicable to the Site;
- E. There is no litigation of any kind currently pending or threatened regarding the Site or the District's use of the Site for the purposes contemplated by this Lease;
- F. To the best of the District's knowledge, after actual inquiry:

(1) no dangerous, toxic or hazardous pollutants, contaminants, chemicals, waste, materials or substances, as defined in or governed by the provisions of any State or Federal Law relating thereto (hereinafter collectively called "Environmental Regulations"), and also including, but not limited to, urea-formaldehyde, polychlorinated biphenyls, asbestos, asbestos containing materials, nuclear fuel or waste, radioactive materials, explosives, carcinogens and petroleum products, or any other waste, material, substance, pollutant or contaminant which would subject the District or the Lessee to any damages, penalties or liabilities under any applicable Environmental Regulation (hereinafter collectively called "Hazardous Substances"), are now or have been stored, located, generated, produced, processed, treated, transported, incorporated, discharged, emitted, released, deposited or disposed of in, upon, under, over or from the Site

(2) no threat exists of a discharge, release or emission of a Hazardous Substance upon or from the Site into the environment;

(3) no person, party or private or governmental agency or entity has given any notice of or asserted any claim, cause of action, penalty, cost or demand for payment or compensation, whether or not involving any injury or threatened injury to human health, the environment or natural resources, resulting or allegedly resulting from any activity or event described in (1) above;

(4) there are not now any actions, suits, proceedings or damage settlements relating in any way to Hazardous Substances, in, upon, under over or from the Site; and

(5) the Site is not subject to any lien or claim for lien or threat of a lien in favor of any governmental entity or agency as a result of any release or threatened release-of any Hazardous Substance; and

G. The term "Permitted Encumbrances" as used herein shall mean, as of any particular time:

(1) liens for general *ad valorem* taxes and assessments, if any, not then delinquent;

(2) this Lease; any right or claim of any mechanic, laborer, materialman, supplier, or vendor, if applicable, not filed or perfected in the manner prescribed by law; easements, rights of way, mineral rights, drilling rights, and other rights, reservations, covenants, conditions, or restrictions which exist of record as of the date of this Lease and which will not materially impair the use of the Site; and

(3) easements, rights of way, mineral rights, drilling rights and other rights, reservations, covenants, conditions, or restrictions established following the date of recordation of this Lease and to which Lessee and the District consent in writing which will not impair or impede the operation of the Site.

Section 6. Representations and Warranties of Lessee. Lessee represents and warrants to the District that:

A. Lessee is duly organized, validly existing and in good standing under the laws of the State of California, with full power and authority to lease and own real and personal property;

B. Lessee has full power, authority and legal right to enter into and perform its obligations under this Lease, and the execution, delivery and performance of this Lease has been duly authorized by all necessary corporate actions on the part of Lessee and does not require any further approvals or consents;

C. Execution, delivery and performance of this Lease does not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which the Lessee is a party or by which it or its property is bound; and

D. There is no pending or, to the best knowledge of Lessee, threatened action or proceeding before any court or administrative agency which will materially adversely affect the ability of Lessee to perform its obligations under this Lease.

Section 7. Rental. In consideration of the use of the Site, Lessee shall pay the District \$400 per month per portable building and \$400 per month for other facilities and structures currently identified. (i.e., \$400 x 12 months x 3), due on the first of each month. This fee will be for the five (5) year term. Upon renewal the lease will increase on a yearly basis based on the local area Consumer Price Index (CPI) effect July 1 of each year.

Section 8. Custodial Services, Maintenance, and Utilities. Lessee shall provide all custodial services and routine maintenance for the building and grounds of the Site. All utilities to the site shall be on separate meters and Lessee shall pay for all electric and gas utilities used by Lessee during the term of this Lease. The District shall provide water and sewer services.

Section 9. Program Operation/Participation, Admission and Non-Discrimination. Priority for enrollment in the Child Care Program shall be given to children residing within the District. The YMCA will promote and educate families to enroll in the district's TK program.

Admission to the Child Care program shall be determined by the Lessee Director or his/her designee in accordance with any applicable state and/or federal program guidelines.

Lessee shall operate the program in accordance with all applicable Federal/State/local laws, administrative regulations, executive orders and conditions of funding including, but not limited to, laws prohibiting discrimination based on age, disability sex, race, color, creed, national origin and marital status. Notwithstanding any other provisions of this agreement to the contrary, Lessee's failure to comply with all applicable laws constitutes grounds for the termination of this Lease by the District upon five (5) days' written notice to Lessee.

Section 10. Compliance with Board Policies. During the term of this Lease, Lessee shall comply with all District policies, including, but not limited to, District Board Policy No. 3513.3 originally adopted November 8, 2016 and No. 3513.4 originally adopted on January 9, 2018. Policy No. 3513.3 prohibits the use of tobacco products at all times on District property and in District vehicles. Policy No. 3513.4 prohibits the possession or use of alcohol, drugs or related paraphernalia as defined in the policy on school property.

Lessee shall not permit its employees, volunteers, parents of children enrolled in the Child Care Program, visitors and/or other persons who may come on District property in connection with Lessee's operation of the Child Care Program to use tobacco products, alcohol, drugs, or related paraphernalia while on District property.

Lessee acknowledges that failure to comply with the District's drug and alcohol policies could subject the District to financial penalties under State and Federal law.

Lessee further acknowledges that its failure to comply with the provisions of this paragraph constitutes a material breach of this Lease and grounds to terminate this Lease by the District upon five (5) days' written notice to Lessee.

Section 11. Abandonment of Site. Lessee shall not vacate or abandon the Site at any time during the term of this Lease, and if Lessee abandons or vacates the Site or is dispossessed by process of law or otherwise, any personal property belonging to Lessee shall be deemed abandoned at the option of the District. Upon abandonment of the Site, Lessee shall remain responsible for rental payments due to the date of termination of this Lease, with credit for any personal property that the District may be able to sell.

Section 12. Removal of Portable Buildings and Improvements. Within sixty (60) days after this Lease is terminated, Lessee, at its sole cost and expense, shall remove the portable buildings, six storage facilities, four shade structures, two playgrounds and surrounding cement and restore the Site to its original condition. If Lessee fails to remove the portable buildings within the time specified, the District shall have the right to remove the portable buildings, six storage facilities, four shade structures and two playgrounds and restore Site to its original condition at Lessee's cost. The District shall have the option to take ownership of all structures on the Site if the District so chooses.

Section 13. Termination. This Lease may be terminated as set forth herein at Section 9 (Program Operation/Participation, Admission and Non-Discrimination) and Section 10 (Compliance with Board Policies). This Lease may further be terminated prior to expiration for any reason upon giving the other party written notice of a one year which will start with the fiscal year of July 1 and be terminated by June 30.

Section 14. Insurance. Lessee shall maintain such insurance as will protect it from claims under Workmen's Compensation Acts, and public liability insurance in an amount not less than \$1,000,000 for injuries, including wrongful death, to any one person, and subject to the same limit for each person, in an amount not less than \$1,000,000 on account of one accident, and property damage insurance in an amount not less than \$250,000 whether such operations be by Lessee or by any officers, agents or employee of Lessee. Lessee shall include the District as an additional name insured on the public liability insurance policy. Certificates of such insurance shall be filed with the District and shall be subject to the approval of the District's legal counsel.

Section 15. Quiet Enjoyment. The District covenants and agrees that it will not take any action to prevent Lessee's quiet enjoyment of the Site during the term hereof; and that in the event the District's fee title to the site is ever challenged so as to interfere with Lessee's right to occupy, use and enjoy the Site, the District will use all governmental powers at its disposal, including the power of eminent domain, to obtain unencumbered fee title to the Site and to defend Lessee's right to occupy, use, and enjoy the site. The District however, retains the right, throughout this Lease to use the School for District purposes.

Section 16. No Liens. The District shall not mortgage, sell, assign, transfer or convey the Site or any part thereof to any person during the term of this Lease, without the written consent of Lessee. Nothing herein shall preclude the District from granting utility easements across the Site to facilitate the use and operation of the portable buildings for operation of the Child Care Program.

Section 17. Right of Entry. The District reserves the right for any of its duly authorized representatives to enter upon the Site at any reasonable time to inspect the same or to make any

repairs, improvements or changes necessary for the preservation thereof, but in doing so shall not interfere with Lessee's operations on the Site.

Section 18. Indemnification. Lessee agrees to indemnify, defend, and hold harmless the District, its officers, board members, employees, and agents against any and all loss, claim, liability, damage, cost, and expense, including, but not limited to, costs of suit and reasonable attorneys' fees arising out of, connected with, or in any way related to Lessee's use, occupation, or enjoyment of the Site, whether the same be caused in whole or in part by any act or omission of the District, its officers, agents and employees.

Section 19. Default and Remedies. In the event Lessee shall be in default in the performance of any obligation on its part to be performed under this Lease, which default continues for thirty (30) days following notice and demand for correction thereof to Lessee, the District may exercise any and all remedies granted by law or equity.

Section 20. No Waste. Lessee agrees that at all times that it is in possession of the Site, it will not commit or permit waste on the Site, and it will not willingly or knowingly use or permit use of the Site for any illegal act or purpose.

Section 21. Amendments and Modifications. This Lease shall not be effectively amended, changed, modified, altered or terminated without the written agreement of the District and Lessee.

Section 22. Assignment Prohibited. This assignment may not be assigned in whole or in part without the express written consent of the District.

Section 23. Laws, Venue and Attorneys' Fees. The terms and provisions of this Lease shall be construed in accordance with the laws of the State of California. If any action is brought in a court of law to enforce any term of this Lease, the action shall be brought in a state court situated in the County of Sacramento, State of California, unless a court finds jurisdiction or venue is only proper in a federal court, or a court outside this County. In the event of any such litigation between the parties, the prevailing party shall be entitled to recover all reasonable costs incurred, including reasonable attorneys' fees, as determined by the courts or arbitrator(s).

Section 24. Entire Agreement. This Lease represents the entire integrated agreement between the District and Lessee, and supersedes all prior negotiations, representations, or agreements, either written or oral.

Section 25. Headings. The captions or headings in this Lease Agreement are for convenience only and in no way define, limit, or describe the scope or intent of any provisions or sections of this Lease.

Section 26. Notices. All notices, statements, demands, consents, approvals, authorizations, offers, designations, requests or other communications hereunder by either party to the other shall be in writing and shall be given by overnight mail, facsimile, e-mail or other electronic transmission, or by first-class mail, return receipt requested, postage prepaid, to the addresses listed below.

If to the District: River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571-1651
Attention: Assistant Superintendent of Business Services

If to Lessee: YMCA of the East Bay
[ADDRESS]
Attention: _____

Section 27. Execution in Counterparts. This Lease may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

[Signature Page Follows]

IN WITNESS WHEREOF, the District and Lessee have caused this Lease to be executed by their respective officers thereunto duly authorized.

DISTRICT:

RIVER DELTA UNIFIED SCHOOL DISTRICT, Lessor

By: _____
Tammy Busch, Assistant Superintendent of Business Services

LESSEE::

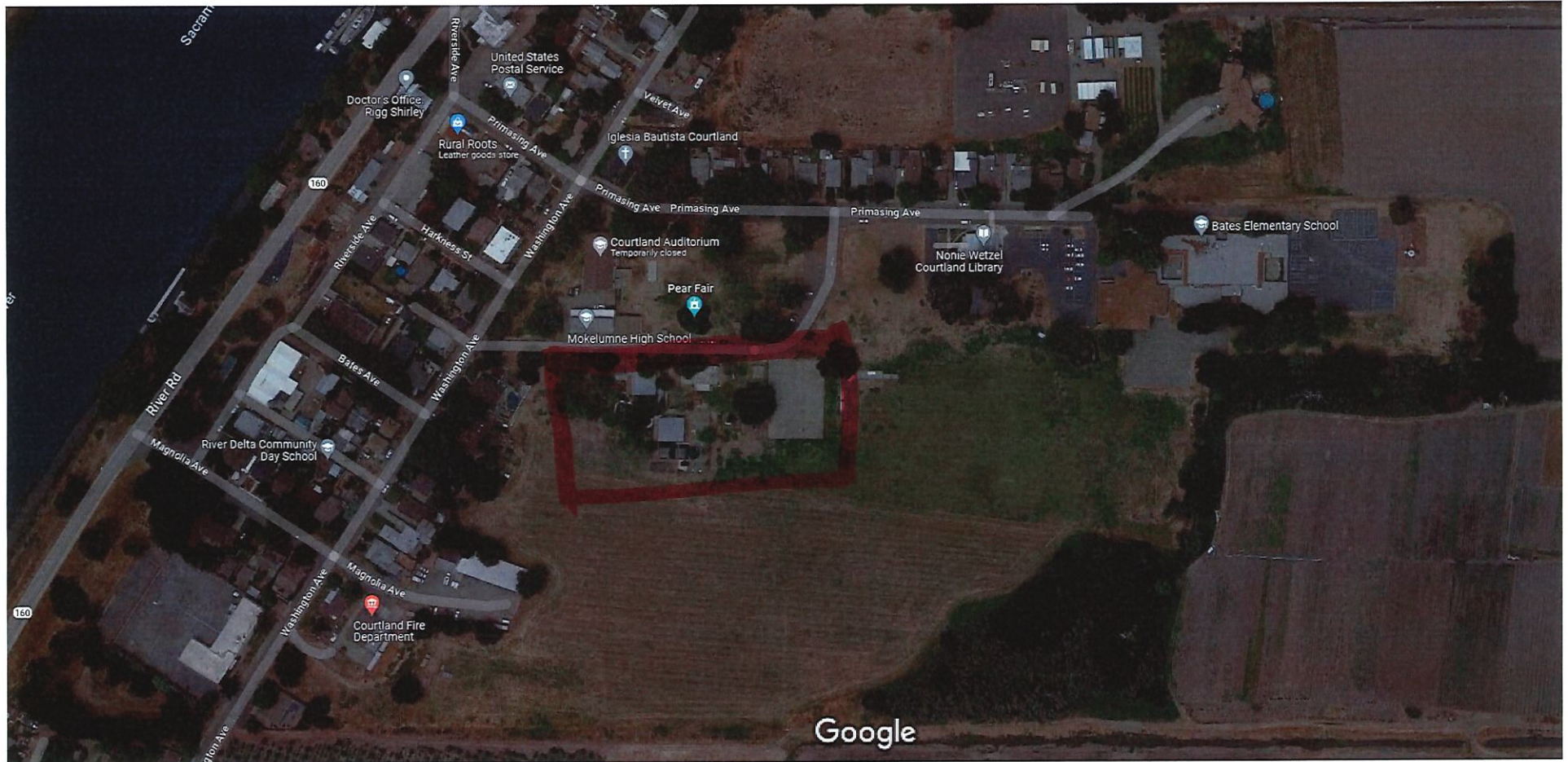
YOUNG MEN'S CHRISTIAN ASSOCIATION OF THE EAST BAY, dba YMCA of the East Bay, Lessee

By: _____
[Name, Title]

EXHIBIT A

THE SITE

The Site is located on Bates Elementary School, 180 Primasing Avenue, Courtland, California, as depicted in attached:



Imagery ©2023 Maxar Technologies, U.S. Geological Survey, USDA/FPAC/GEO, Map data ©2023 Google 100 ft

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Tammy Busch, Asst. Supt. of Business Services

Item Number: 22.

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

SUBJECT:

Request to Approve the District Office Front Parking Lot Improvements with Warren E Gomes Excavating, Inc., not to exceed \$60,000

BACKGROUND:

Currently, the District's front parking lot is not ADA compliant and is in need of repair from the winter storms and delivery trucks driving in and out. The parking lot is a safety concern as well. The work will remove all existing asphalt, the stairs coming up from the street, the cyclone fence and some of the sidewalk that leads to the ramp.

STATUS:

This work will be completed over the summer and the not to exceed cost is due to the possibility of rerouting water service that feeds the adjacent house and resetting the district meter.

PRESENTER:

Tammy Busch, Asst. Supt. of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Maintenance Funds

RECOMMENDATION:

Board Approve District Office Front Parking Lot Improvements with Warren E Gomes Excavating, Inc., not to exceed \$60,000.

Time allocated: 5 minutes

**Proposal for:
District Office Front Parking Lot Improvements**

Bid Date: 6/08/2023
Time: 12:00PM

from
WARREN E. GOMES EXCAVATING, INC.
P.O. BOX 369, RIO VISTA, CA 94571
(707) 374-2881
License: 279646 Type: A/HAZ



Quote Number: 23020

River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Item	Description	Quantity	Unit	Unit Price	Total Price
01	Demolition Asphalt parking lot. Concrete stairs (@ driveway). Fence. Concrete sidewalk (@ back entrance).	1.00	LS	7,180.0000	7,180.00
02	Finish Grade for Asphalt	3,720.00	SF	3.2500	12,090.00
03	Additional Aggregate Base Rock	25.00	TON	84.0000	2,100.00
04	Concrete Sidewalk	224.00	SF	22.6000	5,062.40
05	Pave 3" of Hot Mix Asphalt	3,720.00	SF	6.0500	22,506.00
06	Stripe Parking Lot	1.00	LS	2,185.0000	2,185.00
				Total:	51,123.40

Attachment Enclosed

WARREN E. GOMES EXCAVATING, INC.

Job Conditions - Attachment 'A'

District Office Front Parking Lot Improvements

Exclusions

- Engineering or construction staking.
- Inspection, permits, fees, bonds or testing.
- Relocation, removal or replacement of existing utilities.
- Repair or replacement of existing utilities that have not been identified by Owner prior to construction work and are damaged in the course of Contractor's work.
- Pot holing or finding any public or private utilities, including, but not limited to gas, phone, water or electricity.
- Removal or handling of hazardous, contaminated or buried materials.
- Winter maintenance, erosion control and other work required by a SWPP plan.
- Landscape and irrigation work.
- Fences and walls.
- Bollards.
- Prime oil, fog seal and soil sterilant.
- Overexcavation of unstable soils.
- Dewatering.
- As-built drawings.
- Water meters.

Qualifications

- Providing dust control only when WEG crews are physically working on the project.
- Prices may need to be revised to reflect any changes shown on the final approved plans.
- This a unit price proposal. Total amount due shall be based upon the unit price and actual quantities performed.
- Working five eight hour shifts per week.
- One move-in for each major phase of work.
- Additional work at cost plus 15% or at a mutually agreed upon price.
- Proposal is contingent upon execution of a mutually agreeable contract which would include the above conditions.
- Proposal valid for 30 days.

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 27, 2023

Attachments: X

From: Tammy Busch, Asst. Supt. of Business Services

Item Number: 23

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

SUBJECT:

Request to Authorize the Superintendent or Designee to Enter into Contract with Catalyst Kids to Facilitate Before and After School Programs

BACKGROUND:

The District currently receives funding for After School Education and Safety (ASES) and Expanded Learning Opportunities Program (ELOP) to provide before and after school programs. Another requirement to receive ELOP funding is to have 30 extra days of instruction.

STATUS:

The Assistant Superintendent of Educational Services and Business Services met with Catalyst Kids representatives to review the District's funding requirements and what the program would look like by using a third party. At Catalyst Kids offers inclusive programs that teach, inspire, and promote self-guided learning opportunities that let children shine. Catalyst Kids is committed to working closely with the District to meet all funding and staffing requirements.

PRESENTER:

Tammy Busch, Asst. Supt. of Business Services
Nancy Vielhauer, Asst. Supt. of Ed Services

OTHER PEOPLE WHO MIGHT BE PRESENT: N/A

COST AND FUNDING SOURCES:

\$866,472 ELOP
\$457,836 ASES

RECOMMENDATION:

That the Board Approve Superintendent or Designee to enter into a contract with Catalyst Kids for before and after school programs.

Time allocated: 5 minutes