

RINCON VALLEY UNION SCHOOL DISTRICT  
Regular Board Meeting, Board of Trustees  
District Office, 1000 Yulupa Avenue  
October 19, 2017  
(Rescheduled from October 10, 2017)

AGENDA

The Rincon Valley Union School District complies with ADA requirements and upon request, will attempt to reasonably accommodate individuals with disabilities by making meeting material available in appropriate alternative formats (pursuant to Government Code Section 54953.2). Anyone requiring reasonable accommodation to participate in the meeting should contact the Rincon Valley Union School District at 542-7375, 48 hours prior to the meeting.

1. **OPEN SESSION** 5:00 p.m.
2. **PUBLIC AND EMPLOYEE REQUEST TO ADDRESS THE BOARD ON CLOSED SESSION ITEMS**  
This time is reserved for citizens, employees, and representatives of school groups to address the Board on items that are on the closed session agenda. Persons addressing the Board are requested to state their names and whether or not they are a resident of the district. The Board President reserves the right to limit comments from the public as well as limit the total number of minutes used on any one topic.
3. **CLOSED SESSION: Items discussed in closed session are confidential in nature and may not be discussed by participants outside of this session. Any action taken by the Board during closed session shall be reported upon in open session.**
  - 3.1 **Conference with the Board's labor negotiator, Tony Roehrick, regarding Gov. Code 54957.6):**
    - Negotiations with Rincon Valley Union Teachers' Association (represented certificated employees)
    - Negotiations with California School Employees Association (CSEA) Chapter #284
  - 3.2 **Personnel issues, Gov. Code 54957**
  - 3.3 **Conference with Legal Counsel –Anticipated Litigation, Gov. Code 54956.9 -One potential case**

The purpose of this Board Meeting is to hear, discuss, or deliberate on matters that are on the approved agenda. This agenda has been carefully planned to reflect the goals and vision of our district. The agenda is available on line 72 hours before the Board Meeting and posted at each school site, as required by law

4. **OPEN SESSION: PLEDGE OF ALLEGIANCE,  
CALL TO ORDER AND ROLL CALL** 6:00 p.m.

5. **ANNOUNCEMENT OF CLOSED SESSION DECISIONS**

6. **AGENDA MODIFICATIONS/ADDITIONS**

7. **AGENDA AND CONSENT ITEM APPROVAL**  
(Consent Items a Board Member wishes to discuss will be moved to the Action Item section)

7.1 **Minutes of September 12, 2017 Regular Board Meeting**

7.2 **Williams Settlement Act**  
*Quarterly Uniform Complaint Report Summary, July 1 – September 30, 2017.*

7.3 **MOU Between Alliant International University, Inc. A California Benefit Corporation and Rincon Valley Union School District**  
*This is an agreement to place Interns who are or will be enrolled in the Teacher Credential Program, the MA/PPS: School Psychology Program or School Counseling Program through the California School of Education at Alliant International University and will be serving their Practicum or Internship in the District.*

7.4 **Agreement between Rincon Valley Union School District and 360 Degree Customer, Inc. for a Speech Therapist Professional Services**

7.5 **Agreement between Rincon Valley Union School District and 360 Degree Customer, Inc. for a Registered Nurse Professional Services**

7.6 **Approval of Purchase Orders**  
*These are purchase orders dated September 5, 2017 - October 1, 2017.*

7.7 **Approval of Warrants:**  
9/8/17 - 1588723 – 1588789  
9/15/17 - 1590260 – 1590356  
9/20/17 - 1591002 – 1591071  
9/27/17 - 1593263 – 1593318  
10/04/17 - 1594275 – 1594340

8. **ANNOUNCEMENTS AND CALENDAR**

October 21 Helping Hands Resource Fair  
9:00 a.m. – 12:00 noon, Matanzas

October 25 and 26 IBB Training, District Office  
8:00 a.m. – 3:00 p.m.

October 24, 26, 27	RVCS Student Led Conferences
October 27 - 28	RVCS Bandwagon Music Festival-Analy
October 31	Halloween Festivities
November 2	Agenda Setting, 8:00 a.m., District Office Site Visits – 9:00 a.m. – 12 noon End of 1 <sup>st</sup> Trimester
November 3	Teacher Workday /Non-student day
November 10	Veterans Day Holiday
November 13	Rincon Valley Education Foundation Meeting 7:00 p.m., District Office
November 14	Regular Board Meeting District Office, 6:00 p.m.

**9. PUBLIC AND EMPLOYEE REQUEST TO ADDRESS THE BOARD**

This time is reserved for citizens, employees, and representatives of school groups to address the Board on items that are not on the agenda. By law, the Board cannot take action upon or discuss items that are not on the approved agenda, but welcomes your comments. Persons addressing the Board are requested to state their names and whether or not they are a resident of the district. The Board President reserves the right to limit comments from the public as well as limit the total number of minutes used on any one topic.

If you wish to address the Board on any item on the agenda, please make your request at the time the item is being discussed. Persons wanting to address the Board will be recognized and requested to state their name and whether or not they are a resident of the district. The Board President will also reserve the right to limit comments as well as limit the total number of minutes used on any agenda item.

**10. SUPERINTENDENT’S COMMENTS, LEGISLATIVE UPDATE, CORRESPONDENCE**

**11. INFORMATION**

**Program Reports**

**11.1 School Closure and Fire Update**

*Dr. Roehrick will report on school closures and fire update.*

--Dr. Tony Roehrick

## **11.2 Transportation Report**

*Dr. Pandolfo will introduce Mrs. Sandi Pettey, Transportation Supervisor, who will report on the District's transportation services.*

--Dr. Joe Pandolfo/Mrs. Sandi Pettey

## **11.3 Rincon Valley Education Foundation Report**

*Mrs. Katie Ruppe, Director, will report on the Rincon Valley Education Foundation goals for 2017-18.*

--Mrs. Katie Ruppe

## **Instruction**

### **11.4 Curriculum and Instruction Update**

*Dr. Metzger will report on the following:*

- a. Middle School Programs*

--Dr. Terry Metzger

### **11.5 Student Services Update**

*Mrs. Myhers will give an update on the following:*

- a. Rincon Valley Partnership*
- b. Parent University*

--Mrs. Cathy Myhers

## **Fiscal**

### **11.6 Bond Rating Agency Reports- Moody's and S & P Global**

*Board of Trustees will review the bond rating report from Moody's and S & P Global.*

--Dr. Joe Pandolfo

## **Human Resources**

### **11.7 Highly Qualified Teachers**

*Dr. Roehrick will report on the following:*

- a. Teacher Evaluation System*
- b. Personnel*

--Dr. Tony Roehrick

### **11.8 Strategic Plan Update for Operations Departments**

*Board of Trustees will review and discuss the strategic plans to support the District Operations Departments' purpose statements.*

--Dr. Joe Pandolfo



## **Governance**

### **11.9 Progress on 2016-17 Single Plan for Student Achievement Goals and 2017-18 Goals**

*Dr. Roehrick will report on the progress made toward meeting the 2016-17 Single Plan for Student Achievement goals*

--Dr. Tony Roehrick

### **11.10 Rincon Valley Charter School Renewal – Application Review**

*Board of Trustees will review the application to be submitted for the Rincon Valley Charter School renewal.*

--Dr. Tony Roehrick

### **11.11 Rincon Valley Union Teachers' Association Initial "Sunshine" Collective Bargaining Agreement Proposal with the Rincon Valley Union School District 2017-2018**

*Board of Trustees will receive any public comments regarding RVUTA's "Sunshine" proposal with RVUSD for 2017-2018.*

--Dr. Tony Roehrick

### **11.12 Rincon Valley Union School District's Initial "Sunshine" Collective Bargaining Agreement Proposal with the Rincon Valley Union Teachers' Association 2017-2018**

*Board of Trustees will receive any public comments regarding RVUSD's "Sunshine" proposal with RVUTA for 2017-2018.*

--Dr. Tony Roehrick

## **12. ACTION**

### **Fiscal**

### **12.1 Resolution #10-17-07, Declaring an Emergency Under Public Contract Code Section 22035 and 22050**

*Board of Trustees will consider approving Resolution #10-17-07, Declaring an Emergency Under Public Contract Code Section 22035 and 22050 for the Rincon Valley Union School District.*

--Dr. Tony Roehrick

### **12.2 Prequalification resolutions for Prime Contractors and Mechanical, Electrical and Plumbing Contractors (MEPs)**

*Board of Trustees will consider approving the following prequalification resolutions:*

*12.2a Resolution #10-17-05, Prime Contractors*

*12.2b Resolution #10-17-06, Mechanical, Electrical and Plumbing Contractors*

--Dr. Joe Pandolfo

## **Human Resources**

### **12.3 Certificated Job Description – Home Study Coordinator**

*Board of Trustees will consider approving a certificated job description for the position of Home Study Coordinator.*

--Dr. Tony Roehrick

### **12.4 Certificated Salary Schedule – Home Study Coordinator**

*Board of Trustees will consider approving the certificated salary schedule for the position of Home Study Coordinator.*

--Dr. Tony Roehrick

## **13. PERSONNEL**

### **13.1 Certificated Management – Leave of Absence Request**

- Kelly Lister, Principal, Binkley, effective January 8 – March 16, 2018

### **13.2 Certificated – Leave of Absence Request**

- Larkin O’Leary, Teacher, RVCS – Sequoia, effective November 3, 2017 – June 1, 2018
- Lea Yap, Teacher, Binkley, January 16 – March 16, 2018
- Chris Lister, Teacher, RVCS – Sequoia, effective April 30 – June 1, 2018

### **13.3 Classified – New Hires**

- Roseanne Doyle, Day Care Assistant, Village, effective September 13, 2017
- Josephine Hoover, Day Care Assistant, Madrone, effective September 14, 2017
- John O’Neill, Noon Duty I, Austin Creek, effective September 18, 2017
- Maggie Ng, Instructional Assistant, Austin Creek, effective September 19, 2017
- Alapaki Peniata, Campus Supervisor, RVCS – Sequoia, effective September 25, 2017
- Araceli Arroyo, Noon Duty I, Whited, effective October 3, 2017
- Maithe Carrillo, Day Care Assistant, Madrone, effective October 5, 2017
- Elaine Enos, Day Care Assistant, Sequoia, effective October 5, 2017
- Abbey Rodgers, Sp. Ed. Instr. Assistant II, District, effective October 5, 2017
- Stephanie Kiernan, Noon Duty I, Whited, effective October 6, 2017

### **13.4 Classified – Resignations**

- Jaime Pimental, Student Services Office Manager, District Office, effective September 29, 2017
- Ed Hootstein, Sp. Ed. Inst. Assistant II, Sequoia, effective October 13, 2017
- Kelsey Poore, Bus Driver, District, effective October 13, 2017

## **14. CSEA / RVUTA COMMENTS**

**15. BOARD OF TRUSTEE COMMENTS/COMMITTEE REPORTS/REQUESTS FOR INFORMATION**

15.1 Board/Superintendent Site Visits

**16. FUTURE AGENDA ITEMS**

- Annual Accounting Developer Fees -Resolution
- Professional Development Update
- Approval of Single School Plans
- CAASP Follow-up
- GATE Identification
- ELA/Math
- RVCS Renewal
- Facility Plan 2018
- School-Connected Organization Authorizations
- Board Policies

**17. ADJOURN**

RINCON VALLEY UNION SCHOOL DISTRICT  
Regular Board Meeting, Board of Trustees  
1687 Yulupa Avenue, Santa Rosa  
September 12, 2017

MINUTES

Present: Mrs. Carol Lynn Wood  
Mrs. Cynthia Evers  
Mr. Chris Rafanelli  
Mr. Mike Cook  
Mr. Jeff Gospe

Administrators: Dr. Tony Roehrick, Superintendent  
Dr. Joe Pandolfo, Deputy Superintendent of Business  
Dr. Terry Metzger, Assistant Superintendent of Curriculum  
Mrs. Cathy Myhers. Assistant Superintendent of Student Services

Others: Interested Staff and Community Members

**1. OPEN SESSION** 5:00 p.m.

**2. PUBLIC AND EMPLOYEE REQUEST TO ADDRESS THE BOARD ON CLOSED SESSION ITEMS**

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**3. CLOSED SESSION:**

Mrs. Evers moved and Mr. Cook seconded to recess to closed session to discuss the following: Unanimous.

**3.1 Conference with the Board's labor negotiator, Tony Roehrick, regarding Gov. Code 54957.6:**

3.1 a Negotiations with Rincon Valley Union Teachers' Association (represented certificated employees)

3.1 b Negotiations with California School Employees Association (CSEA)  
Chapter #284

**3.2 Personnel Issues. Gov. Code 54957.6**

**3.3 Public Employee Performance Evaluation Gov. Code 54957  
-Superintendent**

**4. OPEN SESSION: PLEDGE OF ALLEGIANCE,  
CALL TO ORDER AND ROLL CALL**

Mrs. Evers moved and Mr. Rafanelli seconded to adjourn closed session and return to open session at 6:06 p.m.: Unanimous.

**5. ANNOUNCEMENT OF CLOSED SESSION DECISIONS**

Mrs. Wood announced that no action was taken in closed session.

**6. PUBLIC HEARING**

**Assurance of Pupil Textbooks and Instructional Materials  
Williams Settlement Legislation 2017-2018**

Dr. Roehrick explained that under the William's Act Settlement, Governing Boards are required to annually certify that all students have access to core Board adopted instructional materials before the eighth week of school. The district ensures each student has been issued Board adopted core instructional materials through a process to have every teacher complete a form verifying that they have the materials needed for each of their students.

Mrs. Wood opened the public hearing for comments at 6:12 p.m. There were no comments or questions so the public hearing was closed at 6:13 p.m.

**7. AGENDA MODIFICATIONS/ADDITIONS\**

Mrs. Wood requested to amend the August 8 closed session minutes to reflect the correct Trustee who made a motion to open and close closed session from Mr. Gospe to Mr. Cook.

**8. AGENDA AND CONSENT ITEM APPROVAL**

Mrs. Evers moved and Mr. Rafanelli seconded to approve the agenda and following consent items as amended: Unanimous.

**8.1 Minutes of August 8, 2017 Regular Board Meeting  
Minutes of August 10, 2017 Special Board Study Session  
Minutes of August 15, 2017 Special Board Meeting-Closed Session**

**8.2 Schools of Hope Sonoma County Tutoring Program Memorandum of Understanding**

*Agreement for Services between Rincon Valley Union School District and United Way of the Wine County for the 2017-2018 academic year.*

**8.3 Approval of District Organizational Chart 2017-18**

#### **8.4 Board Policy Updates – CSBA July 2017**

*The Board will approve the CSBA July 2017 Board Policy updates as follows:*

##### **Adopt Revisions:**

BP/AR 0000, Vision  
BP 0100, Philosophy  
E 0420.41, Charter School Oversight  
BP 2140, Evaluation of the Superintendent  
AR 4112.2, Certification  
AR 4112.61/4212.61/4312.61, Employment References  
BP E 6161.1, Selection and Evaluation of Instructional Materials  
BB 9121, President  
BB 9220, Governing Board Elections  
BB 9230, Orientation  
BB 9400, Board Self-Evaluation

##### **Adopt New**

BP 7212, Mello-Roos Districts

##### **Delete**

AR 0000, Vision  
BP 4112.61/4212.61/4312.61, Employment References

#### **8.5 Approval of Purchase Orders**

*This represents purchase orders dated August 1, 2017 – September 4, 2017.*

#### **8.6 Approval of Warrants:**

8/9/17	-	1582472 – 1582536
8/16/17	-	1583551 – 1583604
8/23/17	-	1584961 – 1584981
8/30/17	-	1586895 – 1586956

### **9. ANNOUNCEMENTS AND CALENDAR**

Mrs. Wood announced the following calendared items:

September 22	Buyback Day #2
September 25-Oct. 6	Fall Conferences
September 28	Agenda Setting 8:00 a.m. – Superintendent's office School Site Visits 9:00 – 12:00
October 5	Binkley Dedication Ceremony 5:00 – 7:00 p.m.

October 9	Rincon Valley Education Foundation 7:00 – 8:00 p.m., District Office
October 10	Regular Board Meeting 6:00 p.m., District Office
October 11	Madrone Dedication Ceremony 5:00 – 7:00 p.m.

**10. PUBLIC AND EMPLOYEE REQUEST TO ADDRESS THE BOARD**

**Name:** Lisa Brown, resident  
**Topic:** Classroom Air-conditioning promised for 2017--What is the district's plan for installing air-conditioning in the classrooms? Is the lack of air-conditioning a violation of the William's Act?

**11. SUPERINTENDENT'S COMMENTS, LEGISLATIVE UPDATE, CORRESPONDENCE**

Dr. Roehrick commented on the following:

- Refuse RFP: In collaboration with legal counsel, Dr. Pandolfo has developed a Request for Proposals for refuse services to begin January 1, 2018. This is in response to a new vendor taking over refuse service for Santa Rosa. School districts were not included as a service entity in the City's new contract. Dr. Pandolfo is working with other Santa Rosa area districts to hopefully result in reduced costs. We have enjoyed this service at no cost. We projected the cost based on current rates to be about \$60,000 per year. Based on the City's new contract, costs will very likely far exceed that projection.
- RVCS: Our renewal committee has sent the 1<sup>st</sup> draft of the renewal application to our attorney for her initial review. We will provide the Governing Board an opportunity to review the renewal application at our October meeting and then schedule for approval at our November meeting. In addition, we are using a web-based application process this year through SchoolMint. We have moved the application window up to October 23 – December 1.
- Classroom Air-conditioning: As reported at previous board meetings during construction updates, the Board approved staff to accelerate the installation of HVAC at all sites instead of waiting until the site's construction timeline. The district engaged the architect to begin the process for DSA approval, which takes 4-6 months. Due to complicated delays in this process, the goal of installing air-conditioning this past summer was not met. The district is on track for installation to take place summer of 2018.

## **12. AWARDS**

### **12.1 Classified Employee of the Month**

Mr. Cook moved and Mr. Rafanelli seconded to approve the Resolution for Rodolfo Castro, Classified Employee of the Month of September, 2017: Unanimous.

Mr. Cook read the resolution. Mr. Herfurth, Binkley principal, read his letter commending Rodolfo for his outstanding work ethic. As Madrone custodian, he keeps the school looking nice and is willing to help with anything that is needed. The staff, students, and parents appreciate Rodolfo's hard work, especially this summer when 10 teachers moved to new classrooms and Rodolfo was able to move tons of furniture, clean every classroom, and work around construction workers to make sure teachers and students returned to rooms that were ready for instruction.

### **12.2 Certificated Employee of the Month**

Mr. Rafanelli moved and Mr. Cook seconded to approve the Resolution for Danya Dranow, Certificated Employee of the Month of September, 2017.

Mr. Rafanelli read the resolution. Mrs. Boyce, Spring Creek principal, read her letter commending Danya for her seven years of teaching at Spring Creek and the impact she has on her students. She develops strong relationships with students and is warm, accessible, enthusiastic, and caring. She is a skilled teacher and takes leadership roles at Spring Creek. Students are engaged, and not a moment of instructional time is spared.

## **13. INFORMATION**

### **Fiscal**

#### **13.1 Lease-Leaseback**

Board of Trustees received an update on the Lease-Leaseback process for contractor selection. Village Phase II is scheduled to begin this June and is a good candidate for a lease-leaseback contract. We are assessing other projects to determine the benefits of a lease-leaseback contract as compared to other delivery methods.

### **Instruction**

#### **13.2 Summer Intervention Program Report**

Mrs. Noone, Summer School Principal, reported on the 2017 summer school intervention programs summarizing the highlights, challenges, analysis, and next steps.



### **13.3 Curriculum & Instruction Update**

Dr. Terry Metzger reported on the following:

#### **a. Home Study Enrollment**

Enrollment as of Sept 6, 2017 was 32 students. In addition to Mrs. Davis, three part-time teachers provide support for parents/families and instruction for students. This program is fiscally self-sustaining. Enrollment changes regularly with some predictable patterns: late fall, after winter break, and spring. Surveys indicate that participating parents are very satisfied with the program.

#### **b. New Teacher Training**

The three major focus areas of the New Teacher series are:

- to provide our new teachers with “catch-up” and “just-in-time” information
- to provide customized, job-embedded professional learning
- to build community among our new teachers and help them become part of their school communities

#### **c. CAASPP Results**

The Board received and Dr. Metzger summarized a district chart and reflection sheet, followed by a school chart and reflection sheet for each school in the district. The reflection sheets discuss highlights, challenges, and next steps for the district and each school.

#### **d. PE Testing Results**

Physical Fitness Testing (PFT) is part of the California Assessment of Student Performance and Progress (CAASPP) system. We are required to test all students in grades 5 and 7 each year. Parents receive individual student reports with the end-of-year report cards each June, and we report the district summary results each September for the previous year. The primary goal of the Physical Fitness test is to “assist students in establishing lifetime habits of regular physical activity.” (CDE, 2015)

### **13.4 Student Services Update**

Mrs. Myhers reported on the following:

#### **a. Student Support Model**

Dr. Metzger and Mrs. Myhers have collaborated for the past 4 years on the creation of a student support model. This model focuses on three key areas: Academics, Attendance, and Attitude. The focus has been on supporting student learning through improvements and changes in these areas. There have been many changes to the model over the past few years including the addition of an EL coordinator and counselors. Students and staff are beginning to

share a common language around social emotional skills, interventions, and systems of support.

**b. AED status update**

School sites have used online trainings to train school staff on how to use the AEDs that have been placed at each school and district office. Mrs. Myhers checks in with office clerks each month to make sure the devices all have working batteries. This keeps us compliant with the monthly monitoring requirement. The goal is to provide annual training to staff in the use of the AEDs as well as scheduling CPR and First Aid for staff.

**c. Parent University**

The Rincon Valley School District has set a priority to increase our parent and community engagement. The Rincon Valley Union School District Parent University and Resource Fair is a way to accomplish this. The event is scheduled for Saturday October 21<sup>st</sup> at Matanzas Elementary. There will be parent workshops and a resource fair from 9-12 and an optional picnic lunch from 12-1. This event is open to all of the families in our district. Some of the parent workshops are: Cyber-Safety, Overview of Restorative Practices, Supporting your Child's Transition to Middle School and Helping your Child with Math Homework. Some of the Resource Fair Participants are: Redwood Empire Food Bank, Rincon Valley Education Foundation, Santa Rosa Parks and Recreation, Safe Routes to School and the Sonoma County Libraries. Limited child care is offered on a pre-registration basis only.

**Human Resources**

**13.5 Professional Development Plan for Site Administrators**

Dr. Roehrick reported on the Site Administrator Professional Development Plan for 2017-18. The focus this year is to build a coherent, district-wide definition of effective instructional practice in our core subjects among our site and district administrative team. Therefore, the professional development focus for our administrative team this year is to build that level of coherence utilizing a framework of instruction developed by the University of Washington Center for Educational Leadership (CEL). Our next steps are to begin this work with CEL and then work closely with teachers to familiarize their understanding of CEL instructional framework and how it compliments our own Four Pillars of High Quality Instruction.

**14. ACTION**

**Instruction**

**14.1 Declaring that Each Pupil in the District has Sufficient Textbooks and/or Instructional Materials, 2017-2018, Resolution #09-17-02**

Mrs. Evers moved and Mr. Gospe seconded to declare that Rincon Valley Union School District has provided each student with sufficient textbooks and/or instructional materials for 2017-18, Resolution #09-17-02: Unanimous.

## **Fiscal**

### **14.2 2016-2017 Unaudited Actual Report, Rincon Valley Union School District**

Mrs. Evers moved and Mr. Rafanelli seconded to approve the district's financial transactions for FY2016-2017: Unanimous.

Dr. Joe Pandolfo summarized the report and answered questions from the Board.

### **14.3 Resolution #09-17-03, GANN Limit**

Mrs. Evers moved and Mr. Rafanelli seconded to approve the annual GANN Limit, Resolution #09-17-03: Unanimous.

### **14.4 Resolution #09-17-04, a resolution of the Board of Trustees of the Rincon Valley Union School District, Sonoma County, California, authorizing the issuance of Rincon Valley Union School District (Sonoma County, California) election of 2014 general obligation bonds, Series B, and actions related thereto**

Mr. Gospe moved and Mr. Rafanelli seconded to approve Resolution #09-17-04, which approves the issuance of \$17 million of current interest general obligations, which are authorized to be sold at a negotiated sale to Piper Jaffrey as well as approve the form of the Purchase Contract and the form of the Preliminary Official Statement, which is pending current information: Unanimous.

Bond Counsel, Mr. Andrew Clark, was present to review the documents with the Board and answer their questions.

## **Human Resources**

### **14.5 Revised Employee Salary Schedule / Confidential and Classified Supervisory**

Mrs. Evers moved and Mr. Gospe seconded to approve the revised salary schedules to include longevity for nonrepresented classified confidential and supervisory employees: Unanimous.

### **14.6 Job Description – Assistant Superintendent for Student Services**

Mrs. Evers moved and Mr. Gospe seconded to approve the job description for the position of Assistant Superintendent for Student Services: Unanimous.

### **14.7 Assistant Superintendent for Student Services Contract**

Mr. Rafanelli moved and Mrs. Evers seconded to approve the contract for, Mrs. Cathy Myhers, Assistant Superintendent for Student Services: Unanimous.

#### **14.8 Behavioral Contracts**

Mrs. Evers moved and Mr. Gospe seconded to ratify the contract with “Gateway” for behavioral services: Unanimous.

### **Governance**

#### **14.9 RVUSD Governance Handbook 2017-18**

Mrs. Evers moved and Mr. Cook seconded to approve the Rincon Valley Union School District Governance Handbook, 2017-18: Unanimous.

#### **14.10 Board/District Goals 2017-18 Cover Sheet and Governance Calendar**

Mr. Gospe moved and Mr. Cook seconded to approve the 2017-18 Board/District Goals cover sheet and revised Governance Calendar: Unanimous.

### **15. PERSONNEL**

Mrs. Evers moved and Mr. Gospe seconded to approve the following personnel items: Unanimous.

#### **15.1 Certificated – New Hires**

- Amy Bertalovitz, Long Term Sub, Matanzas, effective August 10, 2017
- Rebecca Young, Sub Teacher, Binkley, effective August 10, 2017

#### **15.2 Classified – New Hires**

- Adiam Asgedom, Food Service Cook, Binkley, effective August 10, 2017
- Rosa Reyes Diaz, Noon Duty I, Spring Creek, effective August 10, 2017
- Christopher Barclay, Noon Duty I & Instructional Assistant, Binkley, effective August 14, 2017
- Alaina Mitchell, Counseling Intern, District, effective August 14, 2017
- Loree Wilson, Counseling Intern, District, effective August 14, 2017
- Terrence Young, Sp. Ed. Instr. Assistant, RVP, effective August 21, 2017
- Medy Lansangan, Substitute Food Service, District, effective August 24, 2017
- Leticia Campos Ceja, Day Care Assistant, Madrone, effective August 30, 2017
- Alicia Graves, Library Clerk, Binkley, effective August 31, 2017
- Lakshmi “Kiran” Acharya, Noon Duty I, Austin Creek, effective September 1, 2017
- Debra Winkelman, Instructional Assistant, Austin Creek, effective September 5, 2017
- Martha Chavez, SDC Sp. Ed. Instr. Assistant, RVP, effective September 6, 2017
- Miriam Maceda Arenas, Noon Duty I, Madrone, effective September 6, 2017

#### **15.3 Classified – Retirement**

Mrs. Evers commented on how she has enjoyed working with Barbara—very surprised to hear of her retirement. Barbara Ziesche will be missed!

- Barbara Ziesche, Account Technician, District Office, effective November 30, 2017: Unanimous.

#### **15.4 Classified – Resignations**

- Olga Paz Zamora, Food Service Cashier, Spring Creek, effective August 8, 2017
- Carol Watson, SDC Sp. Ed. Instr. Assistant, Matanzas, effective September 5, 2017
- Debra Baldaramos, Instructional Assistant, Madrone, effective September 8, 2017

#### **16. CSEA / RVUTA COMMENTS**

RVUTA: Off to a positive year!

#### **17. BOARD OF TRUSTEE COMMENTS/COMMITTEE REPORTS/REQUESTS FOR INFORMATION**

**Mr. Gospe:** Would like district to reach out to local high schools to recruit potential teachers.

**Mrs. Wood:**

-The annual reorganization meeting of the Board is coming up in December. Board members need to be thinking about the President and Clerk positions.

-Board members were reminded to complete the mandated reporter training on Child Abuse by September 29.

-Board summary reports have been reformatted to assist with transparency to the Board and public.

**Mr. Cook:** As site rep, Binkley is having a movie night on September 15 and some Madrone staff will possibly attend the “Museum of Tolerance” sponsored by SCOE in November.

#### **18. FUTURE AGENDA ITEMS**

- Transportation Report
- Single School Plans Progress on Goals
- Middle School Programs
- RVCS Charter Renewal
- Facility Plan 2018
- Teacher Evaluation Report
- Parent Club Reports (School-Connected Organization Authorization)
- Site Visits Report
- William Settlement Complaint-Quarterly Report
- Sunshine Proposals
- Strategic Plans – Operations Departments

#### **19. ADJOURN**

Mr. Gospe moved and Mrs. Evers seconded to adjourn the meeting at 8:55 p.m.: Unanimous.

Tony Roehrick, Ed.D.  
Secretary to the Board of Trustees

# Rincon Valley Union School District

## Williams Settlement

### Quarterly Uniform Complaint Report Summary

Education Code §35186(d): A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

#### Reporting Period:

☐ January 1 – March 31, 2016    ☐ April 1 – June 30, 2016  
☒ July 1 – September 30, 2017    ☐ October 1 – December 31, 2017

No complaints were received during the above time period. ☒

*If you received any complaints during the above time period, please complete the following table. Enter "0" in any cell that does not apply.*

General Subject Area	Complaints Received	Complaints Resolved	Unresolved Complaints
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and/or Mis-assignment	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>

Board meeting date: 10/10/17  
Date sent to County Superintendent of Schools: 10/11/17  
Sonoma County Office of Education  
5340 Skylane Blvd.  
Santa Rosa, CA 95403



**Alliant International University**  
**California School**  
**of Education**

**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**ALLIANT INTERNATIONAL UNIVERSITY, INC. A CALIFORNIA BENEFIT**  
**CORPORATION**  
**And**  
**RINCON VALLEY UNION SCHOOL DISTRICT**

Alliant International University, Inc. A California Benefit Corporation ("University") and Rincon Valley Union School District ("District") agree to the following conditions that apply to Practicum Students, Student Teachers, and Interns who are or will be enrolled in the Teacher Credential Program, the MA/PPS: School Psychology Program or School Counseling Program through the California School of Education at Alliant International University and will be serving their Practicum or Internship in the District. Interns nominated by either Alliant International University or the District shall be mutually acceptable by both Alliant International University and the District, and shall be subject to a mutually acceptable placement within the District. This Memorandum of Understanding shall become effective August 1, 2017 for a period of five (5) calendar years. This Memorandum of Understanding may be terminated by either party with sixty (60) days written notice, unless both parties agree to an earlier termination date. Any termination of the Memorandum of Understanding by either party shall not affect the status of any intern who has been placed with the district prior to the effective date of termination.

**Alliant International University agrees and certifies that:**

1. Each Candidate shall have passed the Basic Skills Requirement or California Educational Basic Skill Test (CBEST) and, for Student Teachers and Teacher Interns, required subject matter competency prior to assuming Intern services or responsibilities.
2. Each Candidate shall possess a B.A. Degree, documented by official transcripts with a minimum overall GPA of 3.0. Teacher Credential Interns shall have passed the subject matter requirement.
3. Each Teacher Intern shall have a minimum of 120 hours of verified pre-service experience with students in educational settings. Each School Psychology Intern shall have a minimum of 400 hours of verified Practicum experience and each School Counseling Intern shall have a minimum of 100 hours of verified Practicum experience.
4. Each Teacher Intern shall have passed U.S. Constitution coursework or examination.
5. Each Candidate shall be provided adequate supervision, advice, encouragement and support, as appropriate, by Alliant International University personnel, including but not limited to the University faculty and the University field supervisor as directed by California Commission on Teacher Credentialing Standards.
6. University Supervisors will observe and evaluate teacher interns at least six times during a semester and allocate time with each intern after each visit to discuss the observation.



7. University Supervisors will meet with District Support Providers at the beginning of the candidate's field placement in order to establish roles and duties in order to best support the candidate.
8. For Teacher Education programs, District Support Providers will be required to provide one evaluation per Alliant academic term (8 weeks) using Alliant's evaluative matrix based on the Teacher Performance Expectations (TPE) established by the Commission on Teacher Credentialing (CTC).

**Rincon Valley Union School District agrees and certifies that:**

1. The purpose of the Internship Program is to add to the pool of qualified teachers, school psychologists, or school counselors that the District has continually sought to maintain.
2. The Intern's services shall meet the instructional or service needs of the District.
3. Each Intern shall be assigned as an Intern under a contract with an appointment of at least .60 FTE of her/his workday, and placed in a job that shall allow for substantial experience in instructional or service duties.
4. No appointment shall be made unless the prospective employee provides proof of fingerprint clearance or photocopy of California teaching permit, and verification that he or she is free from tuberculosis.
5. No Intern shall displace any fully credentialed employee in the District.
6. Each Intern shall be provided adequate supervision, advice, encouragement and support, as appropriate, by District personnel, including but not limited to both an immediate field supervisor and an in-district mentor as directed by California Commission on Teacher Credentialing Standards.
7. The District and University, in partnership, must provide a total of 189 hours annually of support for each teacher intern (45 hours of which will be dedicated to ELL support).
8. The Intern's salary shall not be reduced to pay for the supervision of that Intern.
9. The Intern will apply to the California School of Education at Alliant International University for the Intern Credential within the first semester of coursework.
10. District Support Providers will meet with University Supervisors at the beginning of the candidate's field placement in order to establish roles and duties in order to best support the candidate.
11. The District Support Provider will observe and evaluate each intern teacher at least one time during a term (4 times in an academic year) and allocate time with each intern after each visit to discuss the observation. The District Support Provider will provide evidence of each observation and evaluation to the University Supervisor.
12. District Site Support Providers must hold credentials in the same areas as the interns they support and/or hold an Administrative Services Credential.
13. All intern teachers and student teachers must have experience working with diverse student populations including English Language Learners (ELLs), students with disabilities, and students from varying socioeconomic statuses. For Clinical Practice placements, at least 10% of the student body must comprise of ELLs, students with disabilities, and students from a low socio-economic background. If a candidate is in a Clinical Practice placement that falls short of the 10% threshold in any of the aforementioned areas,

the district understands that for each percentage point below that threshold, the candidate will be required to observe for two full days in either an ELL classroom, a Special Education classroom, or a classroom at a Title 1 school, depending on the area or areas, of deficient diverse student population group(s), to gain sufficient experience in those student population groups.

14. District Intern Support Providers, District Induction Support Providers (Education Specialist Clear Credential), and master teachers must have a minimum of three years teaching experience, have a Clear Credential in the credential area they are supervising (or an Administrative Service Credential), and have a Master's degree or equivalent. The district confirms that its Intern Support Providers and Induction Support Providers have been adequately trained in their supervisory roles.

#### INSURANCE

Alliant International University, Inc. shall maintain commercial general liability insurance from an insurance carrier with an AM Best rating of A- VII or better in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement.

Rincon Valley Union School District shall provide and maintain commercial general liability insurance acceptable to Alliant International University, Inc. or utilize a program of self-insurance in the minimum amounts of \$1,000,000 combined single limit, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement.

Alliant International University does not furnish workers' compensation for students participating in this program. It is understood that Student Teachers are not employees of the Rincon Valley Union School District. Alliant International University, Inc., at its discretion, may maintain at its sole expense workers' compensation and employer's liability for students who are participating in its program.

#### MUTUAL HOLD HARMLESS AND INDEMNIFICATION

Alliant International University, Inc. shall hold harmless, defend and indemnify Rincon Valley Union School District and its officers, employees, and agents from any and all losses, demands, claims, damages (including costs and attorneys' fees), or causes of action arising from any negligent act or omission or willful misconduct of Alliant International University, Inc., its officers, employees, or student teachers incurred in the performance of this Agreement.

Rincon Valley Union School District shall hold harmless, defend and indemnify Alliant International University and its officers, employees, and agents from any and all losses, demands, claims, damages (including costs and attorneys' fees), or causes of action arising from any negligent act or omission or willful misconduct of Rincon Valley Union School District, its officers, employees, or agents incurred in the performance of this Agreement.

## Alliant International University:

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Andy Vaughn, President  
Alliant International University

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Date

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Dr. Mary Oling-Sisay, Dean  
California School of Education  
Alliant International University

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Date

## Rincon Valley Union School District:

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President, Board of Education, Rincon Valley Union School District

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Date

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Superintendent, Rincon Valley Union School District

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Date

## PROFESSIONAL SERVICES AGREEMENT

*By this agreement made and entered into on the Tuesday, September 26, 2017, between the Rincon Valley Union School District (hereinafter referred to as RVUSD) located 1000 Yulupa Avenue, Santa Rosa, California 95405 and 360 Degree Customer Inc (hereinafter referred to as Consultant) located at 473 Sapena Ct, Ste # 7 Santa Clara, CA 95054, in consideration of their mutual covenants, the parties hereto agree as follows:*

**A. DUTIES OF CONSULTANT** The Consultant shall provide the following Professional services, studies and/or reports.

***Provide direct therapy service; recommend equipment to carry out therapy program in consultation with director, principals, teacher/school staff and parents. Continuous service unless contractor gives 45 day notice or superintendent gives 45 day notice to terminate or amend.***

**B. CONTRACT PERIOD:** The Consultant's work as specified in this agreement shall commence on **Date as specified in Addendum A**

*C. COMPENSATION* For the full performance of this agreement, the RVUSD shall pay the Consultant as follows: Consultant's Fee:

- a. **For Consultant : Name of the Consultant and Rate as Specified in Addendum A**
- b. **Consultant(s) will work for 5 FTE days (40 Hours per week) as per school year calendar**

Payment to be made as follows: Payments to be made every month within 30 days of receipt of invoice.

## D. GENERAL TERMS AND CONDITIONS

### 1. INDEMNIFICATION:

- a.) Except with regard to professional negligence, as provided in paragraph (b) below, the Consultant shall indemnify, hold harmless and defend the (RVUSD ) and each of its, officers, officials, employees, volunteers and agents from any and all loss, liability, fines, penalties, forfeitures, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by RVUSD , the Consultant or any other person and from any and all claims, demands and actions in law or equity (including reasonable attorney's fees and litigation expense), arising or alleged to have arisen directly or indirectly out of the active or passive negligence of the Consultant or any of its employees or agents in the performance of this contract. The Consultant's obligations under the preceding sentence shall apply regardless of whether the RVUSD or any of its, officers, officials, employees, volunteers or agents are actively or passively negligent, but shall not apply to any loss, liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of the RVUSD .
- b.) Specifically regarding professional negligent errors or omissions, the Consultant shall indemnify, hold harmless, and defend the RVUSD , its officers, officials, employees, volunteers or agents, from any and all loss, liability, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by the RVUSD , the Consultant or any other person, and from any and all claims, demands and

actions in law or equity (including reasonable attorney's fees and litigation expenses) incurred by RVUSD, the Consultant, or any other person, to the proportionate extent that it arises out of or in connection with the professional negligent errors or omissions of the Consultant in the performance of this contract.

- c.) If the Consultant should subcontract all or any portion of the work to be performed under this agreement, the Consultant shall require each Sub-Consultant to indemnify, hold harmless and defend the RVUSD, its officers, officials, employees and agents in accordance with the terms of the preceding paragraphs.

2. *NON-DISCRIMINATION* No discrimination shall be made in the employment of persons under this agreement because of the race, religion, sex, age, national origin, ancestry, political affiliations, disability, medical condition, marital status, or sexual orientation.
3. *CONFLICT OF INTEREST* Before executing this agreement, the Consultant shall disclose to the RVUSD the identities of any board member, officer, or employee of the RVUSD, or relatives thereof, who the Consultant knows or should know will have any financial interest resulting from this agreement.
4. *LICENSE AND AUTHORITY* The Consultant will maintain all necessary licenses during the term of this agreement. If other than a natural person, Consultant is duly authorized to enter into this agreement by its governing or controlling body. Evidence or copies of all necessary licenses must accompany this agreement.
5. *EQUIPMENT AND FACILITIES* RVUSD and The Consultant will agree on all necessary equipment and facilities to render services pursuant to this agreement.
6. *ASSIGNMENT* Without the written consent of the RVUSD, this agreement is not assignable by the Consultant.
7. *NON-SOLICITATION OF EMPLOYEES:* RVUSD agrees to not solicit for hire employees of Contractor for a period of not less than 3 (three) Year following the first date of that employee's services to RVUSD. After completion of 2 full billable year, RVUSD may hire the said employee after paying a referral fee to contractor. This fee will be agreed between RVUSD and the contractor.
8. *SUCCESSORS AND ASSIGNS.* This agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.
9. *TIME.* Time is the essence of this agreement.
10. *GOVERNING LAW.* The validity of this agreement and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the state of California.
11. *WITHHOLDING.* The RVUSD shall not withhold or set aside any money on behalf of the Consultant for Federal Income Tax, State Income Tax, Social Security Tax, Unemployment Insurance, Disability Insurance, or any other federal or state fund whatsoever.
12. *CHANGES OR ALTERATIONS.* No changes, alterations, or variations of any kind to this agreement are authorized without the written consent of the RVUSD.
13. *HEADINGS.* All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the agreement.



14. *TERMINATION. The RVUSD may terminate this agreement and be relieved of the payment of any consideration to the Consultant should the Consultant fail to perform under this agreement. Either party may also terminate this agreement upon 45 days written notice to other party with or without cause. In the event of elective termination (without cause), RVUSD agrees to pay Consultant for work completed to date of termination.*
15. *AMBIGUITY. The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.*
16. *COPYRIGHT. Any written or electronic media product produced as a result of this contract shall be a work for hire and shall be the property of the RVUSD.*

**E. VENDOR IS A CONSULTANT AND NOT AN EMPLOYEE**

This agreement is not a contract of employment. At all times the Consultant shall be deemed to be an independent Consultant and is not authorized to bind the RVUSD to any contracts or other obligations, or to state or imply that he or she is an employee or authorized representative of the RVUSD, or to utilize the RVUSD's letterhead or logo without the prior consent of the RVUSD. Each of the following factors, in addition to other provisions of this Agreement, confirms the Consultant's status as an independent Consultant and not an employee. Except as otherwise set forth herein or agreed to by the parties in writing, the Consultant and RVUSD agree to comply with each of the following factors as is necessary to maintain independent Consultant status, each of which shall form a part of this Agreement:

<i>INSTRUCTIONS</i>	<i>The RVUSD shall provide job specifications and instructions.</i>
<i>TRAINING</i>	<i>The RVUSD shall provide training for workers.</i>
<i>RIGHT TO HIRE OTHERS</i>	<i>The Consultant has the right to hire others to do the actual work with approval of RVUSD.</i>
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**UNDERSTANDING AND ACCEPTANCE OF THE PARTIES:** This Agreement constitutes the entire understanding of the parties. The Contract Initiator's and Consultant's signatures below signify both an understanding and acceptance of the contract provisions.

*G. CONTRACT INITIATOR (RVUSD Representative)*

*Signature:* \_\_\_\_\_

*Date Signed:* \_\_\_\_\_

*Branch / Dept.:* \_\_\_\_\_

*Address (or Mail Code):* \_\_\_\_\_

*Phone / Fax:Ph:* \_\_\_\_\_

*E-Mail Address:* \_\_\_\_\_

*CONSULTANT*

*Signature:* \_\_\_\_\_

*Date Signed:* \_\_\_\_\_

*Title:* VP

*Company Name & Address:* 360 Degree Customer Inc  
4423 Fortran Dr., Ste #114, San Jose, CA 95014

*Phone:* 408-689-2780

*E-Mail Address:* alex2@360customer.com

## **ADDENDUM – A**

**Name of the Personnel:** Heather Way

**Title:** Speech Therapist

**Rate :** \$92/hr

**Contract Term:** 2017-18 school year.

**Start Date:** Oct 10, 2017

**Hours per Week:** 40



## PROFESSIONAL SERVICES AGREEMENT

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**UNDERSTANDING AND ACCEPTANCE OF THE PARTIES:** This Agreement constitutes the entire understanding of the parties. The Contract Initiator's and Consultant's signatures below signify both an understanding and acceptance of the contract provisions.

*G. CONTRACT INITIATOR (RVUSD Representative)*

*Signature:* \_\_\_\_\_

*Date Signed:* \_\_\_\_\_

*Branch / Dept.:* \_\_\_\_\_

*Address (or Mail Code):* \_\_\_\_\_

*Phone / Fax:Ph:* \_\_\_\_\_

*E-Mail Address:* \_\_\_\_\_

*CONSULTANT*

*Signature:* \_\_\_\_\_

*Date Signed:* \_\_\_\_\_

*Title:* VP

*Company Name & Address:* 360 Degree Customer Inc  
4423 Fortran Dr., Ste #114, San Jose, CA 95014

*Phone:* 408-689-2780

*E-Mail Address:* alex2@360customer.com

## **ADDENDUM – A**

**Name of the Personnel:** Diana

**Title:** Registered Nurse

**Rate :** \$70/hr

**Contract Term:** 2017-18 school year.

**Start Date:** Oct 2, 2017

**Hours per Week:** 40

## Includes Purchase Orders dated 09/05/2017 - 10/01/2017

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
B18-00066	Cresco Equipment Rentals	91	17/18 Open PO	01-5600	2,000.00
P18-00240	Tobii Dynavox	95	Boardmaker on line for Teacher use	01-4310	297.00
P18-00324	Scholastic Magazines	26	Scholastic magazines for Ellen Featherly	04-4310	49.75
P18-00348	Porter, Mickey	90	8/3 Principal Presentation	01-5800	1,800.00
P18-00349	Dannis Woliver Kelley	90	Oak Park Campus Project	01-5823	3,107.50
P18-00350	BrainPOP	27	Software licenses for School Subscription 17/18	05-4310	2,395.00
P18-00351	SaveNature.Org	24	Science Assembly	01-5800	550.00
P18-00352	Purugganan, Terrie	21	Speedometry	01-4310	94.55
P18-00353	Voyager Sopris Learning	26	Dibels Deep for Resourse teachers	04-4310	111.45
P18-00354	Amazon	26	timers, putty, stress ball, fidget cube for RSP	04-4310	134.63
P18-00355	Coloma Outdoor Discovery Inc	27	Coloma Trip 4th Grade March 12-14, 2018	01-5800	12,900.00
P18-00356	Handwriting Without Tears	90	Handwriting Without Tears- KB Madrone 2017-18	01-4110	471.53
P18-00357	Singapore Math Inc	90	HomeStudy Curriculum- Singapore Math- Sept 2017	09-4110	296.15
P18-00358	Dynamic Measurement Group Inc	90	PELI- for TK assessmt Sept 2017	01-4110	94.90
				02-4110	47.45
				03-4110	47.45
P18-00359	Office Depot	90	Binkley EL assistant materials- Sept 2017	02-4310	109.75
P18-00360	Amazon	30	Fidget seat IEP requirement	09-4310	35.97
P18-00361	Education Data Systems Inc	90	CELDT Pre-ID Labels 2017-18	01-4311	287.32
P18-00362	Houghton Mifflin Co	90	WJ IV Cognitive	01-4311	1,660.63
P18-00363	Corwonski, Candace	21	Buddy Bench Supplies	01-4310	207.87
P18-00364	Bartley Pump	91	Binkley well	01-5800	1,024.69
P18-00365	Amazon	21	School supplies see wishlist	01-4310	7.14
P18-00366	Paradigm Health Services LLC	90	17/18 Medi-Cal	01-5800	40,000.00
P18-00367	A.J. Printing & Graphics Inc	90	Time Sheets	01-5812	653.41
P18-00368	Sonoma County Office Of Educ	24	Letterhead for Sequoia	01-5800	477.95
P18-00369	Ellis Flooring Inc	91	Maintenance Portable	01-5800	1,921.50
P18-00370	Summit Professional Education	90	OT Workshop - Summit	01-5200	439.98
P18-00371	Pearson Education	90	BASC-3 Score Reports	01-4311	64.96
P18-00372	Pearson Education	90	WIAT Q-global Reports	01-4310	228.11
P18-00373	School & College Legal Service s of California	90	Sped Mistakes...Litigation Workshop	01-5200	180.00
P18-00374	Amazon	23	USB adapter for Debra Bramlett	03-4310	35.25
P18-00375	Studies Weekly	23	Studies Weekly Kristina Watanabe	03-4310	797.74
P18-00376	Schultz Bros Van & Storage Inc	95	Classroom Moves RVP 2017	01-5800	1,220.00
P18-00377	Textol Systems Inc	95	Velco for classroom use	01-4310	354.19
P18-00378	Amazon	95	Shave Cream for Therapy	01-4310	20.56
P18-00379	Luther Burbank Center for the	22	2nd grade field trip	01-5800	477.00
P18-00380	Goalbook	90	Goalbook Membership 17/18	01-4310	3,000.00

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## Includes Purchase Orders dated 09/05/2017 - 10/01/2017

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
P18-00381	McClelland's Dairy	22	TK field trip	01-5800	245.00
P18-00382	Amazon	29	Amazon- French classroom supplies	09-4310	44.00
P18-00383	Luther Burbank Center for the	26	Randi Clay 3/15 field trip	01-5800	528.00
P18-00384	Kimochis	90	Kimochis Elementary Kit (RVP)	01-4311	652.44
P18-00385	California Academy of Sciences	26	Karres, California Academy of Sciences, 2/23/18	01-5800	378.10
P18-00386	Demco	26	Debbie Devore, Library Supplies	01-4310	193.74
P18-00387	BMX Freestyle Team LLC	24	Assembly @ Sequoia 10/5	01-5800	1,140.00
P18-00388	Lightspeed Technologies Inc	27	Microphone for room 5	05-4310	340.00
P18-00390	Amazon	28	Amazon Wish List Lynch	01-4310	289.15
P18-00391	Curriculum Associates Inc	28	Quick Word for Second Grade	01-4310	120.83
P18-00392	ACP Direct	25	computer lab headphones	03-4310	597.47
P18-00393	Amazon	27	Item for computer lab	05-4310	15.59
P18-00394	Amazon	25	Printer for Computer Lab/LR44 Batteries	03-4310	256.52
P18-00395	Sonoma County Dept of Health	90	Food Services Bi-Annual Health Inspection	13-5800	7,924.00
P18-00396	MakeMusic	90	Smart Music Educator Subscriptions	01-4340	1,216.60
P18-00397	Fagen Friedman & Fulfrost	95	Legal Workshop - Knapp	01-5200	310.00
P18-00398	D'Angelo, Casey	90	IBB Training Oct 2017	01-5800	2,000.00
P18-00399	Vineyard Septic Service	91	District wide grease trap cleaning	13-5800	900.00
P18-00400	FASTSIGNS Of Sonoma County	27	Letters for marquee	05-4310	38.02
P18-00401	Mathcounts	29	Math Counts Registration 2017/18	09-5800	300.00
P18-00402	Wikiup Tennis & Swim Club Inc	23	Wikiup Swim 6th	01-5800	1,365.00
P18-00403	Office Depot	95	Classroom Supplies - Corby	01-4310	200.66
P18-00404	Sportime	27	Basketball Equipment for Mrs. Thornton	05-4310	585.24
P18-00405	Children's Museum of Sonoma	27	Field Trip 9/19/2017	01-5800	660.00
P18-00406	Oriental Trading Co Inc	95	Classroom Supplies - Santana	01-4310	59.93
P18-00407	Amazon	95	Classroom Supplies - Brent	01-4310	230.52
P18-00408	Jones School Supply Co	25	Cheetah of the Month ribbons	03-4310	149.99
P18-00409	Amazon	23	Owl Pellets Peggy Austin	03-4310	181.89
P18-00410	Demco	23	Demco L	01-4310	165.11
P18-00411	Amazon	90	Misc, Tech Department Equipment	01-4310	1,197.22
P18-00412	CDW Government Inc	90	Backup Software & Support for DO Server	01-4340	2,747.08
P18-00413	CDW Government Inc	90	Elmos and Printers District Wide	01-4310	8,635.58
P18-00414	Hapara	90	Hapara SIS Integration Fee	01-4340	1,980.00
P18-00415	Sonoma County Office Of Educ	29	print windowless envelopes with logo	09-5800	123.83
P18-00416	W.R. Forde Associates	91	Sequoia water leak June 2017	01-5800	10,452.93
P18-00417	Slembrouck-Many Corporation	91	17/18 Fire Alarm Monitoring	01-5800	3,780.00
P18-00418	WeVideo Inc	90	Chromebook Video Licenses	05-4340	1,045.49
				09-4340	2,573.51
P18-00420	San Francisco Maritime	21	Life on the Barbary Coastil-5th Grade	01-5800	1,700.00
P18-00421	Scholastic Magazines	21	Lets Find Out Magazines	01-4310	381.15

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## Includes Purchase Orders dated 09/05/2017 - 10/01/2017

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
P18-00422	Amazon	26	Ear muffs - RSP Lindroos	04-4310	71.13
P18-00423	Petaluma Wildlife Museum	26	Pet.Wildlife & Natural Sci. Museum, Blodow	01-5800	171.00
P18-00424	Supreme School Supply Co.	26	Tardy slips, office manager	04-4310	44.48
P18-00425	Rohnert Park Gymnastics	26	Rohnert Park Gym - Hand,Clay,Galeana	01-5800	360.00
P18-00426	Today's Classroom	21	copernicus-cs700-deluxe-chart-stand	02-4310	222.08
P18-00427	Office Furniture World Inc	91	Cubical adjustment/ Business department (Asia)	01-4381	1,835.76
P18-00428	Amazon	21	EarBuds from Amazon See Wishlist	02-4340	76.03
P18-00429	Super Duper Publications	27	HearBuilder subscription for Speech room	05-4310	106.50
P18-00430	Amazon	27	Cables for computer lab	05-4310	39.08
P18-00431	Amazon	95	Classroom Supplies - Berat	01-4310	19.15
P18-00432	Office Depot	95	Classroom Supplies - Rapp	01-4310	50.75
P18-00433	Amazon	94	Sp Ed Bus Car Seats	01-4350	543.30
P18-00434	DayCare Works	94	DayCare Works Software for Day Cares	12-4330	840.00
				12-4340	3,360.00
P18-00435	J.W. Pepper & Son Inc	90	Jazz Band Material-Ken & Isaac	01-4310	184.16
				09-4310	71.12
P18-00436	Super Duper Publications	90	Lisa C. order	01-4310	200.16
P18-00437	Pro-Ed Inc	90	WORD Test 3 - Elem protocols	01-4310	99.53
P18-00438	School Annual Publishing	25	Yearbook 2016-2017	01-4310	238.25
P18-00439	Scholastic Inc	25	1st Grade Scholastic News	01-4310	329.18
P18-00440	Carvalho, Mary Ann	24	Carvalho Reimbursement Request Office Items	01-4310	71.59
P18-00441	Amazon	25	Harriman Science books and ball	01-4310	172.07
P18-00442	Bureau of Lectures & Concert	28	Assembly Africian Drum & Dance	01-5800	1,300.00
P18-00443	USI Inc	28	Laminating Film	01-4310	560.86
P18-00444	Pearson Education	90	WISC-V & VMI Protocols	01-4311	493.12
P18-00445	Rialto Mobile Marketing	21	Mobile App for Binkley	01-4310	600.00
P18-00446	Amazon	25	Harriman Ear Muffs	01-4310	322.62
P18-00447	Amazon	27	Ipad plugs for room 11	05-4310	100.92
P18-00448	Amazon	90	HA! Gr 6 Teacher Manual- vol 2 for Mat- Amazon	03-4110	37.58
P18-00450	Oriental Trading Co Inc	27	Items for Student Council	01-4310	123.36
P18-00451	NHD-Sonoma County	22	5th grade field trip	01-5800	80.00
P18-00452	Environmental Discovery Center	22	2nd grade field trip	01-5800	290.00
P18-00453	Demco	22	Library order	01-4310	87.13
P18-00455	Maxfield, Paul D	28	Theatre Assembly	01-5800	925.00
P18-00457	Luther Burbank Center for the	25	First grade LBC Field Trip	01-5800	675.00
P18-00458	Luther Burbank Center for the	25	2nd Grade LBC Field Trip	01-5800	510.00
P18-00459	Mystery Science Inc	25	Mystery Science	01-5800	749.00
P18-00460	Safari West	25	1st - Safari West 5/31/18	01-4310	1,515.00

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## Includes Purchase Orders dated 09/05/2017 - 10/01/2017

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
P18-00461	Amazon	90	RVCS Cases and DVD Players	01-4310	493.57
P18-00462	AJ Printing & Graphics Inc	90	RVCS Information Night Postcards	09-5800	382.25
P18-00463	ArtsEcho	28	Arithmetickles Assembly	01-5800	1,440.00
P18-00464	McClelland's Dairy	24	Kindergarten Field Trip	01-5800	600.00
P18-00465	Sonoma County Regional Parks	25	3rd grade Toaly Fall Festival 10/13/17	01-5800	728.00
P18-00466	Luther Burbank Center for the	25	3rd LBC - The 13-Story Treehouse	01-5800	714.00
P18-00467	Arntz Builders Inc	90	Matanzas Ball Wall Repair	01-5800	1,084.45
P18-00468	Arntz Builders Inc	90	Matanzas Bark Debris Off-Haul	01-5800	4,043.88
P18-00469	Arntz Builders Inc	90	Matanzas A/C Paving Repair	40-5800	45,000.00
P18-00470	Barco Products Company	91	Madrone Picnic tables	01-4400	24,438.50
P18-00471	Arntz Builders Inc	90	Mad Bldg F Roof Replacement	01-6200	44,892.55
P18-00472	Arntz Builders Inc	90	Madrone A/C Paving Repair	01-5800	29,015.05
P18-00473	Arntz Builders Inc	90	Madrone Slurry-Stripe Kdg Area	01-5800	3,432.29
P18-00474	Multiple Measures LLC	90	LCAP CA Dashboard Estimates-MultMeas Sept 2017	01-5800	750.00
				02-5800	250.00
				03-5800	250.00
				04-5800	250.00
				05-5800	250.00
				09-5800	250.00
P18-00475	Marine Mammal Center	90	Home Study trip to Marine Mammal Ctr- 11-6-2017	09-5800	185.00
P18-00476	Sonoma County Office Of Educ	90	RVCS- PBL SCOE prof. dev. for 2017-18	09-5800	3,200.00
P18-00477	Amazon	90	AC Library- Open PO Amazon for Books- 17-18	01-4210	400.00
P18-00478	Amazon	90	Binkley Library- Open PO Amazon for Books- 17-18	01-4210	400.00
P18-00479	Amazon	90	Madrone Library- Open PO Amazon for Books- 17-18	01-4210	400.00
P18-00480	Amazon	90	Matanzas Library- Open PO Amazon for Books- 17-18	01-4210	400.00
P18-00481	Amazon	90	Sequoia Library- Open PO Amazon for Books- 17-18	01-4210	400.00
P18-00482	Amazon	90	SC Library- Open PO Amazon for Books- 17-18	01-4210	400.00
P18-00483	Amazon	90	Village Library- Open PO Amazon for Books- 17-18	01-4210	400.00
P18-00484	Amazon	90	Whited Library- Open PO Amazon for Books- 17-18	01-4210	400.00
P18-00485	Protel Communications Inc	90	Additional Phone Licenses for AC	01-4340	729.50
P18-00486	MHS	95	Testing Materials - Kim Craven	01-4310	516.75
P18-00487	Office Depot	95	Classroom Supplies - Amy Brent	01-4310	348.13
P18-00488	Data Management Inc	21	Confidential Student Sign Out Book	02-5800	132.86
P18-00489	Supreme School Supply Co.	26	Visitor Badges, Office Supplies, Sandi	04-4310	65.24

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## Includes Purchase Orders dated 09/05/2017 - 10/01/2017

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
P18-00490	Spring Hill Jersey Cheese	26	Spring Hill, Galeana field trip	01-5800	672.00
P18-00491	Sonoma County Regional Parks	26	Tolay Fall Festival - Hammer	01-5800	464.00
P18-00492	Data Management Inc	26	Student Sign-out log, Sandi	04-4310	132.86
P18-00493	Amazon	90	GATE MiniCamp supplies- Oct 2017	01-4210	21.94
				01-4310	32.55
P18-00494	Amazon	25	Teaching Books	03-4310	52.03
P18-00495	CDW Government Inc	90	Touch Panels for Classroom District Wide	01-4310	3,486.08
				05-4310	268.27
P18-00496	Drapery Concepts	91	Whited Stage Drapery	01-5800	2,395.00
P18-00497	AJ Printing & Graphics Inc	90	Williams Act	01-5812	364.97
P18-00498	Arntz Builders Inc	90	Matanzas Basketball Court	01-5800	3,428.15
P18-00499	Association of California	90	17/18 ACSA Dues-Roehrick	01-5300	1,525.00
P18-00500	Dax Entertainment	29	DJ for Dance March 2 (both campuses)	01-5800	500.00
P18-00501	Rialto Mobile Marketing	24	School Mobile App	01-4310	900.00
P18-00502	Morey, Anie	25	Science Supplies Reimbursement	03-4310	39.20
P18-00503	Jest in Time	28	Professor Smart Assembly	01-5800	600.00
P18-00504	Lynch, Jenny	28	Reimb 2018 National Geographic Bee Registration	01-5800	120.00
P18-00505	Sonoma County Office Of Educ	23	Spelling Bee - Brantley	03-5800	85.00
P18-00506	Sonoma County Office Of Educ	27	Spelling Bee March 2018	05-5800	85.00
P18-00507	Rincon Valley USD	29	Paper/clay 2017/18	09-4310	600.00
P18-00508	SchoolLife	25	Perfect Attendance tags	03-4310	104.28
P18-00509	Rincon Valley USD	25	Warehouse paper & clay	03-4310	750.00
P18-00510	Rincon Valley USD	30	paper/clay for RVCS - M for 2017-2018 school year	09-4310	800.00
P18-00511	Irlen Institute International	90	IRLEN supplies SMM	01-4310	361.05
P18-00512	Wibe, Bodil	95	PT Services - RCSS 2017/18	01-5830	10,000.00
P18-00513	Amazon-GE Money Bank	95	Therapy supplies - Kim Craven	01-4310	99.12
P18-00514	Pearson Education	90	WRAML2	01-4311	389.09
P18-00515	PAR Inc	90	BERS-2	01-4311	234.88
P18-00516	Wikiup Tennis & Swim Club Inc	29	Wikiup Swim Party 5/21/2018	01-5800	1,800.00
P18-00517	Rincon Valley USD	28	Open P.O. for paper and clay	01-4310	4,000.00
P18-00518	CDW Government Inc	90	Charging Station for MT SDC Class	01-4310	885.24
P18-00519	Amazon	90	Village Rapidrun Components	01-4310	36.91
P18-00520	Amazon	25	Vrabel - PG&E order	01-4310	310.31
P18-00521	Sodexo American Inc	95	Snacks for Preschool Students	01-4397	1,000.00
P18-00522	Amazon	27	PVC beads for Science	05-4310	15.93
P18-00523	Sodexo American Inc	90	Food Service Banner/T-Shirts for Promos- Grant \$	13-4390	83.63
P18-00524	Wildlife Associates	28	Wildlife Assembly	01-5800	890.00
P18-00525	Schwartz, Wanda L	24	Reimbursement Request	01-4310	50.89
P18-00526	Rohnert Park Gymnastics	22	Field trip	01-5800	397.50
P18-00527	Luther Burbank Center for the	22	6th grade field trip	01-5800	573.00

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## Includes Purchase Orders dated 09/05/2017 - 10/01/2017

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
P18-00528	Luther Burbank Center for the	22	K field trip	01-5800	381.00
P18-00529	Marin Sun Farms Inc	22	Science, cow eyes	01-4310	128.00
P18-00530	Rincon Valley USD-Madrone	22	Open PO Paper/Clay	01-4310	4,000.00
P18-00531	Amazon	24	Sequoia Supplies (Playground/Classroom)	01-4310	1,689.12
P18-00532	Office Depot	95	Classroom Supplies - Curry	01-4310	149.86
P18-00533	Office Depot	95	Classroom Supplies - Vicki Harris	01-4310	80.89
P18-00534	Office Depot	95	Classroom Supplies - Rosannah Hayden	01-4310	49.36
P18-00535	CAHPERD	95	APE Conference - Deb / Jay / Dan	01-5200	750.00
P18-00536	Mathematics Olympiads	28	Math Olympiad for 4th, 5th & 6th Grade	01-5800	545.00
P18-00537	Amazon	28	Jenny's Amazon Wish List Intervention	01-4310	328.90
P18-00538	Amazon	90	Stool for K. Standish SDC	01-4310	142.34
P18-00539	AJ Printing & Graphics Inc	90	Williams Act-Spanish	01-5812	364.97
P18-00540	Band Shoppe	90	Band-Cummerbunds & Tuxedo Shirts	09-4310	1,251.02
P18-00541	Woodwind And Brass Wind	90	Music Supplies	01-4310	439.74
Total Number of POs			192	Total	366,276.98

## Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	142	287,689.35
02	Binkley Charter School	6	838.17
03	Spring Creek/Matanzas Charter	14	3,384.40
04	Village Charter School	8	859.54
05	Whited Charter School	13	5,285.04
09	Rincon Valley Charter School	14	10,112.85
12	Child Development Fund	1	4,200.00
13	Cafeteria Fund	3	8,907.63
40	Special Reserve-capital Outlay	1	45,000.00
Total			366,276.98

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Includes Purchase Orders dated 09/05/2017 - 10/01/2017

## PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
P18-00075	9,060.00	01-5800	General Fund/Contracted Services	1,860.00
P18-00336	1,208.88	09-4310	Rincon Valley Charter School/Instructional Mat'ls&supplies	.00
Total PO Changes				<u>1,860.00</u>

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## Checks Dated 09/08/17

Check Number	Check Date	Pay to the Order of	Check Amount
1588723	09/08/2017	Accurate Label Designs Inc	109.90
		Unpaid Tax	9.48
		Expensed Amount	119.38
1588724	09/08/2017	AJ Printing & Graphics Inc	643.52
1588725	09/08/2017	Analy Band Wagon	400.00
1588726	09/08/2017	Anova Education And Behavior	7,720.26
1588727	09/08/2017	ASCD-Association For	219.00
1588728	09/08/2017	At Home Nursing	1,041.86
1588729	09/08/2017	BrainPOP LLC	175.00
1588730	09/08/2017	C.A.S.H.	400.00
1588731	09/08/2017	California Association for the	385.00
1588732	09/08/2017	Calloway House Inc	272.95
		Unpaid Tax	23.54
		Expensed Amount	296.49
1588733	09/08/2017	CCC Events Center for the Collaborative	600.00
1588734	09/08/2017	Curriculum Associates Inc	753.71
1588735	09/08/2017	Discovery Office Systems	9,988.07
1588736	09/08/2017	Discovery Office Systems	9,988.07
1588737	09/08/2017	Discovery Office Systems	9,988.07
1588738	09/08/2017	Dax Entertainment	500.00
1588739	09/08/2017	EdCaliber	1,500.00
1588740	09/08/2017	Edgewood Press Inc	1,362.46
1588741	09/08/2017	Educators Publishing Service	143.39
1588742	09/08/2017	ESGI	184.00
1588743	09/08/2017	ESP & Alarms Inc	360.00
1588744	09/08/2017	The Exploratorium	370.00
1588745	09/08/2017	Futch, Michael	18.00
1588746	09/08/2017	Gopher Sport	1,312.65
1588747	09/08/2017	Hall, Sarah	63.43
1588748	09/08/2017	Humboldt Community Preschool	1,750.00
1588749	09/08/2017	Imagination Playground LLC	4,761.00
		Unpaid Tax	410.64
		Expensed Amount	5,171.64
1588750	09/08/2017	Kibler, Melissa	40.00
1588751	09/08/2017	Lattice Education Services	4,992.63
1588752	09/08/2017	Luther Burbank Center for the	663.00
1588753	09/08/2017	Luther Burbank Center for the	600.00
1588754	09/08/2017	Luther Burbank Center for the	513.00
1588755	09/08/2017	Luther Burbank Center for the	450.00
1588756	09/08/2017	Lynch, Jenny	340.24
1588757	09/08/2017	McCarthy, Dina	103.18
1588758	09/08/2017	MetLife Small Market	956.93
1588759	09/08/2017	Heartlands Payment Systems Inc	3,842.00
1588760	09/08/2017	Occupational Health Centers of California A Medical Corp	86.50
1588761	09/08/2017	Petaluma Wildlife Museum	153.00
1588762	09/08/2017	Porter, Mickey	1,800.00
1588763	09/08/2017	Postmaster	225.00
1588764	09/08/2017	Probst, Amanda	585.38

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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## Checks Dated 09/08/17

Check Number	Check Date	Pay to the Order of	Check Amount
1588765	09/08/2017	Really Good Stuff Inc	185.29
		Unpaid Tax	15.98
		Expensed Amount	201.27
1588766	09/08/2017	Rice, Ashley	66.00
1588767	09/08/2017	Sac-Val Janitorial Supply	14,621.94
1588768	09/08/2017	Sonoma County Office of Educa	60.00
1588769	09/08/2017	School Specialty Inc	5,231.34
1588770	09/08/2017	School Specialty	44.32
1588771	09/08/2017	Signature Wireless Group	499.40
1588772	09/08/2017	Smith, Alison	276.18
1588773	09/08/2017	Sonoma County Office Of Educ	3,277.58
1588774	09/08/2017	US Games	591.03
1588775	09/08/2017	Steve Spangler Science	184.86
		Unpaid Tax	15.94
		Expensed Amount	200.80
1588776	09/08/2017	Story, Megan	56.81
1588777	09/08/2017	Teachers Curriculum Institute	5,556.26
1588778	09/08/2017	Thompson, Mercedes	327.36
1588779	09/08/2017	Today's Classroom	447.97
1588780	09/08/2017	TPx Communications	1,311.76
1588781	09/08/2017	True North Landscapes Inc	5,145.00
1588782	09/08/2017	True North Landscapes Inc	4,550.00
1588783	09/08/2017	True North Landscapes Inc	7,940.00
1588784	09/08/2017	True North Landscapes Inc	2,015.00
1588785	09/08/2017	Village True Value Hardware &	458.89
1588786	09/08/2017	W.W. Grainger Inc	138.34
1588787	09/08/2017	Westminster Woods Camp	13,587.00
1588788	09/08/2017	Wex Bank	2,249.89
1588789	09/08/2017	Ziesche, Barbara	123.05
Total Number of Checks			67
			139,306.47

## Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	48	108,676.46
02	Binkley Charter School	7	1,953.48
03	Spring Creek/Matanzas Charter	3	932.19
04	Village Charter School	1	444.35
05	Whited Charter School	2	961.29
09	Rincon Valley Charter School	7	3,052.46
12	Child Development Fund	2	247.84
13	Cafeteria Fund	2	3,863.98
40	Special Reserve-capital Outlay	4	19,650.00
Total Number of Checks		67	139,782.05
Less Unpaid Tax Liability			475.58
Net (Check Amount)			139,306.47

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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## Checks Dated 09/15/17

Check Number	Check Date	Pay to the Order of	Check Amount
1590260	09/15/2017	Ackerman, Beth	67.95
1590261	09/15/2017	Albert, Daniel	26.64
1590262	09/15/2017	All City Management	4,370.40
1590263	09/15/2017	Apple Computer Inc	63.00
1590264	09/15/2017	At Home Nursing	1,576.23
1590265	09/15/2017	AT&T	56.62
1590266	09/15/2017	AT&T	1,516.40
1590267	09/15/2017	Bartley Pump	1,024.69
1590268	09/15/2017	Berat, Meijo	24.60
1590269	09/15/2017	Boelter, Jessica	50.55
1590270	09/15/2017	Business Card	761.26
1590271	09/15/2017	Business Card	300.00
1590272	09/15/2017	Business Card	887.54
1590273	09/15/2017	Business Card	6,356.88
1590274	09/15/2017	Business Card	417.54
1590275	09/15/2017	Business Card	325.14
1590276	09/15/2017	Capitol Clutch & Brake Inc	333.92
1590277	09/15/2017	CDW Government Inc	34,104.14
1590278	09/15/2017	City Of Santa Rosa	8,701.52
1590279	09/15/2017	Coloma Outdoor Discovery Schl	1,290.00
1590280	09/15/2017	Corwonski, Candace	207.87
1590281	09/15/2017	Country Linen Service	788.40
1590282	09/15/2017	Curriculum Associates Inc	142.34
1590283	09/15/2017	Dannis Woliver Kelley	3,107.50
1590284	09/15/2017	Economy Lock & Key Inc	205.70
1590285	09/15/2017	Economy Plumbing	900.00
1590286	09/15/2017	ErgoDirect	296.55
1590287	09/15/2017	Filice, Heather	30.71
1590288	09/15/2017	Flyers Engery LLC	155.60
1590289	09/15/2017	Friedman Bros Hardware Inc	921.02
1590290	09/15/2017	Dan Hardin Architect Inc	2,000.00
1590291	09/15/2017	Dan Hardin Architect Inc	1,957.37
1590292	09/15/2017	Dan Hardin Architect Inc	8,894.25
1590293	09/15/2017	Dan Hardin Architect Inc	4,176.20
1590294	09/15/2017	Dan Hardin Architect Inc	13,866.00
1590295	09/15/2017	Dan Hardin Architect Inc	6,102.00
1590296	09/15/2017	Dan Hardin Architect Inc	7,962.50
1590297	09/15/2017	Dan Hardin Architect Inc	922.91
1590298	09/15/2017	Dan Hardin Architect Inc	1,229.82
1590299	09/15/2017	Dan Hardin Architect Inc	1,114.15
1590300	09/15/2017	Dan Hardin Architect Inc	1,339.89
1590301	09/15/2017	Hardware Tech Inc	60.00
1590302	09/15/2017	Harris, Vicki	17.87
1590303	09/15/2017	Hayden, Rosannah	35.73
1590304	09/15/2017	Hitmen Termite & Pest Control Inc	70.00
1590305	09/15/2017	Holmes, Nicole	38.09
1590306	09/15/2017	Home Depot Credit Services	1,721.52
1590307	09/15/2017	Houghton Mifflin Harcourt Publishing Co	1,157.19
1590308	09/15/2017	Jack Smith Glass & Sash Inc	890.00

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## Checks Dated 09/15/17

Check Number	Check Date	Pay to the Order of	Check Amount
1590309	09/15/2017	Juhl, Jay	55.85
1590310	09/15/2017	Kenwood School District	5,751.00
1590311	09/15/2017	Leon, Ann H	2,000.00
1590312	09/15/2017	Mobile Modular Mgmt Corp	84.29
1590313	09/15/2017	Occupational Health Centers of California A Medical Corp	88.00
1590314	09/15/2017	Office Depot	1,491.12
1590315	09/15/2017	Office Depot	900.06
1590316	09/15/2017	Office Depot	809.57
1590317	09/15/2017	Office Depot	130.33
1590318	09/15/2017	Office Depot	1,118.38
1590319	09/15/2017	Office Depot	458.41
1590320	09/15/2017	Office Depot	869.12
1590321	09/15/2017	Office Depot	1,298.64
1590322	09/15/2017	Office Depot	1,665.32
1590323	09/15/2017	Office Depot	209.13
1590324	09/15/2017	Office Depot	385.71
1590325	09/15/2017	Office Depot	193.49
1590326	09/15/2017	Office Depot	292.16
1590327	09/15/2017	Office Depot	199.80
1590328	09/15/2017	Oliver Worldclass Labs Inc	50.00
1590329	09/15/2017	Ledou, Stacy	2,152.50
1590330	09/15/2017	Pace Supply Corp	871.15
1590331	09/15/2017	Pacific Gas & Electric	5,372.89
1590332	09/15/2017	PAR Inc	384.48
Unpaid Tax			33.16
Expensed Amount			417.64
1590333	09/15/2017	Paradigm Health Services LLC	4,779.04
1590334	09/15/2017	NCS Pearson Education Inc	516.10
1590335	09/15/2017	Petersen-Villasenor, Carol	55.04
1590336	09/15/2017	Purugganan, Terrie	94.55
1590337	09/15/2017	Really Good Stuff Inc	144.75
Unpaid Tax			12.48
Expensed Amount			157.23
1590338	09/15/2017	Refrigeration Supplies Distrib	1,409.34
1590339	09/15/2017	Rivas, Lupe	36.27
1590340	09/15/2017	Rogers, Suzanne	34.24
1590341	09/15/2017	Sac-Val Janitorial Supply	1,320.70
1590342	09/15/2017	Albertsons/Safeway Inc	178.29
1590343	09/15/2017	Santa Rosa Auto Parts Co Inc	22.04
1590344	09/15/2017	Scholastic Inc	86.35
1590345	09/15/2017	Sonoma Auto Parts	207.06
1590346	09/15/2017	Sonoma Paint Center	243.93
1590347	09/15/2017	Studies Weekly	382.50
1590348	09/15/2017	Tobii Dynavox	99.00
1590349	09/15/2017	Tru Scan Fingerprint Services	506.00
1590350	09/15/2017	True North Landscapes Inc	1,185.00
1590351	09/15/2017	True North Landscapes Inc	475.00
1590352	09/15/2017	True North Landscapes Inc	270.00

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## Checks Dated 09/15/17

Check Number	Check Date	Pay to the Order of	Check Amount
1590353	09/15/2017	United Parcel Service	116.64
1590354	09/15/2017	Verizon Wireless	262.71
1590355	09/15/2017	Wabash Valley	360.72
1590356	09/15/2017	Western Psychological Services	1,588.64
Total Number of Checks			97
			<u>163,771.51</u>

## Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	73	70,805.46
02	Binkley Charter School	1	900.06
03	Spring Creek/Matanzas Charter	4	1,334.74
04	Village Charter School	1	869.12
05	Whited Charter School	2	1,455.87
09	Rincon Valley Charter School	5	1,483.44
12	Child Development Fund	2	914.85
13	Cafeteria Fund	1	446.31
21	Building Fund	5	34,680.12
40	Special Reserve-capital Outlay	8	50,927.18
Total Number of Checks		97	163,817.15
Less Unpaid Tax Liability			45.64
Net (Check Amount)			<u>163,771.51</u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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## Checks Dated 09/20/17

Check Number	Check Date	Pay to the Order of	Check Amount
1591002	09/20/2017	Affordable Sweeping Inc	2,945.00
1591003	09/20/2017	Aramark Uniform Services	551.77
1591004	09/20/2017	Arntz Builders Inc	676,870.30
1591005	09/20/2017	Arntz Builders Inc	504,029.91
1591006	09/20/2017	Arntz Builders Inc	283,808.80
1591007	09/20/2017	Arntz Builders Inc	323,614.08
1591008	09/20/2017	Westamerica Bank Trust Dept	35,624.75
1591009	09/20/2017	Westamerica Bank Trust Dept	26,527.89
1591010	09/20/2017	At Home Nursing	969.99
1591011	09/20/2017	Austin, Peggy	153.96
1591012	09/20/2017	BMX Freestyle Team LLC	1,140.00
1591013	09/20/2017	BrainPOP LLC	2,395.00
1591014	09/20/2017	Bramlett, Debra	84.19
1591015	09/20/2017	Bus West LLC	1,519.76
1591016	09/20/2017	California Academy of Sciences	756.20
1591017	09/20/2017	Calloway House Inc	272.95
Unpaid Tax			23.54
Expensed Amount			296.49
1591018	09/20/2017	Children's Museum of Sonoma	660.00
1591019	09/20/2017	City Of Santa Rosa	5,718.50
1591020	09/20/2017	Coast Counties Peterbilt	694.97
1591021	09/20/2017	Cornerstone Roofing	74,017.85
1591022	09/20/2017	Sonoma County Dept of Health	8,500.00
1591023	09/20/2017	Dell Marketing L.P.	20,435.77
1591024	09/20/2017	Digitale, Carol	106.04
1591025	09/20/2017	Discount Best Blinds-SP	210.00
1591026	09/20/2017	Discount School Supply	463.49
1591027	09/20/2017	Dude Solutions Inc	8,005.00
1591028	09/20/2017	Economy Lock & Key Inc	24.90
1591029	09/20/2017	Fitness Finders Inc	40.65
Unpaid Tax			3.51
Expensed Amount			44.16
1591030	09/20/2017	Four Winds Inc	5,460.00
1591031	09/20/2017	Goalbook	3,000.00
1591032	09/20/2017	Hapara	1,980.00
1591033	09/20/2017	Karres, Shane	809.10
1591034	09/20/2017	LACO Associates	569.00
1591035	09/20/2017	LACO Associates	125.00
1591036	09/20/2017	LACO Associates	3,884.00
1591037	09/20/2017	LACO Associates	2,871.00
1591038	09/20/2017	Lattice Education Services	7,080.39
1591039	09/20/2017	Luther Burbank Center for the	477.00
1591040	09/20/2017	Luther Burbank Center for the	528.00
1591041	09/20/2017	McClelland's Dairy	310.00
1591042	09/20/2017	McClelland's Dairy	350.00
1591043	09/20/2017	McClelland's Dairy	245.00
1591044	09/20/2017	Mountain Fresh Spring Water Co	248.00
1591045	09/20/2017	Office Depot	10.00

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## Checks Dated 09/20/17

Check Number	Check Date	Pay to the Order of	Check Amount
1591046	09/20/2017	Pacific Gas & Electric	8,635.92
1591047	09/20/2017	NCS Pearson Education Inc	1,101.28
1591048	09/20/2017	Platt Electric Supply Co	6,222.55
1591049	09/20/2017	Ready Refresh by Nestle	93.93
1591050	09/20/2017	Red Light Learning	259.55
1591051	09/20/2017	Rincon Valley Yard & Garden	36.20
1591052	09/20/2017	Rochester 100 Inc	437.50
			Unpaid Tax 37.73
			Expensed Amount 475.23
1591053	09/20/2017	Sonoma County Office of Educa	60.00
1591054	09/20/2017	School Specialty Inc	356.25
1591055	09/20/2017	School Specialty	84.72
1591056	09/20/2017	Schultz Bros Van & Storage Inc	1,220.00
1591057	09/20/2017	Slembrouck-Many Corporation	3,780.00
1591058	09/20/2017	Sonoma Chevrolet	36.58
1591059	09/20/2017	State Of California	512.00
1591060	09/20/2017	Stocksdale, John	2,677.50
1591061	09/20/2017	Stocksdale, John	3,442.50
1591062	09/20/2017	Total Compensation Systems Inc	2,800.00
1591063	09/20/2017	Tuor, Samatha	208.60
1591064	09/20/2017	Valley Relocation & Storage	4,925.00
1591065	09/20/2017	Vineyard Septic Service	900.00
1591066	09/20/2017	W.R. Forde Associates	10,452.93
1591067	09/20/2017	Western Psychological Services	1,421.30
1591068	09/20/2017	Wiese, Amy	2,500.00
1591069	09/20/2017	Wikiup Tennis & Swim Club Inc	682.50
1591070	09/20/2017	Yap, Lea	30.42
1591071	09/20/2017	Young, Minney & Corr, LLP	223.25
Total Number of Checks			70 2,061,188.69

## Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	51	178,874.75
02	Binkley Charter School	1	356.25
03	Spring Creek/Matanzas Charter	3	713.38
05	Whited Charter School	1	2,395.00
09	Rincon Valley Charter School	3	498.00
13	Cafeteria Fund	2	8,824.00
21	Building Fund	9	1,256,052.85
40	Special Reserve-capital Outlay	3	613,539.24
Total Number of Checks		70	2,061,253.47
Less Unpaid Tax Liability			64.78
Net (Check Amount)			2,061,188.69

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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## Checks Dated 09/27/17

Check Number	Check Date	Pay to the Order of	Check Amount
1593263	09/27/2017	AJ Printing & Graphics Inc	653.41
1593264	09/27/2017	SYNCB/Amazon	10,116.12
		Unpaid Tax	359.63
		Expensed Amount	10,475.75
1593265	09/27/2017	CA State Parks	174.00
1593266	09/27/2017	ArtsEcho	300.00
1593267	09/27/2017	Austin, Peggy	18.61
1593268	09/27/2017	Bureau of Lectures & Concert	1,300.00
1593269	09/27/2017	California's Valued Trust	30,058.70
1593270	09/27/2017	Carvalho, Mary Ann	71.59
1593271	09/27/2017	Castino Restaurant & Supply	292.49
1593272	09/27/2017	CCC Events Center for the Collaborative	61.25
1593273	09/27/2017	Challenge Day	68.79
1593274	09/27/2017	Creative Ceramics	69.31
1593275	09/27/2017	Davis, Emily L	36.00
1593276	09/27/2017	Cirrus Group LLC	840.00
1593277	09/27/2017	Digitale, Carol	174.11
1593278	09/27/2017	Environmental Discovery Center	290.00
1593279	09/27/2017	Flyers Engery LLC	1,607.87
1593280	09/27/2017	Futch, Michael	63.00
1593281	09/27/2017	Luther Burbank Center for the	510.00
1593282	09/27/2017	Luther Burbank Center for the	714.00
1593283	09/27/2017	Martling, Amy	16.19
1593284	09/27/2017	Mathcounts Foundation	300.00
1593285	09/27/2017	McClelland's Dairy	300.00
1593286	09/27/2017	McClelland's Dairy	300.00
1593287	09/27/2017	Miracle Playsystems Inc	19,950.00
1593288	09/27/2017	Miracle Playsystems Inc	22,950.00
1593289	09/27/2017	Mystery Science Inc	749.00
1593290	09/27/2017	NHD-Sonoma County	80.00
1593291	09/27/2017	Office Depot	175.61
1593292	09/27/2017	Office Depot	569.57
1593293	09/27/2017	Office Depot	680.02
1593294	09/27/2017	Office Depot	400.10
1593295	09/27/2017	Office Depot	922.28
1593296	09/27/2017	Office Depot	619.05
1593297	09/27/2017	Office Depot	142.43
1593298	09/27/2017	Office Depot	1,375.12
1593299	09/27/2017	Office Depot	661.42
1593300	09/27/2017	Office Depot	681.10
1593301	09/27/2017	NCS Pearson Education Inc	534.73
1593302	09/27/2017	Petty, Sandi	48.99
1593303	09/27/2017	Pro-ed Inc	438.90
		Unpaid Tax	37.86
		Expensed Amount	476.76
1593304	09/27/2017	Ramirez, Colleen	59.81
1593305	09/27/2017	Ready Refresh by Nestle	105.03
1593306	09/27/2017	Rialto Mobile Marketing	600.00

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**Checks Dated 09/27/17**

Check Number	Check Date	Pay to the Order of	Check Amount
1593307	09/27/2017	Sac-Val Janitorial Supply	3,295.83
1593308	09/27/2017	San Francisco Maritime	100.00
1593309	09/27/2017	San Francisco Maritime	100.00
1593310	09/27/2017	Scholastic Inc	329.18
1593311	09/27/2017	Scholastic Magazines	381.15
1593312	09/27/2017	School Annual Publishing	238.25
1593313	09/27/2017	Singapore Math Inc	296.15
1593314	09/27/2017	Sonoma County Regional Parks	728.00
1593315	09/27/2017	US Games	390.87
1593316	09/27/2017	Tag-Ams Inc	126.00
1593317	09/27/2017	Trujillo, Sabta	34.34
1593318	09/27/2017	Urquhart, Claire	135.31
Total Number of Checks			56
			<b>106,233.68</b>

**Fund Recap**

Fund	Description	Check Count	Expensed Amount
01	General Fund	39	50,226.82
02	Binkley Charter School	2	2,688.56
03	Spring Creek/Matanzas Charter	5	3,603.82
04	Village Charter School	2	722.03
05	Whited Charter School	3	1,139.15
09	Rincon Valley Charter School	6	2,178.20
12	Child Development Fund	3	2,466.97
13	Cafeteria Fund	2	705.62
40	Special Reserve-capital Outlay	2	42,900.00
Total Number of Checks		56	106,631.17
Less Unpaid Tax Liability			397.49
Net (Check Amount)			<b>106,233.68</b>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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## Checks Dated 10/04/17

Check Number	Check Date	Pay to the Order of	Check Amount
1594275	10/04/2017	Adams, Jana	390.00
1594276	10/04/2017	All City Management	3,933.36
1594277	10/04/2017	Arntz Builders Inc	3,432.29
1594278	10/04/2017	Arntz Builders Inc	29,015.05
1594279	10/04/2017	Arntz Builders Inc	1,084.45
1594280	10/04/2017	Arntz Builders Inc	45,000.00
1594281	10/04/2017	Arntz Builders Inc	4,043.88
1594282	10/04/2017	At Home Nursing	617.27
1594283	10/04/2017	AT&T	1,779.22
1594284	10/04/2017	Atlas Pen & Pencil Corp	104.06
1594285	10/04/2017	Austin, Peggy	51.31
1594286	10/04/2017	Blackboard Inc	1,570.80
1594287	10/04/2017	Boyce, Joan	2,500.00
1594288	10/04/2017	CABE	225.00
1594289	10/04/2017	California Refrigeration &	510.36
1594290	10/04/2017	Ceballos, Annette	26.53
1594291	10/04/2017	City Of Santa Rosa	69.00
1594292	10/04/2017	Clark, Brooklyn	2,500.00
1594293	10/04/2017	Demco	182.41
1594294	10/04/2017	Dax Entertainment	200.00
1594295	10/04/2017	Gateway Learning Group	9,839.19
1594296	10/04/2017	Haldi, Collette	252.50
1594297	10/04/2017	Hall, Sarah	258.31
1594298	10/04/2017	Hitmen Termite & Pest Control Inc	1,333.27
1594299	10/04/2017	Hobart Sales & Service Inc	1,148.52
1594300	10/04/2017	Houghton Mifflin Harcourt Publishing Co	1,672.70
1594301	10/04/2017	Industrial Carting	178.00
1594302	10/04/2017	Lakeshore Curriculum Co.	156.19
1594303	10/04/2017	Lynch, Jenny	120.00
1594304	10/04/2017	MakeMusic Inc	1,120.00
1594305	10/04/2017	Marine Mammal Center	185.00
1594306	10/04/2017	McClelland's Dairy	700.00
1594307	10/04/2017	MetLife Small Market	976.43
1594308	10/04/2017	Mojica, Ana	27.38
1594309	10/04/2017	Montecito Hardware	452.55
1594310	10/04/2017	Morey, Anie	39.20
1594311	10/04/2017	Occupational Health Centers of California A Medical Corp	86.50
1594312	10/04/2017	Office Depot	154.83
1594313	10/04/2017	Office Depot	101.97
1594314	10/04/2017	Office Depot	124.25
1594315	10/04/2017	Office Depot	109.75
1594316	10/04/2017	Office Depot	126.88
1594317	10/04/2017	Paradigm Health Services LLC	1,467.49
1594318	10/04/2017	NCS Pearson Education Inc	1,675.28
1594319	10/04/2017	Poore, Kelsey	80.00
1594320	10/04/2017	Price, Jeremiah	37.82
1594321	10/04/2017	Pro-ed Inc	572.00

Unpaid Tax 49.34

Expensed Amount 621.34

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## Checks Dated 10/04/17

Check Number	Check Date	Pay to the Order of	Check Amount
1594322	10/04/2017	Prosser, Katie	106.40
1594323	10/04/2017	Protel Communications Inc	2,909.00
1594324	10/04/2017	Rialto Mobile Marketing	900.00
1594325	10/04/2017	Sac-Val Janitorial Supply	2,369.58
1594326	10/04/2017	Sonoma County Office of Educa	90.00
1594327	10/04/2017	School Mate	437.50
Unpaid Tax			37.73
Expensed Amount			475.23
1594328	10/04/2017	School Nurse Supply Inc	329.95
1594329	10/04/2017	School Specialty Inc	18.41
1594330	10/04/2017	SchoolMint Inc	6,500.00
1594331	10/04/2017	Shiffler Equipment Sales Inc	368.35
1594332	10/04/2017	Signature Wireless Group	499.40
1594333	10/04/2017	Sodexo American Inc &	39,992.76
1594334	10/04/2017	Sonoma County Regional Parks	464.00
1594335	10/04/2017	Spring Hill Jersey Cheese	672.00
1594336	10/04/2017	Studies Weekly	734.40
1594337	10/04/2017	Summit Professional Education	439.98
1594338	10/04/2017	Textol Systems Inc	325.45
Unpaid Tax			28.07
Expensed Amount			353.52
1594339	10/04/2017	TPx Communications	948.71
1594340	10/04/2017	True North Landscapes Inc	6,230.00
Total Number of Checks			66
			<b>184,566.89</b>

## Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	52	89,863.18
02	Binkley Charter School	2	584.98
03	Spring Creek/Matanzas Charter	3	824.91
05	Whited Charter School	1	18.41
09	Rincon Valley Charter School	2	6,685.00
12	Child Development Fund	2	53.91
13	Cafeteria Fund	3	41,651.64
40	Special Reserve-capital Outlay	1	45,000.00
Total Number of Checks		66	184,682.03
Less Unpaid Tax Liability			115.14
Net (Check Amount)			<b>184,566.89</b>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:** October 19, 2017  
**Agenda Item:** Information Item 11.1  
**Subject:** School Closure and Fire Update  
**Submitter:** Dr. Tony Roehrick, Superintendent

**Background:** On Monday, October 9, 2017, the greater Santa Rosa community was faced with a significant natural disaster as several fires raged through our community. One result is that our RVUSD schools have needed to close since that date.

**Highlights:** The purpose of this information item is for each department to provide information as to the status of our reopening our schools.

Dr. Roehrick will report on the reopening of our schools and Human Service implications of the disaster, including staff members who have lost their homes.

Dr. Pandolfo will report on the condition of facilities, including steps being taken to ready them for staff and students, financial implications including state waivers and the delay of the selling of bonds.

Dr. Metzger will report on the impact on curriculum and RVEF efforts to raise funds for our Rincon Valley community.

Mrs. Myhers will report on the impact on our families and our steps to support students and staff once they return.

**Challenges:** Reopening our schools following this natural disaster present many challenges, not the least is the existence of mandatory evacuations that impact three of our schools.

**Analysis:** N/A

**Next Steps:** To be determined

**Attachments:** None.

**Fiscal Impact:** Indeterminate

**Recommendation:** For discussion only



***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:** October 19, 2017

**Agenda Item:** Information Item 11.2

**Subject:** Transportation Report

**Submitter:** Dr. Joe Pandolfo, Deputy Superintendent of Business  
Mrs. Sandi Pettey, Transportation Supervisor

**Background:** The District's transportation department operates its own fleet of busses and vans. An annual report is provided to the board by the transportation supervisor to update the department's current status providing safe transportation to the District's students.

**Highlights:** There are several positive changes that are happening in the transportation department this year. The department has collaboratively engaged in strategic planning and is excited to begin work on the plan. The department is also finalizing the installation of the Z-Pass, which will track students and allow parents, teachers and District staff information regarding the loading and unloading of students, which is of great use when a child is reported to the District as lost. The system will also provide the location of the bus in route. Additionally, the dispatch position that was added this year has greatly improved safety when manager is on break by providing support coverage for the full day.

**Challenges:** The District has a shortage of drivers. Van routes are being expanded to transport students who need transportation but can be transported via school van. This is not a local problem, but there is county-wide, state-wide, and national shortage of school bus drivers.

**Analysis:** Department is functioning well but has concerns about having adequate staff to cover all of the routes and field trips.

**Next Steps:** Continue to recruit school bus drivers; consider ways to make the position more attractive.

**Attachments:** *List of current routes and fleet information*

**Fiscal Impact:** Information only.

**Recommendation:** For discussion only

2017/18

## RVUSD BUS AND VAN ROUTES

10 ROUTES

						AVE.
REG. ED	DRIVER NAMES	VEH. #	AVE. HOURS	STUDENTS COUNT		HRS.
RT. 1	TOM PROSSER	12	5:00			
RT.2	KELSEY POORE	14	5:00			
RT.3	CRUZ ESCUTIA	17	5:00			
SPEC. NEEDS						
RT. A	TONYA CASAREZ	102	6:32	6+1 W/C STUDENTS		
RT.B	JACKIE LEDOU	101	6:51	14+3 W/C STUDENTS		
RT.C	JOSY HAGSTROM	104/105	7:25	6+1 W/C STUDENTS		
SPEC. NEEDS					BUS AIDS	
VAN RT.1	SHERRY CLARK	TV-3	5:55	8 STUDENTS	2 THERAPY'S	0:48
VAN RT.2	DENISE BISHOP	TV-4	5:00	10 STUDENTS		
VAN RT.3	GUADALUPE VARGAS	TV-1	3:50	3 STUDENTS		
VAN RT. 4	VACANT	TV-3	3:30	10 STUDENTS		
STAND BY	JUDITH DEHNERT	ALL	5:00			
SUB DRIVER	DAN THOMPSON	SMALL	ON CALL	SPECIAL NEEDS ONLY		

***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:**      **October 19, 2017**

**Agenda Item:**      **Information Item 11.3**

**Subject:**            **Rincon Valley Education Foundation Report**

**Submitter:**        **Mrs. Katie Ruppe, Director**

**Background:**      The Rincon Valley Education Foundation spent last year developing a strategic plan and a 2017-2018 work plan.

**Highlights:**

1. Changing the way we fund – giving for the following year as opposed to in arrears.
2. Focusing on Science and the Arts. Specifically, Science Facilitators, Site Dollars, Fine Arts Days and one hands-on science based assembly.
3. Board being reorganized and moving away from school liaisons. Creating “PTAG” – the Parent Teacher Alliance Group. PTAG will be the liaison between schools, parent clubs and teachers, and will be responsible for one school/RVEF event on each site.
4. Reorganized the Ask Campaign. Developed new video and have been emphasizing the % of donors per school.
5. Developing a “Multi-Year” donor campaign that will aid us in developing sustainability.
6. Identifying and submitting grant request in the hopes of subsidizing some of the program areas we want to fund.
7. Coordinating three major events: Ask Lunch, Wii Bowling Tournament, and Dinner/Auction.
8. Continuing with our sporting event nights: i.e.: Warriors, Giants and A’s, and After School Enrichment.

**Challenges:**      The biggest challenge that RVEF faces is increasing our donor database. Despite enthusiasm, commitment and clear funding priorities, we are still struggling with identifying what motivates someone to give. In addition, there are no patterns that have been predictable, which is proving very frustrating. Also, Rincon Valley continues to be perceived as well off compared to other districts.

**Analysis:**        RVEF is working to identify key stakeholders, as well as community members, that are in a position to give consistently over time. We are also researching and pursuing applicable grants, recruiting new board members, while maintaining a connection with our schools and parent population.

***Rincon Valley Union School District  
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**Next Steps:** RVEF is in the process of hiring an “assistant”, that will be able to manage some of the day-to-day operations that are time consuming with the hope of freeing up the Executive Director to focus on the bigger picture. We are: identifying loyal existing donors who have the capacity to make a \$1,000 annual gift and are selecting 20 prospects to contact to cultivate; publishing an online directory in lieu of the printed one; coordinating fund raising events that will bring in both the community and schools; reorganizing our board structure and writing policies.

**Attachments:** Rincon Valley Education Foundation Strategic Plan

**Fiscal Impact:** Donation to the district for use next year

**Recommendation:** For discussion only

**Rincon Valley Education Foundation  
Strategic Plan: July 1, 2017-June 30, 2022**

**2017-18 Progress Toward Goals and Objectives**

Color Key	
	On-track to accomplish objective; High certainty objective will be achieved; Objective has been accomplished
	Obstacles to accomplishing objective must be overcome
	In danger of not accomplishing objective; Objective was not accomplished
	Objective is no longer relevant to the Strategic Plan; Objective has been removed

**FUND DEVELOPMENT: Provide \$1.6 million to support science and arts programming in the Rincon Valley Unified School District.**

1.	Conduct an annual <b>back-to school Giving Campaign</b> targeting families and school staff.
2.	Establish and implement a <b>multi-year major donor giving program</b> for individual/family donors contributing \$1,000+.
3.	Develop and implement a <b>corporate giving program</b> to provide underwriting for all projects, events, and fundraisers.
4.	Obtain funding and volunteer assistance from <b>local service clubs</b> .
5.	Co-sponsor with each school's Parent Club <b>one annual fundraiser per school</b> , with proceeds going to the foundation.
6.	Conduct an <b>annual signature fundraiser</b> dinner-dance-auction in April.
7.	Conduct an <b>annual fundraising luncheon</b> in October with a science and art theme and speaker; Present annual foundation and district goals/activities.
8.	Conduct an annual <b>Wii Bowling Tournament</b> as a fundraiser.
9.	Sell <b>tickets to sporting events</b> .
10.	Sell flowers and music CDs at <b>winter concerts</b> .
11.	Sell beer and wine at one <b>Montgomery Village concert</b> per year.
12.	Participate in an <b>established community fundraising event to raise funds for 6th grade science camp</b> .
13.	Cultivate and identify a donor willing to provide the initial <b>major seed gift to start the Endowment</b> .
14.	<b>Raise \$270,000</b> in funds during 2017-18. Allocate \$80,000 toward operational costs and \$190,000 in donations to the RVUSD.

**PROGRAM MANAGEMENT: Plan and implement programs that support science and arts programming and after-school enrichment in the Rincon Valley Unified School District.**

15.	Offer 3 sessions per year (fall, winter, and spring) of <b>after-school enrichment programming</b> .
16.	Offer 6 weeks of <b>summer camp programming</b> each summer.
17.	Manage the implementation of the annual <b>district-wide Art &amp; Science Show</b> --include opportunities for families to have their children's art transformed into useable products.

PROGRAM MANAGEMENT (Continued)	
18.	Each year, select and hire one artist per grade for <b>Fine Arts Day</b> at all 10 schools.
19.	Work with the teachers and principals of the 2 middle schools to develop annual school-specific plans for how funding will be allocated to support the <b>middle school science program</b> .
20.	Establish guidelines for how <b>Site Council Funding</b> may be used and then each year work with each school site to determine how the school wishes to use its dedicated funding.
21.	Provide <b>on-line school directories</b> for 10 schools.

OUTREACH: Engage community members, businesses, and nonprofit organizations to support the Rincon Valley Unified School District.	
22.	Establish a <b>Business Advisory Board</b> of 7 members to meet 4 times per year to identify ways that RVEF businesses can partner with RVEF to support the educational needs of students.
23.	Establish <b>formal partnerships between specific interested schools and businesses</b> to support the educational needs of the students at the partner schools.
24.	<b>Ensure that stakeholders know what the foundation is funding</b> by placing RVEF tags on purchased equipment and through targeted communication.
25.	Develop and distribute a <b>monthly e-newsletter</b> to 4,000+ community members.
26.	Update the <b>RVEF website</b> to reflect the foundation's future direction and then keep the website current.

GOVERNANCE: Ensure that the Rincon Valley Education Foundation has effective leadership and sound operations to enable the foundation to achieve its goals and fulfill its mission.	
27.	Hire a part-time <b>administrative assistant</b> to support the work of the Executive Director.
28.	<b>Eliminate the board requirement to have a representative from each school</b> serve on the board. Identify specific competencies needed on the board and then <b>fill board positions to match needs</b> .
29.	Establish the RVEF <b>Parent-Teacher Advisory Group (PTAG)</b> that will meet 8 times per year to serve as a liaison between each school and the foundation.
30.	Review and <b>amend by-laws</b> of the Board of Directors to align with new board structure and processes.
31.	Develop and conduct an annual <b>board orientation</b> program, supplemented by on-going training, as needed.
32.	Ensure the following <b>board committees</b> have appropriate membership, develop annual goals, meet regularly, and report regularly on progress: Events, Marketing, Governance, and Fund Development.
33.	Conduct an <b>annual board assessment</b> and use findings to improve governance practices.
34.	Provide an <b>annual evaluation of the Executive Director</b> and provide opportunities for the <b>Executive Director's professional development</b> .
35.	Select and use a <b>donor database</b> to track all donor prospect contacts and donations.
36.	Work with RVUSD leadership to obtain <b>end-of-year reporting</b> on how all funds donated to the district by the foundation are spent and the specific outcomes achieved.
37.	Work with the RVUSD leadership to provide funding to the district in advance, as opposed to in arrears.

***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:**      October 19, 2017

**Agenda Item:**      Information Item 11.4

**Subject:**            Curriculum & Instruction Report – Middle School Programs

**Submitter:**         Dr. Terry Metzger, Assistant Superintendent of Curriculum

**Background:**

The RVUSD Governing Board and District staff began studying and planning for a “refresh” of our middle school programs in the 2015-16 school year. After going through a process with EMC Research and holding a Board study session on the topic, we convened a committee that included middle school administrators and teachers, district administration, and a Board representative. The committee met several times during the 2016-17 school year and recommendations from the committee were shared with the Board in June 2017.

**Highlights:**

While the committee made many recommendations, we have specifically implemented three academic actions this year:

**2a. Strengthen Project Based Learning (PBL) and cross-curricular integration throughout the instructional program.**

This year RVCS staff is participating in a year-long professional development specifically designed for them. Teachers and administrators have input into the design of the PD and the learning builds on itself. We are accomplishing this through a custom-service agreement with SCOE.

**2b. Review and amend the report card and allow for GPA calculation to improve articulation with local high schools.**

After getting staff input, the report card was revised over the summer. The revised Family Report Card Guide is close to completion and all parents will receive a copy with the Trimester 1 report card.

**2g. Examine curriculum adoption options to support core instruction.**

Through extensive discussion with the ELA department and administrators, we purchased *English 3D* for intervention with Long Term English Learners (LTELs). Both campuses are implementing the program. Other curriculum adoptions are not needed this school year. Science will probably be the next adoption in 2018-19.

**Challenges:**

**2g. Examine curriculum adoption options to support core instruction.**

We are continuing to discuss math instruction. While we are not sure the EngageNY Math program is the right program for our middle school, the concern is primarily pacing on a block schedule. If the block schedule were modified or eliminated, this could significantly affect math instruction.

***Rincon Valley Union School District  
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**Analysis:**

It is too early to evaluate outcomes of these actions, but anecdotal feedback is positive so far.

**Next Steps:**

We will monitor and measure the outcomes this year:

**2a:** staff surveys to evaluate PBL projects and student outcomes; student feedback

**2b:** parent and teacher surveys to evaluate new report card as a helpful tool

**2g:** monitor student achievement outcomes for our LTEL students.

**Attachments:**      *Middle School Report Card*

**Fiscal Impact:**      None

**Recommendation:**      For discussion only



Student:

School: **Rincon Valley Charter School-  
Matanzas**

	Trimester		
<b>ATTENDANCE</b>	1st	2nd	3rd
Days Enrolled			
Days Absent			
Days Tardy			

**Achievement Marks**

- A** Strong Mastery of Content / Scholarly Attributes
- B** Mastery of Content / Scholarly Attributes
- C** Making Steady Progress towards Content Mastery / Scholarly Attributes
- D** Making Limited Progress towards Content Mastery / Scholarly Attributes
- F** Insufficient Evidence to Demonstrate Content Mastery/Scholarly Attributes

**Scholarly Attributes Grade consists of:**

- Completes work on time
- Produces quality work
- Comes prepared to class
- Classroom behavior is conducive to learning

<b>LANGUAGE ARTS</b>	<b>Content Mastery Grade</b>	<b>Scholarly Attributes Gr</b>	<b>Trimester Grade</b>	<b>Comments, Goals, and Next Steps: (only if indicated)</b>
Trimester 1				
Trimester 2				
Trimester 3				

<b>MATHEMATICS</b>	<b>Content Mastery Grade</b>	<b>Scholarly Attributes Gr</b>	<b>Trimester Grade</b>	<b>Comments, Goals, and Next Steps: (only if indicated)</b>
Trimester 1				
Trimester 2				
Trimester 3				

<b>SCIENCE</b>	<b>Content Mastery Grade</b>	<b>Scholarly Attributes Gr</b>	<b>Trimester Grade</b>	<b>Comments, Goals, and Next Steps: (only if indicated)</b>
Trimester 1				
Trimester 2				
Trimester 3				

<b>HISTORY</b>	<b>Content Mastery Grade</b>	<b>Scholarly Attributes Gr</b>	<b>Trimester Grade</b>	<b>Comments, Goals, and Next Steps: (only if indicated)</b>
Trimester 1				
Trimester 2				
Trimester 3				

PHYSICAL ED. AND HEALTH	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

ELECTIVE	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

(If Applicable) BAND or ORCHESTRA	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

END-OF-YEAR STUDENT PORTFOLIO (Trimester 3 only)		
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Learning Supports (√ if services received)	IEP	504 Plan	GATE	EL
Trimester 1				
Trimester 2				
Trimester 3				

Grade Point Average (GPA)	
Trimester 1	
Trimester 2	
Trimester 3	

Student:

School: **Rincon Valley Charter School-  
Sequoia**

ATTENDANCE	Trimester		
	1st	2nd	3rd
Days Enrolled			
Days Absent			
Days Tardy			

**Achievement Marks**

- A** Strong Mastery of Content / Scholarly Attributes
- B** Mastery of Content / Scholarly Attributes
- C** Making Steady Progress towards Content Mastery / Scholarly Attributes
- D** Making Limited Progress towards Content Mastery / Scholarly Attributes
- F** Insufficient Evidence to Demonstrate Content Mastery/Scholarly Attributes

**Scholarly Attributes Grade consists of:**

- Completes work on time
- Produces quality work
- Comes prepared to class
- Classroom behavior is conducive to learning

LANGUAGE ARTS	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

MATHEMATICS	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

SCIENCE	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

HISTORY	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

PHYSICAL ED. AND HEALTH	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

ELECTIVE	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

(If Applicable) French Studies	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

(If Applicable) BAND or ORCHESTRA	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

END-OF-YEAR STUDENT PORTFOLIO (Trimester 3 only)		
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Learning Supports (√ if services received)	IEP	504 Plan	GATE	EL
Trimester 1				
Trimester 2				
Trimester 3				

Grade Point Average (GPA)	
Trimester 1	
Trimester 2	
Trimester 3	

Student:

School: **Rincon Valley Charter School-  
Matanzas**

	Trimester		
	1st	2nd	3rd
<b>ATTENDANCE</b>			
Days Enrolled			
Days Absent			
Days Tardy			

**Achievement Marks**

- A** Strong Mastery of Content / Scholarly Attributes
- B** Mastery of Content / Scholarly Attributes
- C** Making Steady Progress towards Content Mastery / Scholarly Attributes
- D** Making Limited Progress towards Content Mastery / Scholarly Attributes
- F** Insufficient Evidence to Demonstrate Content Mastery/Scholarly Attributes

**Scholarly Attributes Grade consists of:**

- Completes work on time
- Produces quality work
- Comes prepared to class
- Classroom behavior is conducive to learning

<b>LANGUAGE ARTS</b>	<b>Content Mastery Grade</b>	<b>Scholarly Attributes Gr</b>	<b>Trimester Grade</b>	<b>Comments, Goals, and Next Steps: (only if indicated)</b>
Trimester 1				
Trimester 2				
Trimester 3				

<b>MATHEMATICS</b>	<b>Content Mastery Grade</b>	<b>Scholarly Attributes Gr</b>	<b>Trimester Grade</b>	<b>Comments, Goals, and Next Steps: (only if indicated)</b>
Trimester 1				
Trimester 2				
Trimester 3				

<b>SCIENCE</b>	<b>Content Mastery Grade</b>	<b>Scholarly Attributes Gr</b>	<b>Trimester Grade</b>	<b>Comments, Goals, and Next Steps: (only if indicated)</b>
Trimester 1				
Trimester 2				
Trimester 3				

<b>HISTORY</b>	<b>Content Mastery Grade</b>	<b>Scholarly Attributes Gr</b>	<b>Trimester Grade</b>	<b>Comments, Goals, and Next Steps: (only if indicated)</b>
Trimester 1				
Trimester 2				
Trimester 3				

PHYSICAL ED. AND HEALTH	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

ELECTIVE	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

(If Applicable) BAND or ORCHESTRA	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

END-OF-YEAR STUDENT PORTFOLIO (Trimester 3 only)		
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Learning Supports (√ if services received)	IEP	504 Plan	GATE	EL
Trimester 1				
Trimester 2				
Trimester 3				

Grade Point Average (GPA)	
Trimester 1	
Trimester 2	
Trimester 3	

Student:

School: **Rincon Valley Charter School-  
Sequoia**

	Trimester		
	1st	2nd	3rd
<b>ATTENDANCE</b>			
Days Enrolled			
Days Absent			
Days Tardy			

**Achievement Marks**

- A** Strong Mastery of Content / Scholarly Attributes
- B** Mastery of Content / Scholarly Attributes
- C** Making Steady Progress towards Content Mastery / Scholarly Attributes
- D** Making Limited Progress towards Content Mastery / Scholarly Attributes
- F** Insufficient Evidence to Demonstrate Content Mastery/Scholarly Attributes

**Scholarly Attributes Grade consists of:**

- Completes work on time
- Produces quality work
- Comes prepared to class
- Classroom behavior is conducive to learning

<b>LANGUAGE ARTS</b>	<b>Content Mastery Grade</b>	<b>Scholarly Attributes Gr</b>	<b>Trimester Grade</b>	<b>Comments, Goals, and Next Steps:</b> (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

<b>MATHEMATICS</b>	<b>Content Mastery Grade</b>	<b>Scholarly Attributes Gr</b>	<b>Trimester Grade</b>	<b>Comments, Goals, and Next Steps:</b> (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

<b>SCIENCE</b>	<b>Content Mastery Grade</b>	<b>Scholarly Attributes Gr</b>	<b>Trimester Grade</b>	<b>Comments, Goals, and Next Steps:</b> (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

<b>HISTORY</b>	<b>Content Mastery Grade</b>	<b>Scholarly Attributes Gr</b>	<b>Trimester Grade</b>	<b>Comments, Goals, and Next Steps:</b> (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

PHYSICAL ED. AND HEALTH	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

ELECTIVE	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

(If Applicable) French Studies	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

(If Applicable) BAND or ORCHESTRA	Content Mastery Grade	Scholarly Attributes Gr	Trimester Grade	Comments, Goals, and Next Steps: (only if indicated)
Trimester 1				
Trimester 2				
Trimester 3				

END-OF-YEAR STUDENT PORTFOLIO (Trimester 3 only)		
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Learning Supports (√ if services received)	IEP	504 Plan	GATE	EL
Trimester 1				
Trimester 2				
Trimester 3				

Grade Point Average (GPA)	
Trimester 1	
Trimester 2	
Trimester 3	



***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:** October 19, 2017  
**Agenda Item:** Information Item 11.5 a  
**Subject:** Rincon Valley Partnership  
**Submitter:** Mrs. Cathy Myhers, Assistant Superintendent of Student Services

**Background:** On July 1, 2017, the Rincon Valley Union School District began the day-to-day administration of the Rincon Valley Partnership. Denise Reich was hired as the new Program Manager and has quickly become a strong leader for the program. The Rincon Valley Partnership (RVP) consists of 2 Preschool Speech Programs, 5 Preschool Special Day Class Programs and 9 Primary Special Day Class Programs.

**Highlights:** One of the highlights is the number of students who are participating with their general education peers in school activities. The focus of the new administration is to support each student in having the opportunity to interact with his or her typical peers. Students are attending field trips, participating in lessons, playing together at recess and having lunch together, on many of our campuses.

**Challenges:** Change is the biggest challenge. Every effort is being made to make changes to the existing program in a slow and thoughtful way. It will take time to get to know all of the students and to have a better understanding of the needs of each program.

**Analysis:** The current RVP staff have been very collaborative and flexible. A new program was added this year and some classrooms were moved. These changes enhance the ability to support our partnering districts and the students we serve. Significant progress has been made in our collaborating with private preschools to be able to offer a continuum of options to our preschool students.

**Next Steps:** We are looking into the possibility of opening a district operated preschool program this spring. This will allow the RVP to offer mainstreaming or inclusion opportunities to preschool students. At this time, we must contract with outside agencies to offer these levels of educational placement.

**Attachments:** None

**Fiscal Impact:** No new impacts at this time

**Recommendation:** For discussion only

***Rincon Valley Union School District  
Board of Trustees  
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**Meeting Date:** October 19, 2017  
**Agenda Item:** Information Item 11.5 b  
**Subject:** Parent University  
**Submitter:** Mrs. Cathy Myhers, Assistant Superintendent of Student Services

**Background:** Parent engagement is a priority across all of the District Goals. One of the ways the District is reaching out to parents is through our first annual Parent University and Resource Fair. This event is being held on Saturday, October 21, 2017 at Matanzas Charter School.

**Highlights:** An exciting highlight is that 15minutes after the sign-up was opened, people began signing up for workshops. There are currently 12 workshops being offered and 24 Resource Fair participants.

**Challenges:** The biggest challenge is that this is the first year for this event. Once we have held the event, we will have the ability to make changes to things that did not work for future events, and to repeat portions that were successful.

**Analysis:** It is exciting to see the event come together and the willingness of people to be involved in the planning. There are strands of workshops to meet the needs of ALL parents and a wide variety of community organizations at the Resource Fair.

**Next Steps:** The next steps are to hold the event and document what we would like to continue or do differently for next year.

**Attachments:** *None*

**Fiscal Impact:** Minimal at this time

**Recommendation:** For discussion only

***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:** October 19, 2017  
**Agenda Item:** Information Item 11.6  
**Subject:** Bond Rating Agency Report  
**Submitter:** Dr. Joe Pandolfo, Deputy Superintendent of Business

**Background:** When a School District sells bonds, it is required to make a presentation to rating agencies so that the agencies can determine the credit worthiness of the District debt and provide a rating. A high rating will save taxpayers money by lowering the interest rate of the bonds. The presentations were Made September 18<sup>th</sup> and 19<sup>th</sup> to S&P Global and Moody's Investor Services, who both provided independent ratings.

**Highlights:** The District credit worthiness was rated very highly by both rating agencies. S&P Global rated the District as AA and Moody's assigned a rating of Aa2. These are, realistically as high a rating as a District the size of Rincon Valley USD can obtain and is in approximately the top 20<sup>th</sup> percentile for all school district ratings.

**Challenges:** Factors that could lead to an eventual downgrade of this rating were listed as material loss of reserves, and reduction in the number of interdistrict transfer students.

**Analysis:** The board should be commended for providing sound and prudent fiscal policy, which is the main reason for the sound financial position of the district.

**Next Steps:** The bonds will be sold in the next few weeks with proceeds deposited into Fund 21 to be spent on the facilities program.

**Attachments:** *Rating agency letters issued by S&P Global and Moody's Investor Services*

**Fiscal Impact:** The lower rating will collectively save taxpayers in the District tens of thousands of dollars over the life of the bond

**Recommendation:** For discussion only

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## Summary:

### Rincon Valley Union Elementary School District, California; General Obligation

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## Summary:

# Rincon Valley Union Elementary School District, California; General Obligation

### Credit Profile

US\$17.0 mil GO bonds (Election Of 2014) ser B due 08/01/2042

<i>Long Term Rating</i>	AA/Stable	New
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Rincon Vy Un Elem Sch Dist GO bonds

<i>Long Term Rating</i>	AA/Stable	Affirmed
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#### **Rincon Vy Un Elem Sch Dist GO**

<i>Unenhanced Rating</i>	AA(SPUR)/Stable	Affirmed
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Many issues are enhanced by bond insurance.

## Rationale

S&P Global Ratings assigned its 'AA' long-term rating to Rincon Valley Union Elementary School District, Calif.'s general obligation (GO) election of 2014 series B bonds. At the same time, S&P Global Ratings affirmed its 'AA' long-term rating and underlying rating (SPUR) on the district's existing GO debt. The outlook is stable.

Unlimited ad valorem taxes levied on taxable property in the district secure the GO bonds. The Sonoma County Board of Supervisors has the power and obligation to levy these taxes at the district's request for the bonds' repayment. The series B bonds will be used to finance the modernization and construction at two schools, as well as to upgrade air-conditioning units throughout the district.

The rating is reflective of our view of the district's:

- Access to San Francisco Bay Area's diverse, growing economy and employment base, coupled with very strong income indicators and extremely strong wealth indicators;
- Stable average daily attendance (ADA) trend, which will provide stable revenue expectations;
- Trend of very strong available fund balances; and
- Low-to-moderate debt burden.

Partially offsetting these factors, in our opinion, is the district's reliance on the state to support its operations, and our revised view of the district's financial management assessment (FMA).

## Economy

Rincon Valley Union Elementary School District is located in Sonoma County, approximately 55 miles north of San Francisco, encompasses an area of approximately 50 square miles, and serves an estimated population of 41,712. It provides education to students from kindergarten through sixth grade and operates three elementary schools, five dependent charter schools, and one dependent seventh- and eighth-grade charter school.

The district and greater region's economy is concentrated in agriculture, financial services, and information technology, though the district is more residential in nature, with 79% of assessed value (AV) dedicated to housing. AV grew by a total of 11.4% since 2016 to \$6.6 billion in 2018, mainly due to the increasing value of homes within the district. At \$157,544 per capita, the 2018 market value totals \$6.6 billion, which we consider extremely strong. The city of Santa Rosa, which is within the district, is the largest city in the northern Bay Area. In addition, the district's residents have access to the broad and diverse San Francisco Bay Area MSA for employment opportunities. Median household and per capita effective buying incomes (EBI) in the district are very strong at 135% and 143% of national levels, respectively. Roughly 3.7% of AV comes from the 10 largest taxpayers, representing a very diverse tax base in our opinion.

## **Finances**

General purpose funding for California school districts is determined by a formula based primarily on average daily attendance (ADA), grade levels served, and share of students served that are English language-learners, low to moderate income, or foster youth. Most school districts are funded through a combination of state general fund revenues and local property tax revenues, up to the amount determined by formula. For these districts, increases or decreases in ADA can lead to increases or decreases, respectively, in general purpose funding under the formula. ADA increased overall from 2014 to 2017 and totaled in at 3,434 students in 2017, nearing its capacity. The district has been able to mitigate its capacity by actively managing its waitlist for inter-district transfers. With a well-managed and predictable ADA, the district is better suited to budget its revenues under the state funding formula.

From fiscal 2011 through 2016, the district has reported general fund surpluses. The most recent audited year, fiscal 2016, resulted in a \$2 million surplus and an available fund balance of 29% of expenditures, which is very strong in our opinion. In 2006, district voters approved a parcel tax that was renewed by voters in 2016. The parcel tax provides the district with additional budgetary flexibility and provided the district with \$1.1 million in 2017, which was 2.7% of its operating revenues.

The district uses this parcel tax to fund its core programs, which include music, technology, and library. Additionally, the district receives an additional \$3 million in the form of "basic aid supplemental funding" from the state, which the district receives due to certain qualifications. District officials note that this revenue is moved annually into its special reserve fund for Capital Outlay Projects (Fund 40) to utilize these funds for one-time facility renovations or construction.

Unaudited actuals project a nominally small general fund deficit in fiscal 2017, as a textbook adoptions contributed to slightly larger expenditures. The district has also projected similar small deficits through fiscal 2020, though the district notes its actual results are typically stronger than budgeted.

## **Management**

We have revised the district's management practices to standard from good under our FMA methodology. The revision reflects our view of the district's budget to actual reporting practices, and its long-term capital improvement policy. Highlights include:

- Budget-to-actuals presented to the board on interim basis: first interim, second interim, and estimated/budget adoption during the year;

- Compliance with a state interim financial reporting framework that requires at least two intra-year reports outside of the budget cycle;
- Master facilities plan developed in 2014, though it is not a rolling plan and does not include project timelines. District additionally maintains bond projects list;
- The district invests in the county investment pool, as mandated by the state, and reports holdings and earnings performance to the board annually;
- A formal debt management policy adopted in compliance with Senate Bill (SB) 1029 that provides qualitative guidelines for issuing debt (for more information, see "California's Passage Of SB-1029's Formal Debt Management Policy Requirement Could Improve Our View Of Credit Quality," published Nov. 22, 2016); and
- Formal reserve policy requiring a reserve of 15% of expenditures, or for economic uncertainty. The district has historically maintained reserves well above minimum.

## **Debt**

Overall net debt is 0.8% of market value and \$1,310 per capita, which we believe to be low. With 41% of the district's direct debt scheduled to be retired within 10 years, amortization is slower than average. Debt service carrying charges were 8.3% of total governmental fund expenditures, excluding capital outlay in fiscal 2016, which we consider moderate. The series B bonds represent the final issuance from the district's 2014 authorization. The district noted it does not expect to issue any further debt in the next 12-18 months.

Overall debt includes \$2.5 million, which the district issued as variable rate COPS in 2009 and \$12.5 million which the district issued as direct placement in fiscal 2012 to refund certain maturities of the 2004GO bonds. After reviewing the documents, which do not include terms for principal acceleration, we believe these transactions do not possess any contingent liquidity risk.

## **Pension and other postemployment benefit liabilities**

The district paid its full required contribution of \$2.6 million toward its pension obligations in fiscal 2016, or 5.2% of total governmental expenditures. Also the district paid \$123,000 or 0.2% of total governmental expenditures toward its other postemployment benefit (OPEB) obligations in fiscal 2016. Combined pension and OPEB carrying charges totaled 5.5% of total governmental fund expenditures in 2016.

The district participates in defined-benefit pension plans managed by the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS). Using updated reporting standards in accordance with Governmental Accounting Standard Board (GASB) Statement No. 67 and 68, the district's net pension liability as of June 30, 2016, was \$23.3 million for CalSTRS and \$8.2 million for CalPERS. CalSTRS, its largest plan, maintained a funded level of 74%, using its fiduciary net position as a percentage of the total pension liability. The district has incorporated the respective systems' scheduled employer contribution rate increases into its financial planning.

## **Outlook**

The stable outlook reflects our expectation that the district will be able to maintain its very strong available fund reserve due to its control of its ADA, as well as additional revenue flexibility due to the parcel tax and basic aide supplemental funding. We do not expect to change the rating during the outlook's two-year horizon.

**Upside scenario**

Should the district improve and maintain a very strong level of reserves, accompanied by a strengthening of its financial policies and procedures, we could raise the rating.

**Downside scenario**

We could lower the ratings if the district sustains a structural imbalance that results in fund balances that fall below levels that we consider very strong such that the ratings are no longer comparable to its peers.

**Related Research**

Alternative Financing: Disclosure Is Critical To Credit Analysis In Public Finance, Feb. 18, 2014

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## CREDIT OPINION

29 September 2017

### New Issue

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## Rincon Valley Union School District, CA

New Issue – Moody's assigns Aa2 to Rincon Valley USD, CA's Election of 2014 GO Bonds, Series B

### Summary Rating Rationale

Moody's Investors Service has assigned an Aa2 rating to Rincon Valley Union School District, CA's \$17.0 million Election of 2014 General Obligation (GO) Bonds, Series B. Concurrently, we affirmed the Aa2 rating on the district's outstanding GO bonds, affecting \$33.9 million.

The Aa2 rating reflects the district's healthy tax base poised for continued moderate growth, residents' above-average socioeconomic profile, and a solid financial position supported by formal reserve policies. The rating also incorporates the district's moderate debt and pension burden, and low OPEB obligation.

The rating further considers the above average strengths of California school districts' general obligation bonds. Not only are these GOs secured by a voter-approved, unlimited property tax pledge, the proceeds of which are constitutionally restricted for debt service payment, but Sonoma County, rather than the district, will levy, collect, and disburse the GO tax proceeds.

### Credit Strengths

- » Healthy tax base growth in recent years
- » Above-average socioeconomic profile
- » Solid financial position supported by conservative fiscal practices and formal reserve policies

### Credit Challenges

- » Increasing pension costs
- » Small size of operations

### Rating Outlook

Outlooks are usually not assigned to local government credits with this amount of debt outstanding.

### Factors that Could Lead to an Upgrade

- » Significant and sustained increase in the district's assessed value
- » Sustained strong financial operations and maintenance of reserves at current levels

## Factors that Could Lead to a Downgrade

- » Protracted decline in the district's assessed value (AV)
- » Material deterioration in financial position, including reserves
- » Significant loss in interdistrict transfer students (17.6% of current enrollment)

## Key Indicators

Exhibit 1

Rincon Valley Union School District, CA	2012	2013	2014	2015	2016
<b>Economy/Tax Base</b>					
Total Full Value (\$000)	\$ 4,918,989	\$ 4,922,344	\$ 5,050,531	\$ 5,612,629	\$ 5,899,146
Full Value Per Capita	\$ 127,415	\$ 128,046	\$ 131,885	\$ 142,203	\$ 147,965
Median Family Income (% of USMedian)	134.7%	140.3%	140.5%	136.2%	136.2%
<b>Finances</b>					
Operating Revenue (\$000)	\$ 31,572	\$ 48,108	\$ 35,271	\$ 40,308	\$ 45,195
Fund Balance as a % of Revenues	33.6%	22.3%	28.6%	29.7%	27.6%
Cash Balance as a % of Revenues	29.0%	21.6%	32.5%	41.7%	42.9%
<b>Debt/Pensions</b>					
Net Direct Debt (\$000)	\$ 28,455	\$ 29,912	\$ 29,304	\$ 46,550	\$ 44,363
Net Direct Debt / Operating Revenues (x)	0.9x	0.6x	0.8x	1.2x	1.0x
Net Direct Debt / Full Value (%)	0.6%	0.6%	0.6%	0.8%	0.8%
Moody's - adjusted Net Pension Liability (3-yr average) to Revenues (x)	N/A	1.2x	2.0x	2.0x	1.9x
Moody's - adjusted Net Pension Liability (3-yr average) to Full Value (%)	N/A	1.1%	1.4%	1.4%	1.5%

Source: Rincon Valley Union School District, Moody's Investor Service

## Detailed Rating Considerations

### Economy and Tax Base: Growing Tax Base with Above-Average Socioeconomic Profile

The district serves the eastern portion of the City of Santa Rosa (Aa2/NOO) in Sonoma County, 55 miles north of San Francisco (Aa1/Stable). In 2018, the district's tax base reached \$6.6 billion, reflecting a 5.6% growth from 2017, and a 33.6% cumulative increase from the recent recession, during which the district's tax base contracted 8.0%. The district's \$6.6 billion AV is above the median for Aa2-rated school districts nationally (\$4.7 billion), but below the median for Aa2-rated school districts in California (\$12.7 billion). Going forward, the district's tax base is poised for continued growth in the near-term from turnover of existing properties.

The district's tax base is diverse with the ten largest taxpayers comprising 3.8% of the 2018 AV, and no single taxpayer constituting more than 0.7% of the total AV. The largest taxpayers include apartment complexes, shopping centers, vineyards, and commercial owners.

The district's wealth measures are strong, with per capita income at \$38,900 (128.3% of US) and median family income at \$89,917 (136.2% of US). AV per capita of \$166,497 is above the median for Aa2-rated school districts in California and nationally, which are \$140,145 and \$106,721, respectively. The City of Santa Rosa's unemployment rate, which serves as a proxy for the district's, was 4.3% in July 2017, below that of the nation (4.6%) and the state (5.4%).

### Financial Operations and Reserves

With favorable enrollment trends and a history of fiscal prudence, the district has maintained a healthy financial position even through the recession. Rincon Valley USD has a formal policy of maintaining a minimum general fund balance at 15.0% of annual expenditures, which we view as a credit positive; over the last ten audited fiscal years, the district has maintained an average general fund balance

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the ratings tab on the issuer/entity page on [www.moody's.com](http://www.moody's.com) for the most updated credit rating action information and rating history.

exceeding 20.0% of expenditures. With consistent healthy reserves, the district enacted very few service cuts during the recent recession.

In recent years, the district's revenues have strengthened from the funding enhancements made under the Local Control Funding Formula (LCFF) and from state one-time funds for mandated cost reimbursements. Since 2006, the district's revenues have also benefitted from a parcel tax which was recently extended for another twelve years at \$96 per parcel, generating \$1.1 million in annual revenue.

In fiscal 2016, the district received \$2.6 million in one-time state monies and generated \$2.1 million in surplus, ending the fiscal year with \$12.1 million in its general fund (28.8% of revenues). Available operating fund balance, which for purposes of our analysis includes the district's general fund, dependent charter school fund, and debt service fund, was \$13.2 million, or 27.6% of revenues, as of fiscal 2016. Based on unaudited financials, the district drew \$0.6 million from its general fund during fiscal 2017 to spend down one-time state monies for capital outlay and district-wide textbook adoptions. Going forward, the district projects relatively balanced operations with small draws on its general fund in the next three fiscal years. Given the district's overall conservative fiscal practices supported by reserve policies, we expect the district to maintain its healthy financial position sufficient for the rating category.

The district's average daily attendance (ADA) has grown by approximately 780 students (30%) over the last decade as a result of its strong academic reputation and offerings. Currently, 600 out of the district's 3,400 students are interdistrict transfers. Management expects to maintain stable enrollment as the district has reached classroom capacity and has a waiting-list for students seeking to transfer in.

#### **LIQUIDITY**

The district's net cash balance as of fiscal 2016 was \$19.4 million, equal to a robust 42.9% of revenues. The district also has approximately \$6.1 million unrestricted monies (15.5% of revenues) in special revenue funds that can support general fund operations, if needed.

#### **Debt and Pensions**

With the current issuance, the district will have \$50.9 million general obligation bonds outstanding, along with \$2.6 million of certificates of participation paid by the general fund. The district's net direct debt burden of 0.8% of AV or 1.2 times operating revenues remains moderate and in-line with other Aa2-rated school districts in California.

The current sale represents the final issuance under a \$35.0 million authorization (2014 Election). The district does not anticipate going to its voters for additional bond authorizations in the near future.

#### **DEBT STRUCTURE**

The district's debt profile includes fixed-rate current interest and capital appreciation general obligation bonds maturing through 2039, as well as adjustable-rate certificate of participations maturing through 2031.

#### **DEBT-RELATED DERIVATIVES**

The district has no debt-related derivatives.

#### **PENSIONS AND OPEB**

The district's certificated employees are members of the State Teachers' Retirement System ("STRS"). STRS provides retirement, disability and survivor benefits to plan members and beneficiaries under a defined benefit program. Classified employees are members of the Public Employees' Retirement System ("PERS"). Benefit provisions for both systems are established by the State statutes, as legislatively amended from time to time.

Moody's three-year average adjusted net pension liability (ANPL) for the district, under our methodology for adjusting reported pension data, is 1.9 times operating revenues or 1.4% of AV. Moody's ANPL reflects certain adjustments we make to improve comparability of reported pension liabilities. The adjustments are not intended to replace the district's reported liability information, but to improve comparability with other rated entities. Similar to most California school districts, pension costs will become an increasing budget pressure as contribution rates increase over the next several years, which the district has incorporated in its multi-year projections.

The district's other post-employment benefits (OPEB) liability is moderate. The OPEB obligation is being addressed on a pay-go basis, and the unfunded liability was \$1.8 million as of January 1, 2016, representing 35.9% of covered payroll. The district has eliminated benefits for certificated employees hired after 1986 and classified employees hired after 2014. Benefits are provided until the age of 65, with some extended coverage for those retirees with high numbers of years of service.

## Management and Governance

### Institutional Framework

California school districts have an Institutional Framework score of A, which is moderate compared to the nation. Institutional Framework scores measure a sector's legal ability to increase revenues and decrease expenditures. California school districts' major revenue sources are determined by the state government or, for the most part, can only be raised with voter approval. Ad valorem property tax rates cannot be increased above 1% except to meet GO bond payments, and assessed valuation growth is also generally limited to 2% annually unless a property changes ownership. Unpredictable revenue fluctuations tend to be moderate, or between 5% and 10% annually. Across the sector, fixed and mandated costs are generally less than 25% of expenditures. However, California has strong public sector unions and additional expenditure constraints, which limit the ability to make cuts. Unpredictable expenditure fluctuations tend to be minor, under 5% annually.

### Operating History

The district's five-year operating ratio through fiscal 2017 (unaudited) is 1.01 times. Management has traditionally taken a conservative approach to budgeting and has effectively managed overall operations. The district's policy of maintaining its general fund reserve at greater than 15.0% of expenditures is a credit positive.

## Legal Security

The general obligation offering is secured by an unlimited property tax pledge of all taxable property within the district boundaries. Debt service on the rated debt is secured by the district's voter-approved unlimited property tax pledge. The county rather than the district will levy, collect, and disburse the district's property taxes, including the portion constitutionally restricted to pay debt service on general obligation bonds.

## Use of Proceeds

Proceeds of this issuance will provide for renovation and modernization projects across the district.

## Obligor Profile

Rincon Valley Union School District is located in Sonoma County, California, approximately 55 miles north of San Francisco. The district encompasses a total area of approximately 50 square miles, including areas of the City of Santa Rosa (Aa2/NOO) and certain unincorporated areas in the County. The district operates three traditional elementary schools, five elementary conversion charter schools, one affiliated charter middle school, and four special education programs. The district currently serves approximately 3,400 students.

## Methodology

The principal methodology used in this rating was US Local Government General Obligation Debt published in December 2016. Please see the Rating Methodologies page on [www.moody.com](http://www.moody.com) for a copy of this methodology.

## Ratings

Exhibit 2

### Rincon Valley Union School District, CA

Issue	Rating
Election of 2014 General Obligation Bonds, Series B	Aa2
Rating Type	Underlying LT
Sale Amount	\$17,000,000
Expected Sale Date	10/11/2017

Rating Description	General Obligation
<i>Source: Moody's Investors Service</i>	

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***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:**      **October 19, 2017**

**Agenda Item:**      **Information Item 11.7**

**Subject:**            **Highly Qualified Teachers**

**Submitter:**        **Dr. Tony Roehrick, Superintendent**

**Background:**      This information item is twofold. The first purpose is to provide the Governing Board with information related to the certification status of each of our teachers. The second purpose is to report on the status of our teacher evaluation system for the current year.

The Williams Act first outlined the following three components. The State of California, in developing the priority areas for the Local Control Accountability Plan, included these three components as part of the basic supports each district must address.

1. Every student has the access to all core Board adopted curricular materials. Through resolution, the Board certified this finding last month.
2. Every student is housed in facilities in good repair. The Board is provided a status report on this item every quarter.
3. Every student is assigned a teacher who is highly qualified and possesses the appropriate certification for the subject and/or grade level for which they are assigned. The District verifies every student is assigned a highly qualified teacher through an annual review of the credentials of its teaching staff. This report verifies that every teacher in Rincon Valley USD is highly qualified and possesses the appropriate credential for their assignment.

**Highlights:**        The following summarizes the number of teacher evaluations scheduled for the current school year.

Austin Creek:	8 teachers, 2 are temps/probs
Binkley:	8 teachers, 3 are temp/prob
Madrone:	6 teachers, 2 are temps/probs
Matanzas	7 teachers, 4 are temps/probs
Sequoia	9 teachers, 4 are temps/probs
Spring Creek:	6 teachers, 1 is a temp
Village:	6 teachers, 5 are temps/probs
Whited:	7 teachers, 3 are temps/probs
RVCS Matanzas:	3 teachers, 1 is prob
RVCS Sequoia:	5 teachers, 2 are temp/probs
RVP:	6 teachers, 1 is a temp
Home Study:	3 teachers, 0 are temp/probs
CT/Coordinators:	5 teachers, 0 are temp/probs
Totals:	79 teachers, 28 are temps/probs

***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

<b>Challenges:</b>	Teacher evaluation is a critical responsibility of our site administrators. Our evaluation system has been modified in recent years to ensure there is adequate time for administrators to conduct evaluations deeply and to build in time to discuss results from formal and informal observations.
<b>Analysis:</b>	While our teacher evaluation process has been refined, the District and RVUTA share an interest to move towards a new rubric that serves as the basis for teacher evaluation.
<b>Next Steps:</b>	The status of our teacher's credentials matching their assignments will be reported in the individual School Report Cards to be approved by the Board in January. The evaluation process will be further negotiated with RVUTA during the current school year.
<b>Attachments:</b>	None
<b>Fiscal Impact:</b>	None
<b>Recommendation:</b>	For discussion only

***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:** October 19, 2017  
**Agenda Item:** Information Item 11.8  
**Subject:** Strategic Plan Update for Operations Departments  
**Submitter:** Dr. Joe Pandolfo, Deputy Superintendent of Business

**Background:** In September, staff presented purpose statements for the business, custodial, child nutrition, maintenance, technology, and transportation departments. These purpose statements were collaboratively developed by the staff of each department using the District Mission Statement as a framework for their discussions. Since September, each department has met and developed an action plan to address the purpose statement. The plan's development was led by the supervisor or manager in a collaborative process with input from the entire staff of each department.

**Highlights:** The work of the departments provides the District with a concrete plan, which includes objectives and success indicators.

**Challenges:** The District is almost 2 months into the school year and there is limited time for classified professional development. The plans will also need some "fine tuning" before being finalized at next months meeting.

**Analysis:** These plans provide an opportunity to more formally address the needs of the District to better serve the students and staff.

**Next Steps:** If there is consensus from the board, staff will begin to implement the plans. Formal approval of the plans will be requested next month. Changes may be made to plans based on input from the October board meeting.

**Attachments:** *Action Plans from each department*

**Fiscal Impact:** There is some limited costs for staff development that is in the current budget. Likely less than \$10,000. New software for the maintenance department will also be less than \$10,000 and is in the current budget.

**Recommendation:** For discussion only

# **Rincon Valley Union School District**

## **2017-18 Business Department Strategic Plan**

***GOAL #1: The RVUSD Business Department maintain excellent customer service.***

**Objective:**

- 1.1 Gain understanding of the level of customer service provided to the District
- 1.2 Identify areas that need improvement
  - A. Conduct a baseline survey to Principals, Office Managers to determine current level of customer Service.
  - B. Analyze data
- 1.3 Develop procedures to address these areas
- 1.4 Attend a District presentation on customer service

**Actions/Success Indicator:**

- A. Survey sent by November 1, 2017
- B. Attend customer service training by November 1, 2017
- C. Discuss takeaways of customer service presentation at staff meeting
- D. Report on results by December 1, 2017
- E. Develop collaborative plan to improve customer service based on data by January 1, 2018

***GOAL #2: The RVUSD Business Department will increase efficiencies through documentation and the better use of technology.***

**Objective:**

- 2.1 Desk Manuals will include use operating procedures and how to utilize software on each employee's desk
- 2.2 Update Business Office web page
- 2.3 Review work to see if any documents can be stored electronically for retention and eliminate duplicate copies

**Actions/Success Indicator:**

- A. Desk manuals will be created by each person by July 1, 2018, and be maintained, revised, and updated annually
- B. Business office staff will meet and evaluate current Business Office Web by December 1, 2017, and make suggestions for improvements
- C. Web site will be updated by July 1, 2018 and reviewed annually to ensure that the proper forms and information is current.
- D. Warehouse, and individual desk files will be reviewed by January 1, 2018 to ensure we are in compliance with Retention Policies, consolidate duplicate copies, and secure confidential files

***GOAL #3: The RVUSD Business Department will continue to learn and adopt current best practices.***

**Objective:**

- 3.1 Continue Professional Development at the County Office/CASBO
- 3.2 Review list of courses in Target Solutions with Director of Fiscal Services by November 1, 2017 and develop a professional development plan to complete courses by June 30, 2018

**Actions/Success Indicator:**

- A. Business Office will continue to be present at County Office workshops and trainings

- B. By December 1, 2017, every member of the depart will have identified three assignments in Target Solution (including one to improve software skills) and will have completed these courses June 30, 2018.
- C. The Business Office will continue to meet monthly after County DBUG meetings to disseminate pertinent information

***GOAL #4: The RVUSD Business Department will improve esprit de corp***

**Objective:**

- 4.1 Improve communication within the Business Office
- 4.2 Build and foster Business Office team relationships and morale
- 4.3 Celebrate Success

**Actions/Success Indicator:**

- A. The Business Office will continue to meet monthly to discuss any updates, changes, significant deadlines, etc
- B. The Business Office will have team outings (one in December and one in July) each year to celebrate and acknowledge the Department's hard work.
- C. Collaboratively set norms that we will agree to work by.

# Rincon Valley Union School District

## 2017-18 Custodial Department Strategic Plan

### Goal #1

***The RVUSD Custodial Department will achieve and maintain excellent customer service.***

Objective:

- 1.1 Gain understanding of the level of customer service provided to the School Sites
- 1.2 Identify areas that need improvement
  - A. Conduct a baseline survey to pertinent stakeholders to determine current level of customer Service.
  - B. Analyze data
- 1.3 Develop procedures to address areas needing attention including
  - 1.12 Attend a District presentation on customer service
  - 1.13 Report feedback to custodial by District and site

Actions/Success Indicator

- A. Survey sent by November 1<sup>st</sup>
- B. Report on results by Jan. 1<sup>st</sup>
- C. Attend customer service training by March 1, 2018
- D. Feedback meeting with employee documented monthly by supervisor to measure improvement

### Goal #2

***The RVUSD Custodial department will increase efficiencies through the better use of technology.***

Action

- 2.1 Staff to attend computer training for basic skill technology training
- 2.2 Learn how to use/interpret the new electronic work order ticket system
- 2.3 Learn how to use/interpret the electronic facility use request system

Actions/Success Indicators

- A. Training for the new system will be completed by December 1, 2017
- B. New systems will be on-line by January 1, 2018
- C. Comprehension will be determined by use of system with supervisor.

### Goal #3

***The RVUSD Custodial Department will continue to learn and adopt current best practices.***

Action

- 3.1 Finalize training curriculum and use for monthly meetings
- 3.2 Implement monthly Meetings

Success Indicators

- A. By March 1, 2018 the custodial curriculum will be finalized
- B. By June 30, 2018 the depart will have had 10 monthly meetings plus one additional inservice

**Goal #4**

*The RVUSD Custodial Department will improve esprit de corp*

**Objective**

- 4.1 Build and foster Custodial team relationships and morale
- 4.2 Celebrate Success

**Actions/Success Indicators**

- A. The Custodial Department will have a team outing each year to celebrate and acknowledge the Department's hard work.



# Rincon Valley Union School District

## 2017-18 Food Service Department Strategic Plan

### Goal #1

***The RVUSD Food Service Department will achieve and maintain excellent customer service.***

Objective:

- 1.1 Clearly Identify who the food service customers are
- 1.2 Gain understanding of the level of customer service provided
- 1.3 Identify areas that need improvement
  - A. Conduct a baseline survey to pertinent stakeholders to determine current level of customer Service.
  - B. Analyze data
- 1.4 Develop procedures to address these areas including
  - 1.12 Attend a training on customer service
  - 1.13 Have food manager supervisor conduct short on-site surveys and report back to individual staff to provide feedback to improve service

Actions/Success Indicator

- A. Survey sent by November 1<sup>st</sup>
- B. Report on results by Jan. 1<sup>st</sup>
- C. Attend customer service training by March 1, 2018
- D. Feedback meeting with employee documented weekly by supervisor

### Goal #2

***The RVUSD Food Service department will increase product marketing and brand recognition through the use of outreach programs.***

Action

- 2.1 4.2Cooks and cashiers will promote the monthly food promotions and develop commitment from staff to making it a fun event.
- 2.2 Supervisor and staff will attend parent and/or school events to further promote food service department such as Parent University.

Actions/Success Indicators

- A. Survey sent by January 1st
- B. Report results to individual staff to provide feedback to improve promotion.
- C. Increased student participation in food service program

### Goal #3

***The RVUSD Food Service Department will continue to learn and adopt current best practices.***

Action

- 3.1 Finalize training curriculum and use for monthly meetings

### 3.2 Implement monthly meetings

#### Success Indicators

- A. By June 30<sup>th</sup>, the depart will have had 10 monthly meetings, with 2 additional staff development days with 100% attendance rate.
- B. By March 1st the Food Service curriculum will be finalized

### **Goal #4**

***The RVUSD Food Service department will improve esprit de corp***

#### **Objective:**

- 4.1 Build a foster Food Services team relationships and morale.
- 4.2 Celebrate Success

#### **Actions/Success Indicators**

- A. Food Services will have team outings each year to celebrate and acknowledge the Department's hard work.

# Rincon Valley Union School District

## 2017-18 Maintenance Department Strategic Plan

### Goal #1

***The RVUSD Maintenance Department will achieve and maintain excellent customer service.***

Objective:

- 1.1 Gain understanding of the level of customer service provided to the District
- 1.2 Identify areas that need improvement
  - A. Conduct a baseline survey to pertinent stakeholders to determine current level of customer Service.
  - B. Analyze data
- 1.3 Develop procedures to address these areas including
  - 1.12 Attend a District presentation on customer service
  - 1.13 Have maintenance supervisor review work tickets weekly and report back to individual staff to provide feedback to improve service

Actions/Success Indicator

- A. Survey sent by October 1<sup>st</sup>
- B. Report on results by Jan. 1<sup>st</sup>
- C. Attend customer service training by March 1<sup>st</sup> 2018
- D. Feedback meeting with employee documented weekly by supervisor

### Goal #2

***The RVUSD Maintenance department will increase efficiencies through the better use of technology.***

Action

- 2.1 Implement new electronic work order ticket system
- 2.2 Implement an electronic facility use request system
- 2.3 Develop maintenance web page

Actions/Success Indicators

- A. Training for the new system will be completed by December 1, 2017
- B. New systems will be on-line by January 1, 2018
- C. Monthly reports will be run and reviews with key personnel starting in February
- D. Web page will be on-line by December 1, 2017

### Goal #3

***The RVUSD Maintenance Department will continue to learn and adopt current best practices.***

Action

- 3.1 Finalize training curriculum and use for tailgate meetings
- 3.2 Implement weekly Tailgate Meetings

Success Indicators

- A. By June 30<sup>th</sup>, the depart will have had 40 tailgate meetings

**Rincon Valley Union School District**  
**2017-18 Information Technology Department Strategic Plan**

**Goal #1: The Rincon Valley I.T. Department will achieve and maintain excellent customer service.**

**Objective:**

- 1.1 Improve communication with end users.
- 1.2 Evaluate the prioritization of work tickets.
- 1.3 Identify areas of improvement.
- 1.4 Utilize professional development opportunities.

**Action/Success Indicator:**

- A. All work tickets should be completed within 48 hours. If this is not feasible, then a response should be added to the work ticket explaining why it will take longer, as well as, a realistic timeline for completion.
- B. Identify high need staff members and develop a criterion, which outlines prioritization levels based on equipment and number of users affected.
- C. Meet with site administrators to discuss site specific issues and develop a response/preventative maintenance plan to resolve issues.
- D. Plan and implement professional development on customer service.
- E. Create distribution material to better inform sites about I.T. department projects.

**Goal #2: The Rincon Valley I.T. Department will become more efficient in time utilization.**

**Objective:**

- 2.1 Lower work ticket completion times.
- 2.2 Develop methods to become better organized.
- 2.3 Identify staffing needs per site.

**Action/Success Indicator:**

- A. Identify trouble spots in the ticketing process and revise where appropriate.
- B. All work tickets should be completed or at minimum responded to within 48hours.
- C. Evaluate inventory to increase ticket response times.
- D. Establish appropriate times for shop maintenance and cleaning.
- E. Analyze work tickets by site to better allocate staff resources.

**Goal #3: The Rincon Valley I.T. Department will improve *esprit de corps*.**

**Objective:**

- 3.1 Improve inter-office communication.
- 3.2 Increase collaboration and morale.
- 3.3 Foster individual success.

**Action/Success Indicator:**

- A. Implement weekly meetings to discuss issues in the district, as well as, and questions or concerns needing to be addressed.
- B. Utilize Technology and Customer Service professional development opportunities.
- C. Create bi-annual events that encourage teamwork and recognize individual successes.

**Goal #4: Collaborate with field resources to increase productivity and minimize technology downtime to increase child productivity.**

**Objective:**

- 4.1 Improve communication with field resources.
- 4.2 Analyze utilization of technology spaces for 21<sup>st</sup> century learning.
- 4.3 Empower field resources to provide expanded technology support to site personnel.

**Action/Success Indicator:**

- A. Maintain weekly communications with field resources to understand site specific needs.
- B. Establish a technology committee to evaluate the district's technology program and make recommendations to achieve 21<sup>st</sup> century learning objectives.
- C. Provide professional development opportunities and expand the responsibilities of field resources to better meet the day-to-day needs of their specific site.
- D. Meet face-to-face monthly with field resources to provide professional development opportunities, identify issues, and expand understanding of the Information Technology department's purpose statement.

# **Rincon Valley Union School District**

## **2017-18 Transportation Department Strategic Plan**

**Goal #1: The Rincon Valley Transportation Department will achieve and maintain excellent customer service.**

**Objective:**

- 1.1 Gain understanding of the level of customer service provided to the District.
- 1.2 Identify areas that need improvement
  - A. Conduct a baseline survey to the Principals, Teachers, randomly chosen 3 Special Needs families and 5 Regular Ed families.
  - B. Analyze data
- 1.3 Develop procedures to address these areas including
- 1.4 Attend a District presentation on customer service.

**Action/Success Indicator:**

- A. Survey sent by November 1 , 2017
- B. Discuss takeaway of customer service presentation at monthly drivers meeting
- C. Report on results by December 1,2017
- D. Develop Collaborative plan to improve customer service based on data by January 1,2018

**Goal #2: The RVUSD Transportation Department will increase efficiencies through documentation and better use of technology.**

**Objective:**

- 2.1 Implement new Zpass student/bus tracking software
- 2.2 Develop Transportation web page.
- 2.3 Driver handbook will include laws, regulations, and district policy

**Actions/Success Indicators:**

- A. Driver Handbooks will be maintained, revised, and updated annually to ensure that new laws and policies are current
- B. Zpass will be on-line and training completed by Jan.1, 2018
- C. Web site will be up dated by December 1, 2018 and reviewed annually to ensure that the proper forms and information is current

**Goal #3: The RVUSD Transportation Department will continue to learn and adopt current best practices.**

**Action**

**Objective:**

- 3.1 Continue driver safety training at monthly drivers meetings
- 3.2 Continue to provide opportunities for drivers to receive their mandatory 10 hours of in-service training per year.

**Success Indicator:**

Drivers are current with all required certificate, in-service training hours, DOT physicals, and First Aid training.

**Goal #4 The RVUSD Transportation Department will improve spirit de corp.**

**Objective:**

- 4.1 Improve communication within the transportation Department
- 4.2 Build and foster Transportation team relationships and morale
- 4.3 Celebrate Success

**Actions/Success Indicator:**

- A. The drivers will meet monthly to discuss any updates, changes.
- B. The Transportation Department will have a recognition event each year to celebrate and acknowledge the Department's hard work.
- C. Collaboratively set norms that you will agree to work by.



***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:** October 19, 2017

**Agenda Item:** Information Item 11.9

**Subject:** Progress on 2016-17 Single Plan for Student Achievement Goals and 2017-18 Goals

**Submitter:** Dr. Tony Roehrick, Superintendent

**Background:** Each year, schools provide a report to the Governing Board detailing the results of their prior year site goals. These goals are aligned to the District LCAP. Each of the schools has the identical English language arts, mathematics, and English learner goals and actions to meet the goals. Individual schools created a unique fourth goal tied to school culture and aligned to the LCAP actions and services in this area.

**Highlights:** The actions found to consistently be most effective for the various goals include:

1. Goal 1, ELA: SIPPS instruction in grades K-3 and using student assessment data to guide instruction.
2. Goal 2, Math: Increased professional development in NY Math and MTSS processes for students not meeting standards.
3. Goal 3, English learners: Purposeful instructional strategies.
4. Goal 4, School Climate: Strengthening school-based MTSS, monitoring attendance and social-emotional programs such as Restorative Practices.

**Challenges:** Schools are making progress on implementing the actions defined in the LCAP. State testing results have improved. However, certain subgroups of students continue to lag behind the performance demonstrated by other students.

**Analysis:** Last year was the first year of the District narrowing the focus of the LCAP and then closely aligning the Single Plans to the LCAP. Areas for improvement are in math for all students and ELA for English learners and socio-economically disadvantaged students. Professional development in math and a focused designated ELD program should further progress made last year. For school climate, schools have made very good progress in the development of their site-based MTSS teams and our continuum of social-emotional programs is developing the tools and skills of our students.

**Next Steps:** The template for the 2017-18 site-based Single Plan for Student Achievement has been developed and individual schools are developing their plans. Our intent is to bring these plans for the Board to approve in November. The template is aligned to the current LCAP. SPSA Goal #1 is LCAP Goal #4 (growth in English language arts). SPSA Goal #2 is aligned to LCAP Goal #5 (growth in mathematics). SPSA goal #3 is LCAP Goal #6 (growth in reclassification for English learners). Sites will have flexibility to customize SPSA Goal # 4, though it will be aligned to LCAP Goal #3 (safe learning environment). We have included

## *Agenda Item Summary*

a budget page for this year's plan so it is easier to track how site-based resources have been allocated and utilized.

**Attachments:** *Progress on 2016-17 Single School Plan Goals*

*(a) Austin Creek*

**(b) Binkley**

**(c) *Madrone***

*(d) Spring Creek Matanzas*

**(e) Sequoia**

**(f) Village**

(g) *Whited*

***(h) Rincon Valley Charter School***

## 2017-18 Single Plan Goals Template

**Fiscal Impact:** None

**Recommendation:** For discussion only

# Austin Creek

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 1:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP English language arts standard with special attention to 3<sup>rd</sup> grade students. (LCAP Goal #4)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Grades K – 6</p>	<p><b>Anticipated performance growth based on expected measureable outcomes for each group: (Base to Growth; 2015-16 to 2016-17)</b></p> <ol style="list-style-type: none"> <li>1. Increase the percent of all 3<sup>rd</sup> grade students meeting or exceeding the SBAC standard for language arts to 83% for 3<sup>rd</sup> and maintain the 98% of 6<sup>th</sup> grade students meeting or exceeding the SBAC standard for language arts.</li> <li>2. Increase the percent of socio-economically disadvantaged students meeting or exceeding the SBAC standard for language arts to 73%.</li> <li>3. 85% of students will meet or exceed local benchmarks at the end of 2016-17</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Grade K – 2 students will take the DIBELS assessment three times per year.</li> <li>2. Grade 2 – 6 students will take the STAR Reading assessment four times per year.</li> <li>3. English Learners will be assessed once annually on the CELDT.</li> <li>4. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Assess student reading progress in grades K-6 using formative, interim, and summative assessments – STAR Reading, SIPPS, CELDT, CAASPP interim, CAASPP and other district assessments	<b>Full</b>
Implement a systematic reading instructional program (K-3 SIPPS).	<b>Full</b>
Expand and utilize the MTSS for students not meeting DIBELS screening, CAASPP, and/or local benchmark assessment targets.	<b>Partial</b>
Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.	<b>Full</b>
Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.	<b>Partial</b>

**Actions found to be most effective:**

- Full implementation of SIPPS reading instructional program for K-3
- Expand and utilize the MTSS for students not meeting DIBELS screening, CAASPP, and/or other local benchmark assessment targets
- Assess student reading progress in grades K-6 using formative, interim, and summative assessments (e.g. STAR reading, SIPPS, CELDT, CAASPP interim, CAASPP, and other district assessments)

# Austin Creek

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

### Description of the results:

1. *Increase the percent of all 3<sup>rd</sup> grade students meeting or exceeding the SBAC standard for language arts to 83% for 3<sup>rd</sup> and maintain the 98% of 6<sup>th</sup> grade students meeting or exceeding the SBAC standard for language arts.*
  - In 2015-16, 80% of all third grade students met or exceeded SBAC ELA standard, in 2016-17 85% of third grade students met or exceeded this standard.
  - In 2015-16, 98% of all sixth grade students met or exceeded SBAC ELA standard, in 2016-17 90% of all sixth grade students met or exceeded this standard.
2. *Increase the percent of socio-economically disadvantaged students meeting or exceeding the SBAC standard for language arts to 73%.*
  - In 2015-16, 65% of socio-economically disadvantaged students in grades 3-6 met or exceeded standard on the SBAC ELA, in 2016-17, 52% of social-economically disadvantaged students in grades 3-6 met or exceeded this standard.
3. *85% of students will meet or exceed local benchmarks at the end of 2016-17*
  - The spring 2017, STAR Reading report states that 88% of all students in grades 3-6 met or exceeded local benchmark

### Data supporting the results:

#### K – 2<sup>nd</sup> on DIBELS:

- In the fall of 2016-17, 94% of all K-2 students tested (177) met or exceeded standard, in the spring of 2016-17, 90% of all K-2 students tested (171) met or exceeded standard.
- At the end of the 2015-16 school year, 94% of all K-2 students met or exceeded standard.
- At the end of the 2016-17 school year, 90% of all K-2 met or exceeded standard.

#### 2<sup>nd</sup> – 6<sup>th</sup> STAR Reading:

- In the spring of 2015-16, 92% of all second graders tested met or exceeded standard, in the spring of 2016-17, 89% of all second graders tested met or exceeded standard.
- In the spring of 2015-16, 91% of all third graders tested met or exceeded standard, in the spring of 2016-17, 94% of all third graders tested met or exceeded standard.
- In the spring of 2015-16, 85% of all fourth graders tested met or exceeded standard, in the spring of 2016-17, 86% of all fourth graders tested met or exceeded standard.
- In the spring of 2015-16, 94% of all fifth graders tested met or exceeded standard, in the spring of 2016-17, 84% of all fifth graders tested met or exceeded standard.
- In the spring of 2015-16, 87% of all sixth graders tested met or exceeded standard, in the spring of 2016-17, 90% of all sixth graders tested met or exceeded standard.

#### CELDT:

- 70% of students who took the CELDT test in 2015-15 increased in performance when they took the CELDT test in 2016-17.

## **Austin Creek**

### **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

#### **SBAC:**

- In the 2015-16 school year, 80% of all third graders tested met or exceeded standards, in 2016-17, 85% of all third graders tested met or exceeded standards.
- In the 2015-16 school year, 81% of all fourth graders tested met or exceeded standards, in 2016-17, 79% of all fourth graders tested met or exceeded standards.
- In the 2015-16 school year, 96% of all fifth graders tested met or exceeded standards, in 2016-17, 77% of all fifth graders tested met or exceeded standards.
- In the 2015-16 school year, 98% of all sixth graders tested met or exceeded standards, in 2016-17, 90% of all sixth graders tested met or exceeded standards.

#### **Next Steps:**

- Progress monitor students not making measurable progress towards grade level standards using local district benchmark assessments, interim CAASPP, STAR Reading, DIBELS, and SIPPS.
- Utilize MTSS for student not meeting assessment targets.
- Hold data meetings with grade level teams and Student Support Coordinator to monitor student progress.
- Provide targeted reading support for K-3 students not meeting assessment targets.
- Provide targeted writing support for 4-6 students not meeting assessment targets.
- Work with consulting teachers to support English language arts curriculum and instruction.

## Austin Creek

### Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 2:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP Math standard with special attention to 8<sup>th</sup> grade students. (LCAP Goal #5)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p><b>Grades K – 6</b></p>	<p><b>Anticipated performance growth based on expected measureable outcomes for each group: (Base to Growth; 2015-16 to 2016-17)</b></p> <ol style="list-style-type: none"> <li>1. Increase the percent of all 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the SBAC standard for math to 95% for 3<sup>rd</sup> grade and 82% for 6<sup>th</sup> grade.</li> <li>2. Increase the percent of socio-economically disadvantaged students meeting or exceeding the SBAC math to 58%.</li> <li>3. Establish a baseline for local benchmark assessments to ensure students are on track to meet 3<sup>rd</sup> and sixth grade SBAC standards</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Kindergarten students will take Math Benchmarks in the winter and spring.</li> <li>2. Grades 1 – 6 take a benchmark assessment three times per year.</li> <li>3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Assess student math progress in grades K-6 using formative, interim, and summative assessments – Local assessment – MobyMax, K-1 district assessments, CAASPP interim, and CAASPP and/or local benchmark targets	<b>Partial</b>
Implement MTSS for students not meeting CAASPP and/or local benchmark targets.	<b>Partial</b>
Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State Math standards.	<b>Full</b>
Provide training to teachers and principals in the implementation of a new local math benchmark assessment.	<b>Full</b>
Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the new California State standards.	<b>Partial</b>

**Actions found to be most effective:**

- Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State Math Standards
- Implement MTSS for students not meeting CAASPP and/or local benchmark targets
- Provide training to teachers and principals in the implementation of a new local benchmark assessment

# Austin Creek

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

### Description of the results:

1. *Increase the percent of all 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the SBAC standard for math to 95% for 3<sup>rd</sup> grade and 82% for 6<sup>th</sup> grade.*
  - In 2015-16, 94% of all third grade students met or exceeded SBAC Math standard, in 2016-17 95% of third grade students met or exceeded this standard.
  - In 2015-16, 78% of all sixth grade students met or exceeded SBAC Math standard, in 2016-17 75% of all sixth grade students met or exceeded this standard.
2. *Increase the percent of socio-economically disadvantaged students meeting or exceeding the SBAC math to 58%.*
  - In 2015-16, 53% of socio-economically disadvantaged students in grades 3-6 met or exceeded standard on the SBAC Math, in 2016-17, 57% of social-economically disadvantaged students in grades 3-6 met or exceeded this standard.
3. *Establish a baseline for local benchmark assessments to ensure students are on track to meet 3<sup>rd</sup> and sixth grade SBAC standards*
  - During the first year, 2016-2017, of MobyMax implementation as a local measure the data was found to be unreliable.
  - In addition, the Engage NY Curriculum end of unit assessments were also found to not be a reliable measure of student comprehension.

### Data supporting the results:

#### K on district Benchmark (winter):

- At the end of the 2015-16 school year 93% of all K students tested met or exceeded standard, in 2016-17

#### 1<sup>st</sup> – 6<sup>th</sup> on district Benchmark:

- During the first year, 2016-2017, of MobyMax implementation as a local measure the data was found to be unreliable.
- In addition, the Engage NY Curriculum end of unit assessments were also found to not be a reliable measure of student comprehension.
- The 2016-17 data will be used to establish a baseline for 2017/18 expectations

#### 3<sup>rd</sup> – 6<sup>th</sup> on SBAC:

- In 2015-16, 94% of all third grade students met or exceeded SBAC Math standard, in 2016-17 95% of third grade students met or exceeded this standard.
- In 2015-16, 61% of all fourth grade students met or exceeded SBAC Math standard, in 2016-17 87% of fourth grade students met or exceeded this standard.
- In 2015-16, 87% of all fifth grade students met or exceeded SBAC Math standard, in 2016-17 71% of fifth grade students met or exceeded this standard.
- In 2015-16, 78% of all sixth grade students met or exceeded SBAC Math standard, in 2016-17 75% of sixth grade students met or exceeded this standard.



## **Austin Creek**

### **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

#### **Next Steps:**

- Progress monitor students not making measurable progress towards grade level standards using local district benchmark assessments, interim CAASPP, MobyMax, Mid and End of Module ENY math assessments
- Utilize MTSS for student not meeting assessment targets.
- Hold data meetings with grade level teams and Student Support Coordinator to monitor student progress.
- Provide targeted math support for 2-6 students not meeting assessment targets.
- Work with consulting teachers to support math curriculum and instruction.

# Austin Creek

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 3:** Every English Learner is on target and within timelines, as defined by State and local criteria, to become Reclassified as Fluent English Proficient (RFEP). (LCAP Goal #6)

<b>Student groups and grade levels to participate in this</b>  Grades K – 6 English Learners	<b>Anticipated performance growth based on expected measureable outcomes for each group: (Base to Growth; 2015-16 to 2016-17)</b>  1. Maintain AMAO 1 target for English learners to increase at least one CELDT level. 2. Maintain AMAO 2a target for English learners who have been in US schools for 5 years or less will reach proficiency (level 4 or 5) on CELDT. 3. 52.8% of English learners who have been in US schools for more than 5 years will reach proficiency (level 4 or 5) on CELDT 4. 30% of English learners will be reclassified as Fluent English Proficient (RFEP)
<b>Means of evaluating progress toward this goal:</b>  1. English Learners will be assessed once annually on the CELDT. 2. Grade 2 – 6 students will take the STAR Reading assessment four times per year. 3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Utilize MTSS to monitor English Learner students and provide additional support when needed to include intervention and targeted summer programs.	<b>Full</b>
Examine and pilot new designated ELD materials and adopt for the 2017-18 school year.	<b>Full</b>
Continue to provide support and professional development for teachers and principals toward full implementation of integrated ELD.	<b>Full</b>
Provide parents of English Learners support and resources in order for them to assist their children with homework.	<b>Partial</b>

**Actions found to be most effective:**

- Utilize MTSS to monitor English learner students and provide additional support when needed to include intervention and targeted summer programs
- Examine and pilot new designated ELD materials and adopt for the 2017-2018 school year
- Continue to provide support and professional development for teachers and principals toward full implementation of integrated ELD

# Austin Creek

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

### Description of the results:

1. *Maintain AMAO 1 target for English learners to increase at least one CELDT level.*
  - 82% of students tested on the CELDT in 2014-15 made growth when tested in 2015-16.
2. *Maintain AMAO 2a target for English learners who have been in US schools for 5 years or less will reach proficiency (level 4 or 5) on CELDT*
  - 54% of students tested for CELDT AMAO 2a, in 2015-16 reached proficiency level
3. *52.8% of English learners who have been in US schools for more than 5 years will reach proficiency (level 4 or 5) on CELDT*
  - 100% of students tested for CELDT AMAO 2b, in 2015-16 reached proficiency level
4. *30% of English learners will be reclassified as Fluent English Proficient (RFEP)*
  - 63% of students tested for CELDT in 2015-16 were redesignated fluent English proficient

### Data supporting the results:

#### CELDT:

- In the 2014-15 school year 71% of students tested on the CELDT AMAO 1 were proficient, in 2015-16 82% of students tested proficient.
- In the 2014-15 school year 59% of students tested on the CELDT AMAO 2a were proficient, in 2015-16 54% of students tested proficient.
- In the 2014-15 school year 60% of students tested on the CELDT AMAO 2b were proficient, in 2015-16 100% of students tested proficient.

#### 2<sup>nd</sup> – 6<sup>th</sup> on STAR Reading:

- In the 2016-17 school year 78% of English learner students in grades 2-6 met or exceeded grade level expectations on the spring STAR Reading assessment

#### 3<sup>rd</sup> – 6<sup>th</sup> on SBAC:

- In the 2015-16 school year, 84% of English learners and RFEP students, 19 total students, in grades 3-6 met or exceeded standard on the SBAC ELA, in 2016-17, 56% of English learners and RFEP students, 18 total students, in grades 3-6 met or exceeded standard.
- In the 2015-16 school year, 84% of English learners and RFEP students, 19 total students, in grades 3-6 met or exceeded standard on the SBAC Math, in 2016-17, 50% of English learners and RFEP students, 18 total students, in grades 3-6 met or exceeded standard.
- *Data from English learner only students was not statistically significant.*

### Next Steps:

- Provide on-going professional development to certificated staff in ELD best practices
- Support designated EL instruction in small groups by a credential teacher
- MTSS progress monitor English learner and redesignated students
- Regular data meetings with grade level teams and Support Coordinator

## Austin Creek

### Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 4:** Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment. (LCAP Goal #3)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Grades K – 6</p>	<p><b>Anticipated performance growth based on expected measureable outcomes for each group: (Base to Growth; 2015-16 to 2016-17)</b></p> <ol style="list-style-type: none"> <li>1. Maintain Austin Creek School P-2 attendance rate at 97% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>2. Maintain Austin Creek School P-2 chronic absenteeism rate at 1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>3. Maintain Austin Creek School P-2 pupil suspension rate at 1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>4. Maintain Austin Creek School P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>5. Increase the number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey 90% of students report "often"/"always" feeling safe at school and 92% of students reported being happy at school "often/always".</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Year-end school-wide attendance reports</li> <li>2. Monthly school-wide attendance reports</li> <li>3. Individual attendance contracts with targeted students and their families</li> <li>4. Administer results from spring Student Survey data for 2016-17 school year</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Daily Phone Calls to parents whose student is absent and did not notify the office.	<b>Full</b>
School counselor will set up SART and SARB meetings as necessary for families who are in jeopardy of truancy	<b>Full</b>
Principal will send home letter as needed to students and families facing attendance issues	<b>Full</b>
RTI Meeting with Kinder parents whose student is absent or tardy and would qualify to be SARTed if they met age criteria	<b>Full</b>
Monthly check-in with parents and students who are already under SARB contract	<b>Partial</b>

## Austin Creek

### Report on Progress Toward Meeting 2016-17 Single Plan Goals

Daily Attendance Awards for students who arrive on-time and ready to learn – names drawn randomly most days of the week	<b>Full</b>
Trimester Perfect Attendance Awards for students who have perfect attendance for an entire trimester	<b>Full</b>
Year Long Perfect Attendance Awards for students who have perfect attendance the entire year	<b>Full</b>
Train all students in school-wide behavior expectations at multiple times throughout the school year	<b>Full</b>
Hold Bi-monthly assemblies to reinforce positive behavior choices and good attendance	<b>Full</b>
Hold annual award assemblies for students who model excellent attendance, and positive academic and behavior choices for the school year	<b>Full</b>
Have teachers send home positive notes home to all students by the end of the year - teachers send home 2 or more notes per month	<b>Full</b>
Implement Restorative Practices in grades 4-6 and Kimochis in Kindergarten to increase social emotional learning	<b>Partial</b>

#### **Actions found to be most effective:**

- All actions found to be effective

#### **Description of the results:**

1. *Maintain Austin Creek School P-2 attendance rate at 97% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.*
  - 97% attendance rate maintained for all students during the 2016-17 school year.
2. *Maintain Austin Creek School P-2 chronic absenteeism rate at 1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.*
  - 1% of all students were chronically absent in the 2016-17 school year.
3. *Maintain Austin Creek School P-2 pupil suspension rate at 1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.*
  - 1% of all students were suspended in the 2016-17 school year.
4. *Maintain Austin Creek School P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.*
  - 0% of all students were expelled in the 2016-17 school year

## **Austin Creek**

### **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

5. *Increase the number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey 90% of students report "often"/"always" feeling safe at school and 92% of students reported being happy at school "often/always".*
- In 2016-17, 87% of student respondents report they “always” or “often” feel safe at school.
  - In 2016-17, 90% of student respondents report they “always” or “often” feel happy at school.

#### **Data supporting the results:**

##### Attendance Rate

- In the 2015-16 school year, a 97% attendance rate was maintained for all students, in 2016-17 a 97% attendance rate was maintained for all students

##### Chronic Absence Rate

- In the 2015-16 school year, a 1% chronic absenteeism rate was maintained for all students, in 2016-17 a 1% chronic absenteeism rate was maintained for all students

##### Suspension Rate

- In the 2015-16 school year, a 1% suspension rate was maintained for all students, in 2016-17 a 1% suspension rate was maintained for all students

##### Expulsion Rate

- In the 2015-16 school year, a 0% expulsion rate was maintained for all students, in 2016-17 a 0% expulsion rate was maintained for all students

##### Student Survey Results

- In 2015-16, 90% of student respondents reported that they “always” or “often” feel safe at school, in 2016-17, 87% of student respondents report that they “always” or “often” feel safe at school.
- In 2015-16, 92% of student respondents reported that they “always” or “often” feel happy at school, in 2016-17, 90% of student respondents report that they “always” or “often” feel happy at school.

##### Physical Fitness Test

- In 2015-16, 75% of students tested met a “Healthy Fitness Zone” in at least five out of six areas, in 2016-17, 56% of students tested met a “healthy Fitness Zone” in at least five out of six areas.

## **Austin Creek**

### **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

#### **Next Steps:**

- Continue to implement all current steps
- Increase Noon Duty coverage through hired employees and community volunteers to increase lunch time options for students
- Increase Noon Duty coverage to include opening the science lab to students by teacher invitation during lunch recess
- Hold three awards assemblies per year to celebrate, excellent attendance, behavior choices, sportsmanship, academic and character development
- Work with the parent club to build in some lunch time activities such as “Grand Parent Day” and “Bring your Parent to School day”

# Binkley Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 1:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP English language arts standard with special attention to 3<sup>rd</sup> grade students. (LCAP Goal #4)

<b>Student groups and grade levels to participate in this goal:</b>  Grades K – 6	<b>Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b>  1. 74% to 70% of K – 2 students who took DIBELS (fall 2016 to spring 2017) 2. 66% to 67% of grade 2-6 students at or above benchmark on end of year STAR Reading 3. 58% to 52% of students at or exceed standard on CAASPP
<b>Means of evaluating progress toward this goal:</b>  1. Grade K – 2 students will take the DIBELS assessment three times per year. 2. Grade 2 – 6 students will take the STAR Reading assessment four times per year. 3. English Learners will be assessed once annually on the CELDT. 4. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Assess student reading progress in grades K-6 using formative, interim, and summative assessments (e.g. STAR Reading, SIPPS, CELDT, CAASPP interim, CAASPP and other district assessments)	<b>Full</b>
Implement a systematic reading instructional program (K-3 SIPPS).	<b>Full</b>
Expand and utilize the MTSS for students not meeting DIBELS screening, CAASPP, and/or local benchmark assessment targets.	<b>Full</b>
Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.	<b>Full</b>
Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.	<b>Partial</b>



# **Binkley Elementary School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- K-3 systematic SIPPS instruction: Utilizing 6-8 trained personnel to deliver SIPPS instruction 3-4 days per week at Kindergarten, first grade, and second grades throughout the school year.

### **Description of the results:**

- K – 2<sup>nd</sup> on DIBELS: 70% of K-2 students scored at or above benchmark on the end of year DIBELS. Kindergarten DIBELS results: 61%. 1<sup>st</sup> Grade DIBELS results: 67%. 2<sup>nd</sup> Grade DIBELS results 85%
- 2<sup>nd</sup> – 6<sup>th</sup> STAR Reading: 67% of students scored at or above benchmark on the STAR Reading assessment. Third grade students were 67% at or above benchmark.
- CELDT: 75% of students gained a CELDT level or more during 2016-2017 CELDT testing. (AMAO 1) 40% of Binkley ELs in US schools for 5 years or less reached proficiency level 4 or 5 on CELDT. 50% of Binkley ELs in US schools for 5 years or more reached proficiency level on CELDT. Annual CELDT will not be administered for the 2017-2018 school year.
- SBAC: 52% of students met or exceeded standards on the SBAC (or CAASPP) for English Language Arts. This was a decline in our scores from the previous school year. In a breakdown of scores, our 6<sup>th</sup> grade saw an increase to 70% meeting or exceeding standards, while our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade declined.

### **Next Steps:**

- We are implementing a newly adopted curriculum this year across grade levels called Benchmark Advance. Teachers will use the program materials to implement designated ELD lessons daily and provide targeted small group instruction to each learner. Ongoing training and support for teachers will be provided throughout the school year to ensure that teachers understand all of the program resources and that the curriculum is delivered with integrity.
- K-2 will continue with full implementation of SIPPS while 3<sup>rd</sup> and 4<sup>th</sup> grades will utilize SIPPs for interventions for struggling readers.

# Binkley Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 2:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP Math standard with special attention to 8<sup>th</sup> grade students. (LCAP Goal #5)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p><b>Grades K – 6</b></p>	<p><b>Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b></p> <ol style="list-style-type: none"> <li>1. 46% to 58% of students in grade K will be proficient at the spring benchmark assessment (previous year used a different assessment)</li> <li>2. 55% of 3<sup>rd</sup> grade students meet or exceed standard on SBAC and 35% of 6<sup>th</sup> grade students meet or exceed standard on SBAC</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Kindergarten students will take Math Benchmarks in the winter and spring.</li> <li>2. Grades 1 – 6 take a benchmark assessment three times per year.</li> <li>3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Assess student math progress in grades K-6 using formative, interim, and summative assessments (e.g. MobyMax, K-1 district assessments, CAASPP interim, and CAASPP).	<b>Full</b>
Implement MTSS for students not meeting CAASPP and/or local benchmark targets.	<b>Full</b>
Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State Math standards.	<b>Partial</b>
Provide training to teachers and principals in the implementation of a new local math benchmark assessment.	<b>Partial</b>
Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the new California State standards.	<b>Partial</b>

\* This was the first time administering this assessment, interpret the results with caution.

# **Binkley Elementary School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- In the winter, teacher received initial professional development in the structure of the Engage New York curriculum, in particular the four parts of each lesson, the purpose of each part, and the need to keep up a fast pace of instruction to best deliver the curriculum as designed.

### **Description of the results:**

- K on district Benchmark (winter): - why winter? 60% of grade K met or exceeded the district benchmark assessment. The previous year, 58% of grade K met or exceeded the district benchmark assessment.
- 3<sup>rd</sup> – 6<sup>th</sup> on SBAC:  
37% of 3<sup>rd</sup>-6<sup>th</sup> grade students met or exceeded standard on SBAC; 54% of 3<sup>rd</sup> graders and 37% of 6<sup>th</sup> graders

### **Next Steps:**

- Some teachers have received in-depth professional development in the implementation of the Engage New York Mathematics curriculum. Teachers who have received this training are able to implement the program with integrity, and apply more advanced instructional strategies, including small group instruction, while keeping with the pace of the program. During the year, we will send all teachers to training to further their learning of the program.

# Binkley Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 3:** Every English Learner is on target and within timelines, as defined by State and local criteria, to become Reclassified as Fluent English Proficient (RFEP). (LCAP Goal #6)

<b>Student groups and grade levels to participate in this</b>  Grades K – 6 English Learners	<b>Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b>  1. 63% to 75% gained at least one CELDT level 2. 29.5% to 13 % moved from “intermediate” to a higher CELDT level 3. 7.7% to 18.5% of EL students were reclassified as FEP 4. 43% to 25 % of grades 2 – 6 EL students scored at or above the 50 <sup>th</sup> percentile on STAR Reading 5. 30% to 19% of EL students in grades 3 – 6 at or exceed standard on ELA SBAC
<b>Means of evaluating progress toward this goal:</b>  1. English Learners will be assessed once annually on the CELDT. 2. Grade 2 – 6 students will take the STAR Reading assessment four times per year. 3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.	
<b>Actions Planned to Reach This Goal</b>	<b>Level of Implementation (Full, Partial, Not Started)</b>
Utilize MTSS to monitor English Learner students and provide additional support when needed to include intervention and targeted summer programs.	<b>Full</b>
Examine and pilot new designated ELD materials and adopt for the 2017-18 school year.	<b>Full</b>
Continue to provide support and professional development for teachers and principals toward full implementation of integrated ELD.	<b>Full</b>
Provide parents of English Learners support and resources in order for them to assist their children with homework.	<b>Partial</b>

# **Binkley Elementary School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Teachers in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades, who piloted the new Benchmark Advance program, and implemented the Designated English Learner Development components of the program, reported an increase in active participation from our English Learners throughout the English Language Arts instruction period, as well as an increase in achievement on local measures. Through working with these specific students in small groups, teachers developed a richer understanding of their language needs, and were more informed when planning lessons that targeted these specific areas.

### **Description of the results:**

- CELDT: 75% of students gained a CELDT level or more during 2016-2017 CELDT testing. (AMAO 1) 40% of Binkley ELs in US schools for 5 years or less reached proficiency level 4 or 5 on CELDT. 50% of Binkley ELs in US schools for 5 years or more reached proficiency level on CELDT. Annual CELDT will not be administered for the 2017-2018 school year.
- 2<sup>nd</sup> – 6<sup>th</sup> on STAR Reading: Students meeting the criteria for redesignation increased from the previous year. 6 Students were redesignated for the 2015-2016 year and 15 students were redesignated for the 2016-2017 school year.
- 3<sup>rd</sup> – 6<sup>th</sup> on SBAC: We saw a slight decrease in performance on the SBAC by our English Learners from 30% to 19%.

### **Next Steps:**

- Our newly adopted Benchmark Advance program has very strong English Language Development components, including integrated ELD and designated ELD. With the support of this curriculum, teachers will be using ELD strategies as they instruct the whole class and as they work with the ELD group on a daily basis.
- An English Learner Homework Club after school four days per week will provide students with a structured space and support in completing their independent reading and language arts homework.

# Binkley Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 4:** Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment. (LCAP Goal #3)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Grades K – 6</p>	<p><b>Annual performance growth for each group: (Base to Growth; 2015-6 to 2016-17)</b></p> <ol style="list-style-type: none"> <li>1. 96.1% to 96% P-2 attendance rate</li> <li>2. 9.4% P-2 chronic absenteeism</li> <li>3. 2.9 % to 2.5 % pupil suspension rate</li> <li>4. 76% to 67% number of students who self-identify they "often"/"always" feeling safe at school</li> <li>5. 79% to 73% number of students who self-identify they "often"/"always" feel happy at school</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Year-end school-wide attendance reports</li> <li>2. Monthly school-wide attendance reports</li> <li>3. Individual attendance contracts with targeted students and their families</li> <li>4. Administer results from spring Student Survey data for 2016-17 school year</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Implement Restorative Practices in 4-6, Toolbox in 1-3, and Kimochis in Kindergarten to strengthen social emotional learning across grade levels.	<b>Full</b>
Office clerk will make phone calls home each day to verify reason for any school absence if parent has not called in an absence.	<b>Full</b>
School counselor will arrange SART and SARB meetings as necessary to support families in jeopardy of truancy.	<b>Full</b>
Principal will send home letters regularly to make families aware of their truant behaviors and to resolve potential problems.	<b>Full</b>
Provide daily, weekly, and trimester attendance awards and incentives to increase attendance awareness.	<b>Full</b>

# **Binkley Elementary School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- The implementation of Restorative Practices in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades and Kimochis in transitional Kindergarten and Kindergarten increased the social emotional learning opportunities for students and provided teachers structure and professional learning so they could support their class community.

### **Description of the results:**

- Absenteeism has held steady from 2015/2016 to 2016/2017.
- Chronic absenteeism is at 9% which met our goal for being under 10%.
- Suspension rates held steady from 2015/2016 to 2016/2017.
- Student survey results showed a slight decrease in students self-reporting as safe and happy at school.

### **Next Steps:**

- We will continue to recognize the entire student body with attendance recognition. We will take a close look at the 30 students across TK-6<sup>th</sup> grades, which is about 2 students per class, and develop individual plans with their teachers, and parents as SART meetings are called to determine the root causes of their chronic absenteeism and individual support plans.
- We will pilot the Safe Schools Ambassadors Program with our 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade class to increase the student capacity for solving social problem and increasing “upstander” behavior.

# Madrone School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 1:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP English language arts standard with special attention to 3<sup>rd</sup> grade students. (LCAP Goal #4)

<b>Student groups and grade levels to participate in this goal:</b>  Grades K – 6	<b>Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b>  1. 80 % to 78 % of K – 2 students who took DIBELS (fall 2016 to spring 2017) 2. 65 % to 62% of grade 2-6 students at or above benchmark on end of year STAR Reading 3. 55 % to 52 % of students at or exceed standard on SBAC
<b>Means of evaluating progress toward this goal:</b>  1. Grade K – 2 students will take the DIBELS assessment three times per year. 2. Grade 2 – 6 students will take the STAR Reading assessment four times per year. 3. English Learners will be assessed once annually on the CELDT. 4. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Assess student reading progress in grades K-6 using formative, interim, and summative assessments (e.g. STAR Reading, SIPPS, CELDT, CAASPP interim, CAASPP and other district assessments)	<b>Partial</b>
Implement a systematic reading instructional program (K-3 SIPPS).	<b>Full</b>
Expand and utilize the MTSS for students not meeting DIBELS screening, CAASPP, and/or local benchmark assessment targets.	<b>Partial</b>
Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.	<b>Full</b>
Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.	<b>Partial</b>



# **Madrone School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Implementation of SIPPS in grades K-3<sup>rd</sup> grade. The teachers worked closely together changing groups of students often when students showed mastery.
- Using data from assessments to guide instruction.
- Attending CABA Conference

### **Description of the results:**

- K – 2<sup>nd</sup> on DIBELS:

	<b>15/16 Year</b>	<b>16/17 Year</b>
K	91	95
1 <sup>st</sup>	69	65
2 <sup>nd</sup>	80	73

- 2<sup>nd</sup> – 6<sup>th</sup> STAR Reading:

	<b>15/16 Year</b>	<b>16/17 Year</b>
2 <sup>nd</sup>	69	72
3 <sup>rd</sup>	76	74
4 <sup>th</sup>	73	61
5 <sup>th</sup>	62	60
6 <sup>th</sup>	49	64

- SBAC:

3<sup>rd</sup> Grade – 50% to 46%  
4<sup>th</sup> Grade – 47% to 47%  
5<sup>th</sup> Grade – 58% to 54%  
6<sup>th</sup> Grade – 64% to 62%

The above data shows grade level from one to the same grade level the next year, meaning a different group of students. When looking at the same group of students from 15/16 to 16/17 we see a decrease of 3% in 3<sup>rd</sup> to 4<sup>th</sup> grade and an increase of 7% in 4<sup>th</sup> to 5<sup>th</sup> grade and an increase of 4% in 5<sup>th</sup> to 6<sup>th</sup> grade.

### **Next Steps:**

- Support teachers in the implementation of Benchmark Advance
- Continue to improve our intervention system
- Monitor the progress on students receiving extra help in reading

# Madrone School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 2:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP Math standard with special attention to 8<sup>th</sup> grade students. (LCAP Goal #5)

<b>Student groups and grade levels to participate in this goal:</b>  <b>Grades K – 6</b>	<b>Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b>  1. 90 % to 92 % of students in grade K will be proficient at the spring benchmark assessment 2. 41 % to 52 % of students at or exceed standard on SBAC
<b>Means of evaluating progress toward this goal:</b>  1. Kindergarten students will take Math Benchmarks in the winter and spring. 2. Grades 1 – 6 take a benchmark assessment three times per year. 3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.	
<b>Actions Planned to Reach This Goal</b>	<b>Level of Implementation (Full, Partial, Not Started)</b>
Assess student math progress in grades K-6 using formative, interim, and summative assessments (e.g. MobyMax, K-1 district assessments, CAASPP interim, and CAASPP).	<b>Partial/Full</b>
Implement MTSS for students not meeting CAASPP and/or local benchmark targets.	<b>Partial</b>
Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State Math standards.	<b>Full</b>
Provide training to teachers and principals in the implementation of a new local math benchmark assessment.	<b>Full</b>
Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the new California State standards.	<b>Partial</b>

\* This was the first time administering this assessment, interpret the results with caution.

# **Madrone School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Professional development focused on math instruction to gain a better understanding of the math curriculum.
- Use of academic language and using sentence frames in math conversations.
- Attending CAFE Conference and teaching the rest of the teachers about using language in math.

### **Description of the results:**

- K on district Benchmark (winter):

This showed that a very large number of kindergarten students were proficient on the math assessment.

- 3<sup>rd</sup> – 6<sup>th</sup> on SBAC:  
3<sup>rd</sup> Grade – 48% to 57%  
4<sup>th</sup> Grade – 45% to 51%  
5<sup>th</sup> Grade – 28% to 42%  
6<sup>th</sup> Grade – 42% to 59%

### **Next Steps:**

- Continue to follow the best practices for Eureka Math. Our 6<sup>th</sup> grade grew 32% and we feel that part of this growth was due to the teachers completing every lesson and every module. As a next step it will be important to have each grade level purposefully and intentionally look at making sure we stick to the lesson design and supplement as needed, but only supplement not change Eureka lessons.
- To design specific math intervention in 4<sup>th</sup>-6<sup>th</sup> grade to help increase math foundational skills for students who are showing a deficiency in math skills.

# Madrone School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 3:** Every English Learner is on target and within timelines, as defined by State and local criteria, to become Reclassified as Fluent English Proficient (RFEP). (LCAP Goal #6)

<b>Student groups and grade levels to participate in this</b>  Grades K – 6 English Learners	<b>Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b>  1. 52 % to 72 % gained at least one CELDT level 2. 35 % to 40 % moved from “intermediate” to a higher CELDT level 3. 13 % to 8 % of EL students were reclassified as RFEP 4. 32 % of grades 1 – 6 EL students scored at or above the 50 <sup>th</sup> percentile on STAR Reading 5. 0 % to 23% of EL students in grades 3 – 6 at or exceed standard on ELA SBAC
<b>Means of evaluating progress toward this goal:</b>  1. English Learners will be assessed once annually on the CELDT. 2. Grade 2 – 6 students will take the STAR Reading assessment four times per year. 3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.	
<b>Actions Planned to Reach This Goal</b>	<b>Level of Implementation (Full, Partial, Not Started)</b>
Utilize MTSS to monitor English Learner students and provide additional support when needed to include intervention and targeted summer programs.	<b>Partial</b>
Examine and pilot new designated ELD materials and adopt for the 2017-18 school year.	<b>Full</b>
Continue to provide support and professional development for teachers and principals toward full implementation of integrated ELD.	<b>Full</b>
Provide parents of English Learners support and resources in order for them to assist their children with homework.	<b>Partial</b>

# **Madrone School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Our most effective action was sending a group of teachers to the CAFE conference and working with this group to develop an action plan. We taught the rest of the staff a way to increase the academic vocabulary for our EL students. We monitored this and continued to provide professional development throughout the year.
- EL Assistant worked closely with targeted students.
- Teachers identified EL focal students

### **Next Steps:**

- We saw tremendous growth this year with our EL students and the next step is to continue the work and bridge this work to writing. We feel that our writing will increase as we continue to develop stronger vocabulary and having our EL students more engaged in conversation and explanation of their thinking.
- Implement ELD instruction for all EL learners.
- Have the EL Assistant support instruction and learning for EL students, specifically those in the beginning levels.

# Madrone School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 4:** Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment. (LCAP Goal #3)

<b>Student groups and grade levels to participate in this goal:</b>  Grades K – 6	<b>Annual performance growth for each group: (Base to Growth; 2015-6 to 2016-17)</b> <ol style="list-style-type: none"> <li>1. 94 % to 96 % P-2 attendance rate</li> <li>2. 9 incidents to 3 incidents pupil suspension rate</li> <li>3. 77 % to 82% number of students who self-identify they "often"/"always" feeling safe at school</li> <li>4. 82 % to 88O% number of students who self-identify they "often"/"always" feel happy at school</li> </ol>
<b>Means of evaluating progress toward this goal:</b> <ol style="list-style-type: none"> <li>1. Year-end school-wide attendance reports</li> <li>2. Monthly school-wide attendance reports</li> <li>3. Individual attendance contracts with targeted students and their families</li> <li>4. Administer results from spring Student Survey data for 2016-17 school year</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Office clerk will make phone calls home each day to verify reason for any school absence if parent has not called in.	<b>Full</b>
School counselor will set up SART and SARB meetings as necessary for families that are in jeopardy of truancy.	<b>Full</b>
Principal will send home letters regularly to make families aware of their truant behaviors and to resolve potential problems.	<b>Full</b>
Incentive program for students to increase attendance awareness.	<b>Partial</b>
Implement restorative practices, Toolbox, and Kimochis to strengthen social/emotional learning across grade levels.	<b>Full</b>

# **Madrone School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Having the office clerk call each day to verify absences.
- Our SART meetings have been helpful in getting families to be more aware of the absences and the importance of communicating with the school.
- Sending home letters has made parents more aware of the legal requirements for what is considered an absence and what isn't.

### **Description of the results:**

- Due to the above actions we increased our attendance rate and decreased the chronic absenteeism.

### **Next Steps:**

- Continue doing what we are doing. I feel we are strong in this area and it's about the office communicating with parents to increase parental understanding of absences and tardies.

# SPRING CREEK MATANZAS School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 1:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP English language arts standard with special attention to 3<sup>rd</sup> grade students. (LCAP Goal #4) 6<sup>th</sup>

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Grades K – 6</p>	<p><b>Anticipated performance growth for each group:</b></p> <ol style="list-style-type: none"> <li>1. Increase the percent of all 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the CAASPP standard for language arts to <u>37%</u> for 3<sup>rd</sup> and <u>53%</u> for 6<sup>th</sup>.</li> <li>2. Increase the percent of English learner 3<sup>rd</sup> and 6<sup>th</sup> grade students grade meeting or exceeding the CAASPP standard for language arts to <u>12%</u> for 3<sup>rd</sup> and <u>13%</u> for 6<sup>th</sup>.</li> <li>3. Increase the percent of socio-economically disadvantaged 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the CAASPP standard for language arts to <u>25%</u> for 3<sup>rd</sup> and <u>39%</u> for 6<sup>th</sup>.</li> <li>4. 60% of students will meet or exceed local benchmarks at end of 2016/2017 school year.</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Grade K – 2 students will take the DIBELS assessment three times per year.</li> <li>2. Grade 2 – 6 students will take the STAR Reading assessment four times per year.</li> <li>3. English Learners will be assessed once annually on the CELDT.</li> <li>4. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Assess student reading progress in grades K-6 using formative, interim, and summative assessments (e.g. STAR Reading, SIPPS, CELDT, CAASPP interim, CAASPP and other district assessments)	<b>Full</b>
Implement a systematic reading instructional program (K-3 SIPPS).	<b>Full</b>
Expand and utilize the MTSS for students not meeting DIBELS screening, CAASPP, and/or local benchmark assessment targets.	<b>Full</b>
Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.	<b>Full</b>
Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.	<b>Full</b>



# **SPRING CREEK MATANZAS School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Expand and utilize the MTSS for students not meeting DIBELS screening, CAASPP, and/or local benchmark assessment targets.
- Implement a systematic reading instructional program (K-3 SIPPS).
- Assess student reading progress in grades K-6 using formative, interim, and summative assessments (e.g. STAR Reading, SIPPS, CELDT, CAASPP interim, CAASPP and other district assessments)

### **Description of the results:**

1. Increase the percent of all 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the CAASPP standard for language arts to 37% for 3<sup>rd</sup> and 53% for 6<sup>th</sup>. The percent of all 3<sup>rd</sup> at or above standard increased to 53%. The percent of all 6<sup>th</sup> at or above standard increased to 54%.
2. Increase the percent of English learner 3<sup>rd</sup> and 6<sup>th</sup> grade students grade meeting or exceeding the CAASPP standard for language arts to 12% for 3<sup>rd</sup> and 13% for 6<sup>th</sup>. The percent of all 3<sup>rd</sup> at or above standard increased to 40%. We did not meet our goal for 6<sup>th</sup> grade.
3. Increase the percent of socio-economically disadvantaged 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the CAASPP standard for language arts to 25% for 3<sup>rd</sup> and 39% for 6<sup>th</sup>. The percent of all 3<sup>rd</sup> at or above standard increased to 40%. The percent of all 6<sup>th</sup> at or above standard increased to 40%.
4. 60% of students will meet or exceed local benchmarks at end of 2016/2017 school year. We met our goal of 60%.

### **Next Steps:**

- Progress-monitor students using the MTSS process
- Regular data meetings with teachers and support coordinator
- Work with consulting teachers to support math and English language arts curriculum and instruction
- Continue to implement current action steps

# SPRING CREEK MATANZAS School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 2:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP Math standard with special attention to 8<sup>th</sup> grade students. (LCAP Goal #5)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p><b>Grades K – 6</b></p>	<p><b>Anticipated performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b></p> <ol style="list-style-type: none"> <li>1. Increase the percent of all 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the CAASPP standard for math to <u>41%</u> for 3<sup>rd</sup> and <u>31%</u> for 6<sup>th</sup>.</li> <li>2. Increase the percent of English learner 3<sup>rd</sup> and 6<sup>th</sup> grade students grade meeting or exceeding the CAASPP standard for math to <u>12%</u> for 3<sup>rd</sup> and <u>5%</u> for 6<sup>th</sup>.</li> <li>3. Increase the percent of socio-economically disadvantaged 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the CAASPP math to <u>27%</u> for 3<sup>rd</sup> and <u>17%</u> for 6<sup>th</sup>.</li> <li>4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 3<sup>rd</sup> and 6<sup>th</sup> grade CAASPP standards.</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Kindergarten students will take Math Benchmarks in the winter and spring.</li> <li>2. Grades 1 – 6 take a benchmark assessment three times per year.</li> <li>3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.</li> </ol>	
<p><b>Actions Planned to Reach This Goal</b></p>	<p><b>Level of Implementation (Full, Partial, Not Started)</b></p>
<p>Assess student math progress in grades K-6 using formative, interim, and summative assessments (e.g. MobyMax, K-1 district assessments, CAASPP interim, and CAASPP).</p>	<p><b>Full</b></p>
<p>Implement MTSS for students not meeting CAASPP and/or local benchmark targets.</p>	<p><b>Partial, more focus on ELA</b></p>
<p>Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State Math standards.</p>	<p><b>Full</b></p>
<p>Provide training to teachers and principals in the implementation of a new local math benchmark assessment.</p>	<p><b>Full</b></p>
<p>Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the new California State standards.</p>	<p><b>Partial</b></p>

\* This was the first time administering this assessment, interpret the results with caution.

# **SPRING CREEK MATANZAS School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State Math standards.
- Implement MTSS for students not meeting CAASPP and/or local benchmark targets.
- Provide training to teachers and principals in the implementation of a new local math benchmark assessment.

### **Description of the results:**

1. Increase the percent of all 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the CAASPP standard for math to 41% for 3<sup>rd</sup> and 31% for 6<sup>th</sup>. The percent of all 3<sup>rd</sup> at or above standard increased to 50%. The percent of all 6<sup>th</sup> at or above standard increased to 42%.
2. Increase the percent of English learner 3<sup>rd</sup> and 6<sup>th</sup> grade students grade meeting or exceeding the CAASPP standard for math to 12% for 3<sup>rd</sup> and 5% for 6<sup>th</sup>. The percent of all 3<sup>rd</sup> at or above standard increased to 60%. We did not meet this goal for 6<sup>th</sup> grade.
3. Increase the percent of socio-economically disadvantaged 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the CAASPP math to 27% for 3<sup>rd</sup> and 17% for 6<sup>th</sup>. The percent of all 3<sup>rd</sup> at or above standard increased to 40%. We did not meet this goal for 6<sup>th</sup> grade.
4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 3<sup>rd</sup> and 6<sup>th</sup> grade CAASPP standards.

### **Next Steps:**

- Support intervention possibilities for math
- More robust MTSS progress-monitoring for math
- Work closely with consulting teacher on-campus on a regular basis to support math instruction
- Regular data meetings with teachers and support coordinator
- Continue to implement current action steps

# SPRING CREEK MATANZAS School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 3:** Every English Learner is on target and within timelines, as defined by State and local criteria, to become Reclassified as Fluent English Proficient (RFEP). (LCAP Goal #6)

Student groups and grade levels to participate in this	Anticipated performance growth for each group: (Base to Growth; 2015-16 to 2016-17)
Grades K – 6 English Learners	<ol style="list-style-type: none"> <li>1. <u>62%</u> of English learners shall increase at least one CELDT level. (2016-17 Title III AMAO 1).</li> <li>2. 25.5% of English learners who have been in US schools for 5 years or less will meet reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2a</li> <li>3. <u>52.8%</u> of English learners who have been in US schools for more than 5 years will reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2b).</li> <li>4. <u>10%</u> of English learners will be reclassified as Fluent English Proficient (RFEP).</li> </ol>
<b>Means of evaluating progress toward this goal:</b> <ol style="list-style-type: none"> <li>1. English Learners will be assessed once annually on the CELDT.</li> <li>2. Grade 2 – 6 students will take the STAR Reading assessment four times per year.</li> <li>3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Utilize MTSS to monitor English Learner students and provide additional support when needed to include intervention and targeted summer programs.	<b>Full</b>
Examine and pilot new designated ELD materials and adopt for the 2017-18 school year.	<b>Full</b>
Continue to provide support and professional development for teachers and principals toward full implementation of integrated ELD.	<b>Full</b>
Provide parents of English Learners support and resources in order for them to assist their children with homework.	<b>Partial</b>

# **SPRING CREEK MATANZAS School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Utilize MTSS to monitor English Learner students and provide additional support when needed to include intervention and targeted summer programs.
- Examine and pilot new designated ELD materials and adopt for the 2017-18 school year.
- Continue to provide support and professional development for teachers and principals toward full implementation of integrated ELD.

### **Description of the results:**

1. 62% of English learners shall increase at least one CELDT level. (2016-17 Title III AMAO 1). 30% of ELs increased at least one level.
2. 25.5% of English learners who have been in US schools for 5 years or less will meet reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2a). 33% of English learners who have been in US schools for 5 years or less reached proficiency
3. 52.8% of English learners who have been in US schools for more than 5 years will reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2b). 31% of English learners who have been in US schools for 5 years or more reached proficiency
4. 10% of English learners will be reclassified as Fluent English Proficient (RFEP). 23% of English learners were reclassified as Fluent English Proficient

### **Next Steps:**

- Provide ongoing professional development to classified support and certificated staff in ELD best practices
- Support designated EL instruction in small group by credentialed teacher
- MTSS progress-monitoring
- Work closely with consulting teacher on-campus on a regular basis to support EL instruction
- Regular data meetings with teachers and support coordinator
- Continue to monitor RFEPed students
- Restructure ELAC meetings to include parent support for curriculum and homework
- Continue to implement current action steps

# SPRING CREEK MATANZAS School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 4:** Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment. (LCAP Goal #3)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Grades K – 6</p>	<p><b>Anticipated performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b></p> <ol style="list-style-type: none"> <li>1. Reduce pupil suspension rate</li> <li>2. Maintain Spring Creek/Matanzas School P-2 attendance rate at <u>96%</u> for all students.</li> <li>3. Decrease from 13% of absent students declared truant in 2015-2016 at Matanzas to 8%.</li> <li>4. Decrease from 14% of absent students declared truant in 2015-2016 at Spring Creek to 9%.</li> <li>5. Decrease in suspensions of general education students at Spring Creek from 12 in in 2015-2016.</li> <li>6. Decrease in suspensions of general education students at Matanzas from 8 in 2015-2016.</li> <li>7. Decrease in suspensions of special education students at Spring Creek from 26 in 2015-2016.</li> <li>8. Decrease in suspensions of special education students at Matanzas from 7 in 2015-2016.</li> <li>9. Maintain Spring Creek/Matanzas School P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>10. Increase the number of Matanzas students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey from <u>67.7%</u> of students report "often"/"always" feeling safe at school and <u>74.2%</u> of students reported being happy at school "often/always".</li> <li>11. Increase the number of Spring Creek students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey from <u>71%</u> of students report "often"/"always" feeling safe at school and <u>85.6%</u> of students reported being happy at school "often/always".</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Year-end school-wide attendance reports</li> <li>2. Monthly school-wide attendance reports</li> <li>3. Individual attendance contracts with targeted students and their families</li> <li>4. Administer results from spring Student Survey data for 2016-17 school year</li> </ol>	
<p><b>Actions Planned to Reach This Goal</b></p> <p>Implement Restorative Practices in 4-6, Toolbox in KB-3, and Kimochis in K to strengthen our social-emotional learning programs</p>	<p><b>Level of Implementation (Full, Partial, Not Started)</b></p> <p><b>Full</b></p>

## SPRING CREEK MATANZAS School

### Report on Progress Toward Meeting 2016-17 Single Plan Goals

Office clerk will make phone calls home each day to verify reason for any school absence if parent hasn't called in.	<b>Full</b>
School counselor will set up SART and SARB meetings as necessary for families that are in jeopardy of truancy.	<b>Full</b>
Principal will send home letters regularly to make families aware of their truant behaviors and resolve potential problems.	<b>Full</b>
Attendance Incentives for students to increase attendance awareness (TK-3)	<b>Full</b>

#### **Actions found to be most effective:**

- All of the actions were found to be effective

#### **Description of the results:**

- 7 % to 3 % pupil suspension rate
- Maintain Spring Creek/Matanzas School P-2 attendance rate at 96% for all students. The rate decreased to 95% in 2016-2017.
- Decrease from 13% of absent students declared truant in 2015-2016 at Matanzas to 8%. The rate decreased to 4% at Matanzas in 2016-2017.
- Decrease from 14% of absent students declared truant in 2015-2016 at Spring Creek to 9%. The rate decreased to 8% at Spring Creek in 2016-2017.
- Decrease in suspensions of general education students at Spring Creek from 12 in 2015-2016. The number decreased to 5 at Spring Creek in 2016-2017.
- Decrease in suspensions of general education students at Matanzas from 8 in 2015-2016. The number decreased to 6 at Matanzas in 2016-2017.
- Decrease in suspensions of special education students at Spring Creek from 26 in 2015-2016. The number decreased to 0 in 2016-2017.
- Decrease in suspensions of special education students at Matanzas from 7 in 2015-2016. This number increased to 16 at Matanzas in 2016-2017.
- Maintain Spring Creek/Matanzas School P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students. We maintained this at 0%.
- Increase the number of Matanzas students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey from 67.7% of students report "often"/"always" feeling safe at school and 74.2% of students reported being happy at school "often/always". In 2016-2017: 85% of 3<sup>rd</sup>-6<sup>th</sup> grade students identified that they "often/always" feel safe; 85% of 3<sup>rd</sup>-6<sup>th</sup> grade students identified that they "often/always" feel happy at school.
- Increase the number of Spring Creek students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey from 71% of students report "often"/"always" feeling safe at school and 85.6% of students reported being happy at school "often/always". In 2016-2017: 85% of 3<sup>rd</sup>-6<sup>th</sup> grade students identified that they "often/always" feel safe; 85% of 3<sup>rd</sup>-6<sup>th</sup> grade students identified that they "often/always" feel happy at school.

#### **Next Steps:**

- Continue to implement the current steps.

# Sequoia Elementary

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 1:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP English language arts standard with special attention to 3<sup>rd</sup> grade students. (LCAP Goal #4)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Grades K – 6</p>	<p><b>Anticipated performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b></p> <ol style="list-style-type: none"> <li>1. Increase the percent of all 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the CAASPP standard for language arts to 47% for 3<sup>rd</sup> and 75% for 6<sup>th</sup>.</li> <li>2. Increase the percent of English learners meeting or exceeding the CAASPP standard for language arts to 10%.</li> <li>3. Increase the percent of socio-economically disadvantaged students meeting or exceeding the CAASPP standard for language arts to 33%.</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Grade K – 2 students will take the DIBELS assessment three times per year.</li> <li>2. Grade 2 – 6 students will take the STAR Reading assessment four times per year.</li> <li>3. English Learners will be assessed once annually on the CELDT.</li> <li>4. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.</li> </ol>	
<b>Actions Planned to Reach This Goal</b>	<b>Level of Implementation (Full, Partial, Not Started)</b>
Assess student reading progress in grades K-6 using formative, interim, and summative assessments (e.g. STAR Reading, SIPPS, CELDT, CAASPP interim, CAASPP and other district assessments)	<b>Partial</b>
Implement a systematic reading instructional program (K-3 SIPPS).	<b>Partial</b>
Expand and utilize the MTSS for students not meeting DIBELS screening, CAASPP, and/or local benchmark assessment targets.	<b>Full</b>
Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.	<b>Full</b>
Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.	<b>Partial</b>



# Sequoia Elementary

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

### Actions found to be most effective:

- Expand and utilize the MTSS for students not meeting DIBELS screening, CAASPP, and/or local benchmark assessment targets.
- Implement a systematic reading instructional program (K-3 SIPPS).
- Assess student reading progress in grades K-6 using formative, interim, and summative assessments (e.g. STAR Reading, SIPPS, CELDT, CAASPP interim, CAASPP and other district assessments)

### Description of Results:

Increase the percent of all 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the CAASPP standard for language arts to 47% for 3<sup>rd</sup> and 75% for 6<sup>th</sup>. We met the goal for 3<sup>rd</sup> graders with 75% of 3<sup>rd</sup> graders meeting or exceeding the CAASPP standard for language arts. We did not meet the goal for 6<sup>th</sup> grader with 70% of 6<sup>th</sup> graders meeting or exceeding the CAASPP standard for language arts.

Increase the percent of English learners meeting or exceeding the CAASPP standard for language arts to 10%. We did not meet our goal for English learners.

Increase the percent of socio-economically disadvantaged students meeting or exceeding the CAASPP standard for language arts to 33%. We did meet our goal for socio-economically disadvantaged students with 45% meeting or exceeding the CAASPP standard.

### Data Supporting the Results:

- K – 2<sup>nd</sup> on DIBELS:  
Increase the percent of all K-2 students at benchmark on DIBELS to 69%-74%. In analyzing the data, we made the expected growth at 73% of our K-2 students at benchmark on the DIBELS assessment. At or Above at END: K – 67%; 1<sup>st</sup> – 77%; 2<sup>nd</sup> – 75%
- 2<sup>nd</sup> – 6<sup>th</sup> STAR Reading:  
Increase the percent of 2<sup>nd</sup>-6<sup>th</sup> grade students at or above benchmark on STAR reading to 72%-77%. 73% of our students in grades 2-6<sup>th</sup> were at or above benchmark at the end of year STAR reading assessment.  
At or Above benchmark at END: 2<sup>nd</sup> – 80%, 3<sup>rd</sup> – 86%, 4<sup>th</sup> – 66%, 5<sup>th</sup> – 67%, 6<sup>th</sup> – 71%
- CAASPP:  
Increase the percent of students at or exceeding standard on CAASPP to 61%-66%. As a school, 61% of students were at or exceeding standard on CAASPP in ELA.  
0% of our English language learners scored at or above standard on CAASPP. We did not meet our goal of 1-2 EL students scoring at or above standard on CAASPP.

### Next Steps:

- Progress-monitor students using the MTSS process
- Regular data meetings with teachers and support coordinator
- Work with consulting teachers to support math and English language arts curriculum and instruction
- Continue to implement current action steps
- Continue professional development in ELD instruction.

# Sequoia Elementary

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 2:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP Math standard with special attention to 8<sup>th</sup> grade students. (LCAP Goal #5)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p><b>Grades K – 6</b></p>	<p><b>Anticipated performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b></p> <ol style="list-style-type: none"> <li>1. Increase the percent of all 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the CAASPP standard for math to 58% for 3<sup>rd</sup> and 63% for 6<sup>th</sup>.</li> <li>2. Increase the percent of English learners meeting or exceeding the CAASPP standard for math to 13%.</li> <li>3. Increase the percent of socio-economically disadvantaged students meeting or exceeding the CAASPP math to 33%.</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Kindergarten students will take Math Benchmarks in the winter and spring.</li> <li>2. Grades 1 – 6 take a benchmark assessment three times per year.</li> <li>3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.</li> </ol>	
<p><b>Actions Planned to Reach This Goal</b></p>	<p><b>Level of Implementation (Full, Partial, Not Started)</b></p>
<p>Assess student math progress in grades K-6 using formative, interim, and summative assessments (e.g. MobyMax, K-1 district assessments, CAASPP interim, and CAASPP).</p>	<p><b>Full</b></p>
<p>Implement MTSS for students not meeting CAASPP and/or local benchmark targets.</p>	<p><b>Partial</b></p>
<p>Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State Math standards.</p>	<p><b>Full</b></p>
<p>Provide training to teachers and principals in the implementation of a new local math benchmark assessment.</p>	<p><b>Partial</b></p>
<p>Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the new California State standards.</p>	<p><b>Partial</b></p>

\* This was the first time administering this assessment, interpret the results with caution.

# Sequoia Elementary

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

### Actions found to be most effective:

- Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State Math standards.
- Implement MTSS for students not meeting CAASPP and/or local benchmark targets.
- Provide training to teachers and principals in the implementation of a new local math benchmark assessment.

### Description of the results:

Increase the percent of all 3<sup>rd</sup> and 6<sup>th</sup> grade students meeting or exceeding the CAASPP standard for math to 58% for 3<sup>rd</sup> and 63% for 6<sup>th</sup>. We met our goal for 3<sup>rd</sup> grade with 74% of 3<sup>rd</sup> grade students meeting or exceeding standard for CAASPP. We did not meet our goal for 6<sup>th</sup> grade with 53% of 6<sup>th</sup> grade students meeting or exceeding standard.

Increase the percent of English learners meeting or exceeding the CAASPP standard for math to 13%. We did not meet our goal of 13% of EL's meeting or exceeding the CAASPP standard.

Increase the percent of socio-economically disadvantaged students meeting or exceeding the CAASPP math to 33%. We did meet our goal with 45% of socio-economically disadvantaged students meeting or exceeding standard for CAASPP.

### Next Steps:

- Support further teacher training in ENY
- Continued use of interim assessments, including CAASPP interims to monitor student progress toward meeting standards.
- More robust MTSS progress-monitoring for math
- Regular data meetings with teachers and support coordinator

# Sequoia Elementary

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 3:** Every English Learner is on target and within timelines, as defined by State and local criteria, to become Reclassified as Fluent English Proficient (RFEP). (LCAP Goal #6)

<b>Student groups and grade levels to participate in this</b>  Grades K – 6 English Learners	<b>Anticipated performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b>  1. 64% of English learners shall increase at least one CELDT level. (2016-17 Title III AMAO 1).  2. 37% of English learners who have been in US schools for 5 years or less will reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2a).  3. 10% of English learners will be reclassified as Fluent English Proficient (RFEP).
<b>Means of evaluating progress toward this goal:</b>  1. English Learners will be assessed once annually on the CELDT. 2. Grade 2 – 6 students will take the STAR Reading assessment four times per year. 3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.	
<b>Actions Planned to Reach This Goal</b>	<b>Level of Implementation (Full, Partial, Not Started)</b>
Utilize MTSS to monitor English Learner students and provide additional support when needed to include intervention and targeted summer programs.	<b>Partial</b>
Examine and pilot new designated ELD materials and adopt for the 2017-18 school year.	<b>Full</b>
Continue to provide support and professional development for teachers and principals toward full implementation of integrated ELD.	<b>Partial</b>
Provide parents of English Learners support and resources in order for them to assist their children with homework.	<b>Partial</b>

# Sequoia Elementary

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

### Actions found to be most effective:

- Utilize MTSS to monitor English Learner students and provide additional support when needed to include intervention and targeted summer programs.
- Examine and pilot new designated ELD materials and adopt for the 2017-18 school year.
- Continue to provide support and professional development for teachers and principals toward full implementation of integrated ELD.

### Description of the results:

64% of English learners shall increase at least one CELDT level. (2016-17 Title III AMAO 1).

We met our goal with 73% of English learners increasing one CELDT level.

37% of English learners who have been in US schools for 5 years or less will reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2a). We nearly met our goal with 35% of English learners reaching Level 4 or 5.

10% of English learners will be reclassified as Fluent English Proficient (RFEP). We did meet our goal with 24% of English learners being reclassified as Fluent English Proficient.

### Next Steps:

- Begin using new ELD curriculum and monitoring student progress
- Increased vocabulary support
- Provide ongoing professional development to classified support and certificated staff in ELD best practices
- Support designated EL instruction in small group by credentialed teacher
- MTSS progress-monitoring
- Regular data meetings with teachers and support coordinator
- Continue to monitor RFEPed students

# Sequoia Elementary

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 4:** Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment. (LCAP Goal #3)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Grades K – 6</p>	<p><b>Anticipated performance growth for each group: (Base to Growth; 2015-6 to 2016-17)</b></p> <ol style="list-style-type: none"> <li>1. Maintain Sequoia School P-2 attendance rate at 98% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>2. Reduce Sequoia School P-2 chronic absenteeism rate to below 5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>3. Reduce Sequoia School P-2 pupil suspension rate below 5% for all students significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>4. Reduce Sequoia School P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>5. Increase the number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey 90% of students report “often”/”always” feeling safe at school and 90% of students reported being happy at school “often/always”.</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Year-end school-wide attendance reports</li> <li>2. Monthly school-wide attendance reports</li> <li>3. Individual attendance contracts with targeted students and their families</li> <li>4. Administer results from spring Student Survey data for 2016-17 school year</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Establish weekly recognition program to highlight “Safe, Respectful, Responsible Behavior” – Done weekly at Community gatherings.	Full
Establish monthly recognition program to highlight “Sequoia Scholars”	Full
Promote recognition programs to parents- One Call Now, Newsletter, SPC email blasts	Full
Continue to implement attendance interventions and regular SART	Full

# Sequoia Elementary

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

meetings with administrator and counselor	
Support the Restorative practices program in the intermediate grades and Toolbox and Kimochis in primary grades	<b>Full</b>

### Actions found to be most effective:

- Establishing weekly/monthly recognition programs to highlight students.
- Continue to implement attendance interventions and regular SART meetings with administrator and counselor
- Support the Restorative practices program in the intermediate grades and Toolbox and Kimochis in primary grades

### Description of the results:

- Maintain Sequoia School P-2 attendance rate at 98% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students. We did not meet our goal for a 98% attendance rate for all students including significant subgroups. Our P-2 attendance rate was 96.5%.
- Reduce Sequoia School P-2 pupil suspension rate below 5% for all students significant subgroups to include English learner, socio-economically disadvantaged, and special education students. We did meet our goal of reducing P-2 pupil suspension rate to below 5% with 1% for last year.
- Reduce Sequoia School P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students. We met our goal of 0% expulsions for last year.
- Increase the number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey 90% of students report “often”/”always” feeling safe at school and 90% of students reported being happy at school “often/always”. We did not meet our goal of 90% of students “often/always” feeling happy and safe at school. Last year, 83% of students reported “often/always” feeling safe at school and 81% of students reported “often/always” feeling happy at school.

### Next Steps:

- Continue current action steps

# Village Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 1:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP English language arts standard with special attention to 3<sup>rd</sup> grade students. (LCAP Goal #4)

<b>Student groups and grade levels to participate in this goal:</b>  Grades K – 6	<b>Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b>  1. 65 % to 60 % of K – 2 students who took DIBELS (fall 2016 to spring 2017) 2. 50.6 % to 63% of grade 2-6 students at or above benchmark on end of year STAR Reading 3. 51 % to 51 % of students at or exceed standard on SBAC
<b>Means of evaluating progress toward this goal:</b>  1. Grade K – 2 students will take the DIBELS assessment three times per year. 2. Grade 2 – 6 students will take the STAR Reading assessment four times per year. 3. English Learners will be assessed once annually on the CELDT. 4. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Assess student reading progress in grades K-6 using formative, interim, and summative assessments (e.g. STAR Reading, SIPPS, CELDT, CAASPP interim, CAASPP and other district assessments)	<b>Full Implementation</b>
Implement a systematic reading instructional program (K-3 SIPPS).	<b>Full Implementation</b>
Expand and utilize the MTSS for students not meeting DIBELS screening, CAASPP, and/or local benchmark assessment targets.	<b>Full Implementation</b>
Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.	<b>Full Implementation</b>
Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.	<b>Full Implementation</b>



# Village Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

### Actions found to be most effective:

- Consistent Data Review, Data Analyzing and Timely Intervention of DIBELS/SIPPS weekly progress monitoring and Monthly Data Meetings
- Utilizing Accelerated Reader (AR) Data

### Description of the results:

- K – 2<sup>nd</sup> on DIBELS:
- Kindergarten: From 59% to 65% at end of the year
- First Grade: From 57% to 61% at end of the year
- Second Grade: From 63% to 71% at end of the year
  
- 2<sup>nd</sup> – 6<sup>th</sup> STAR Reading:  
63% to 62% of all students were at or above benchmark with goal range of 51% to 70%, so this goal was met.  
EL's scored at 37%  
ED's scored at 50%
  
- CELDT:
- 20% of our population are EL's
- 6% to 9% scored at or above standards met/exceeded
  
- SBAC:
- 51% of all students scored at or above on SBAC

### Next Steps:

- Analyze data using multiple measures (EL Levels, Star Reading, DIBELS, GATE, ED and Attendance) to set goal for student groups and classes
- Create a common learning time for targeted and direct instruction for reading levels
- Designate a grade level common time for Designated English Language Development

### New Goals:

- K-2: 70% of all students will be at or above benchmark on DIBELS
- 3-6<sup>th</sup>: 70% of all students will be at or above benchmark on STAR
- 3-6<sup>th</sup>: 60% of all students will be at or above standards met on SBAC
- 3-6<sup>th</sup>: EL's will grow from 9% to 15% on ELA SBAC

# Village Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 2:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP Math standard with special attention to 8<sup>th</sup> grade students. (LCAP Goal #5)

<b>Student groups and grade levels to participate in this goal:</b>  <b>Grades K – 6</b>	<b>Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b>  1. 50 % to 60 % of students in grade K will be proficient at the spring benchmark assessment 2. 60.4 % to 75 % of grade 1 – 6 students at or above benchmark on the district assessment (fall 2016 to spring 2017)* 3. 45 % to 42% of students at or exceed standard on SBAC
<b>Means of evaluating progress toward this goal:</b>  1. Kindergarten students will take Math Benchmarks in the winter and spring. 2. Grades 1 – 6 take a benchmark assessment three times per year. 3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.	
<b>Actions Planned to Reach This Goal</b>	<b>Level of Implementation (Full, Partial, Not Started)</b>
Assess student math progress in grades K-6 using formative, interim, and summative assessments (e.g. MobyMax, K-1 district assessments, CAASPP interim, and CAASPP).	<b>Full Implementation</b>
Implement MTSS for students not meeting CAASPP and/or local benchmark targets.	<b>Full Implementation</b>
Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State Math standards.	<b>Full Implementation</b>
Provide training to teachers and principals in the implementation of a new local math benchmark assessment.	<b>Full Implementation</b>
Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the new California State standards.	<b>Full Implementation</b>

\* This was the first time administering this assessment, interpret the results with caution.

# Village Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

### Actions found to be most effective:

- Implementation of high quality instructional practices using number talks and CER model

### Description of the results:

- K on district Benchmark (winter):
- 44/50 on target
- 1<sup>st</sup> – 6<sup>th</sup> on district Benchmark:
- 40/47 on target
- 2<sup>nd</sup>-6<sup>th</sup> on STAR Math: 31% are not on target or below standards and 69% are on grade level target
- 3<sup>rd</sup> – 6<sup>th</sup> on SBAC:
- 44.75% of all students meet or exceeded grade level goals
- 7% of English Learners meet or exceeded grade level goals
- 28% of Economically Disadvantaged students meet or exceeded grade level goals

### Next Steps:

- Increase the 7% of EL's meeting or exceeding grade level goals to 25%
- Increase the 44.75% to 50% of all students meeting or exceeding grade level goals
- Increase the 28% of ED students to 35% meeting or exceeding grade level goals
- Start creating targeted math instructional groups for additional support
- Math time school-wide to be instructed starting the instructional day

# Village Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 3:** Every English Learner is on target and within timelines, as defined by State and local criteria, to become Reclassified as Fluent English Proficient (RFEP). (LCAP Goal #6)

<b>Student groups and grade levels to participate in this</b>  Grades K – 6 English Learners	<b>Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b>  1. From 54% to 62% and actual 52 % gained at least one CELDT level 2. From 21% to 25.5% and actual 63% moved from “intermediate” to a higher CELDT level 3. 5 students to 8 of EL students were reclassified as RFEP 4. 16 % to 22% with actual 14% of grades 2 – 6 EL students scored at or above the 50 <sup>th</sup> percentile on STAR Reading 5. 0 % to 10% with actual 7% of EL students in grades 3 – 6 at or exceed standard on ELA SBAC
<b>Means of evaluating progress toward this goal:</b>  1. English Learners will be assessed once annually on the CELDT. 2. Grade 2 – 6 students will take the STAR Reading assessment four times per year. 3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.	
<b>Actions Planned to Reach This Goal</b>	<b>Level of Implementation (Full, Partial, Not Started)</b>
Utilize MTSS to monitor English Learner students and provide additional support when needed to include intervention and targeted summer programs.	<b>Partial Work in Progress</b>
Examine and pilot new designated ELD materials and adopt for the 2017-18 school year.	<b>Full Implementation</b>
Continue to provide support and professional development for teachers and principals toward full implementation of integrated ELD.	<b>Full Implementation</b>
Provide parents of English Learners support and resources in order for them to assist their children with homework.	<b>Full Implementation</b>

# **Village Elementary School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- English Learner's proficiency levels known to teachers
- Strategic instructional targeting
- Intentional effective instructional strategies such as student to student interactions, random calling and sufficient wait time for student responding

### **Description of the results:**

- CELDT:
- 23% of EL's scored at the 50% Star Reading
- 63% of EL's moved from Intermediate to Early Advanced/Advanced
  
- 2<sup>nd</sup> – 6<sup>th</sup> on STAR Reading:  
63% scored at 50%
  
- 3<sup>rd</sup>-6<sup>th</sup> on SBAC: 51% met/exceeded standards on ELA SBAC
- 3<sup>rd</sup>-6<sup>th</sup> on SBAC: 42% met/exceeded standards on Math SBAC
- EL students from 6% to 9% met/exceeded standards on ELA SBAC
- EL students from 9% to 6% met/exceeded standards on Math SBAC

### **Next Steps:**

- **Continue with high quality instruction with effectively targeting English Learners using effective, research based instructional strategies**
- **Celebrate English Learner success at Student of the Month Assemblies**
- **Continue with Trimester Parent Conference with English Learners to monitor their progress**

# Village Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 4:** Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment. (LCAP Goal #3)

<b>Student groups and grade levels to participate in this goal:</b>  Grades K – 6	<b>Annual performance growth for each group: (Base to Growth; 2015-6 to 2016-17)</b>  1. 96.2% to 96.1 % P-2 attendance rate 2. 0 % to 1 % pupil suspension rate 3. 77.9% to 80% number of students who self-identify they "often"/"always" feeling safe at school 4. 78.9 % to 80% number of students who self-identify they "often"/"always" feel happy at school
<b>Means of evaluating progress toward this goal:</b>  1. Year-end school-wide attendance reports 2. Monthly school-wide attendance reports 3. Individual attendance contracts with targeted students and their families 4. Administer results from spring Student Survey data for 2016-17 school year	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Provide and environment where students are safe, supported, empowered and held accountable and where respect for self and others is highly valued. The focus will be to increase student pro social interactions and to improve attendance at school.	<b>Partial Work in Progress</b>
Implement attendance interventions and regular SART hearings by having school counselor coordinate SART meetings.	<b>Full Implementation</b>
Recognize perfect attendance monthly, recognize three students daily for being at school and recognize students for improved attendance.	<b>Partial Work in Progress</b>
Develop restorative practices at Village Elementary and train staff.	<b>Full Implementation</b>
Strengthen the relationship with the culturally and linguistically diverse community by expanding cultural community events. <ul style="list-style-type: none"> <li>• Continue with safe routes to school program</li> <li>• Implement the Kaiser Peace Signs Program</li> <li>• Continue with Peace Journals to help students report incidences</li> <li>• Continue with teacher led Restorative Circles and counselor led Restorative Circles</li> <li>• Continue utilizing Kimochis and ToolBox</li> </ul>	<b>Full Implementation</b>
Information links providing key information to our stakeholders <ul style="list-style-type: none"> <li>• RVUSD Website</li> </ul>	<b>Full Implementation</b>

**Village Elementary School**  
**Report on Progress Toward Meeting 2016-17 Single Plan Goals**

<ul style="list-style-type: none"><li>• School website with Parent Club Facebook link</li><li>• Monthly Newsletter</li><li>• Village Elementary Parent's Club email blast</li><li>• One Call Now</li></ul>	

**Actions found to be most effective:**

- Monitoring attendance to determine chronic cases
- Discussion of attendance at parent conferences, principal and counselor meetings
- Celebration of student attendance improvements

**Description of the results:**

- Attendance Reports: 95% goal with actual 96.1%
- Chronic absenteeism reports: 7.4% Chronic Absenteeism

**Next Steps:**

- **Daily Attendance Calls**
- **Continue monitoring attendance monthly**
- **Continue conducting parent SARB meetings**
- **Celebrate attendance successes**

# Whited Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 1:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP English language arts standard with special attention to 3<sup>rd</sup> grade students. (LCAP Goal #4)

<b>Student groups and grade levels to participate in this goal:</b>  Grades K – 6	<b>Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b>  1. 59% to 68% of 3 <sup>rd</sup> graders met or exceeded ELA CAASPP standard 36% to 43% of 6 <sup>th</sup> graders met or exceeded ELA CAASPP standard 2. 4% to 13% of EL students met or exceeded ELA CAASPP standard 3. 39% to 41% of ED students met or exceeded ELA CAASPP standard 4. 58% to 59% of all students met or exceeded local benchmark at end of 2016-17 school year
<b>Means of evaluating progress toward this goal:</b>  1. Grade K – 2 students will take the DIBELS assessment three times per year. 2. Grade 2 – 6 students will take the STAR Reading assessment four times per year. 3. English Learners will be assessed once annually on the CELDT. 4. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.	
<b>Actions Planned to Reach This Goal</b>	<b>Level of Implementation (Full, Partial, Not Started)</b>
Assess student reading progress in grades K-6 using formative, interim, and summative assessments (e.g. STAR Reading, SIPPS, CELDT, CAASPP interim, CAASPP and other district assessments)	<b>Full</b>
Implement a systematic reading instructional program (K-3 SIPPS).	<b>Full</b>
Expand and utilize the MTSS for students not meeting DIBELS screening, CAASPP, and/or local benchmark assessment targets.	<b>Partial</b>
Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.	<b>Full</b>
Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.	<b>Partial</b>



# **Whited Elementary School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Support Coordinator leading several grade level data meetings per year, and continuously making adjustments to groupings.
- 2016-2017 was the first year we had full implementation of SIPPS
- Ongoing training for teachers in SIPPS

### **Description of the results:**

59% to 68% of 3<sup>rd</sup> graders met or exceeded ELA CAASPP standard

36% to 43% of 6<sup>th</sup> graders met or exceeded ELA CAASPP standard

4% to 13% of EL students met or exceeded ELA CAASPP standard

39% to 41% of ED students met or exceeded ELA CAASPP standard

58% to 65% of students met or exceeded local benchmark at end of 2016-17 school year

### **Next Steps:**

- Full implementation of the new ELA curriculum, and ongoing support and planning time for teachers.
- Grade level data meetings
- MTSS for students below benchmark
- Designated ELD

# Whited Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 2:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP Math standard with special attention to 8<sup>th</sup> grade students. (LCAP Goal #5)

<b>Student groups and grade levels to participate in this goal:</b>  <b>Grades K – 6</b>	<b>Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b>  1. 59% to 63% of 3 <sup>rd</sup> graders met or exceeded math CAASPP standard 39% to 24% of 6 <sup>th</sup> graders met or exceeded math CAASPP standard 2. 12% to 7% of ELs met or exceeded CAASPP math standard 3. 33% to 28% of ED met or exceeded CAASPP math standard
<b>Means of evaluating progress toward this goal:</b>  1. Kindergarten students will take Math Benchmarks in the winter and spring. 2. Grades 1 – 6 take a benchmark assessment three times per year. 3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.	
<b>Actions Planned to Reach This Goal</b>	<b>Level of Implementation (Full, Partial, Not Started)</b>
Assess student math progress in grades K-6 using formative, interim, and summative assessments (e.g. MobyMax, K-1 district assessments, CAASPP interim, and CAASPP).	<b>Full</b>
Implement MTSS for students not meeting CAASPP and/or local benchmark targets.	<b>Partial</b>
Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State Math standards.	<b>Partial</b>
Provide training to teachers and principals in the implementation of a new local math benchmark assessment.	<b>Partial</b>
Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the new California State standards.	<b>Partial</b>

# **Whited Elementary School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Continued focus on professional development to help teachers and administrators better understand the intent of the ENY program, and how to best implement it.

### **Description of the results:**

59% to 63% of 3<sup>rd</sup> graders met or exceeded math CAASPP standard

39% to 24% of 6<sup>th</sup> graders met or exceeded math CAASPP standard

12% to 7% of ELs met or exceeded CAASPP math standard

33% to 28% of ED met or exceeded CAASPP math standard

### **Next Steps:**

- Principals participating in CEL work in order to have a unified understanding of HQI in math instruction and how to better support teachers.
- Designated ELD
- Exploration of additional math interventions that we can implement through MTSS process.

# Whited Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 3:** Every English Learner is on target and within timelines, as defined by State and local criteria, to become Reclassified as Fluent English Proficient (RFEP). (LCAP Goal #6)

Student groups and grade levels to participate in this	Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)
Grades K – 6 English Learners	<ol style="list-style-type: none"> <li>1. 54 % to 68% gained at least one CELDT level</li> <li>2. 14 % to 31 % moved from “intermediate” to a higher CELDT level</li> <li>3. % to % of EL students were reclassified as RFEP</li> <li>4. % to % of grades 2 – 6 EL students scored at or above the 50<sup>th</sup> percentile on STAR Reading</li> <li>5. 12% to 7% of EL students in grades 3 – 6 at or exceed standard on ELA CAASPP</li> </ol>
<b>Means of evaluating progress toward this goal:</b> <ol style="list-style-type: none"> <li>1. English Learners will be assessed once annually on the CELDT.</li> <li>2. Grade 2 – 6 students will take the STAR Reading assessment four times per year.</li> <li>3. Grades 3 – 6 take the Smarter Balanced Summative Assessment (SBAC) in the spring.</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Utilize MTSS to monitor English Learner students and provide additional support when needed to include intervention and targeted summer programs.	<b>Partial</b>
Examine and pilot new designated ELD materials and adopt for the 2017-18 school year.	<b>Full</b>
Continue to provide support and professional development for teachers and principals toward full implementation of integrated ELD.	<b>Partial</b>
Provide parents of English Learners support and resources in order for them to assist their children with homework.	<b>Partial</b>

# **Whited Elementary School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Results on ELs from pilot teachers using designated ELD were very positive.
- New ELA/ ELD curriculum

### **Description of the results:**

54 % to 68% gained at least one CELDT level

14 % to 31 % moved from “intermediate” to a higher CELDT level

12% to 7% of EL students in grades 3 – 6 at or exceed standard on ELA CAASPP

### **Next Steps:**

- Add back Latino Family Literacy Program and other EL parent opportunities
- Continued focus on PD around high expectations and teaching strategies that support ELs

# Whited Elementary School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 4:** Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment. (LCAP Goal #3)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Grades K – 6</p>	<p><b>Annual performance growth for each group: (Base to Growth; 2015-16 to 2016-17)</b></p> <ol style="list-style-type: none"> <li>1. 96 % to 95 % P-2 attendance rate</li> <li>2. 20 Days of Suspension to 18</li> <li>3. 77 % to 75% of students who self-identify they "often"/"always" feeling safe at school</li> <li>4. 80 % to 78% number of students who self-identify they "often"/"always" feel happy at school</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Year-end school-wide attendance reports</li> <li>2. Monthly school-wide attendance reports</li> <li>3. Individual attendance contracts with targeted students and their families</li> <li>4. Administer results from spring Student Survey data for 2016-17 school year</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Counselors and Office Clerks will receive ongoing training and support to monitor attendance. Counselors will set up SART and SARB meetings, as needed.	<b>Partial</b>
Principal will regularly mail attendance letters for students at risk of chronic absenteeism.	<b>Full</b>
Implementation of Restorative Practices in grades 4-6 and Kimochis in grades K-3 and professional development for staff.	<b>Full</b>
Incentives for perfect attendance and improved attendance.	<b>Partial</b>
Office Clerk will phone families daily to verify absences.	<b>Full</b>

# **Whited Elementary School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Schoolwide celebrations focusing on attendance and being “Kimochi kids”
- Families better understanding rules around absences because of increased communication and letters mailed.

### **Description of the results:**

1. 96 % to 95 % P-2 attendance rate
2. 20 Days of Suspension to 18
3. 77 % to 75% of students who self-identify they "often"/"always" feeling safe at school  
80 % to 78% number of students who self-identify they "often"/"always" feel happy at school

### **Next Steps:**

- **Continue implementation of Restorative Practices and Kimochis, building them into our school culture.**
- **Build upon what has been started recognizing perfect attendance by increasing the focus to include improved attendance.**

# Rincon Valley Charter School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 1:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP English language arts standard with special attention to 3<sup>rd</sup> grade students. (LCAP Goal #4)

<b>Student groups and grade levels to participate in this goal:</b>  Grades 7 – 8	<b>Expected Annual Measurable Outcomes:</b> <ol style="list-style-type: none"> <li>1. Increase the percent of all 7<sup>th</sup> and 8<sup>th</sup> grade students meeting or exceeding the CAASPP standard for ELA to 64% for 7<sup>th</sup> and 60% for 8<sup>th</sup>.</li> <li>2. Increase the percent of English learners meeting or exceeding the CAASPP standard for ELA to 20%.</li> <li>3. Increase the percent of socio-economically disadvantaged 7<sup>th</sup> and 8<sup>th</sup> grade students meeting or exceeding the CAASPP ELA to 50%.</li> <li>4. 60% of students will meet or exceed local benchmarks at each trimester.</li> </ol>
<b>Means of evaluating progress toward this goal:</b> <ol style="list-style-type: none"> <li>1. Grade 7 – 8 students will take the STAR Reading assessment four times per year.</li> <li>2. English Learners will be assessed once annually on the CELDT (transition year to ELPAC).</li> <li>3. Grades 7 – 8 take the Smarter Balanced Summative Assessment (SBAC) in the spring.</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Assess student reading progress in grades K-8 using formative, interim, and summative assessments (e.g. STAR Reading, CELDT, CAASPP interim, CAASPP and other district assessments)	<b>Full</b>
Implement MTSS for students not meeting CAASPP and/or local benchmark targets.	<b>Partial</b>
Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.	<b>Partial</b>

**Actions found to be most effective:**

- Continued use of intervention and advocacy during boost.
- Continued professional development on ELD strategies.
- Coordinated planning time for ELA teams
- Incorporated tech tools to help support student development of vocabulary, grammar, conventions of writing and sentence structure.



# **Rincon Valley Charter School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Description of the results:**

- SBAC:
  - We increased the percent of all students meeting or exceeding the CAASPP standard for ELA, with 7<sup>th</sup> grade increasing from **59%** in 15-16 to **79%** in 16-17, and 8<sup>th</sup> grade increasing from **56%** in 15-16 to **68%** in 16-17.
  - We increased the percent of English learners meeting or exceeding the CAASP standard for ELA from **14%** in 15-16 to **29%** in 16-17.
  - We increased the percent of socio-economically disadvantaged students meeting or exceeding the CAASPP standard for ELA from **43%** in 15-16 to **60%** in 16-17.
- CELDT: 82% of students met their annual growth targets towards English proficiency
- STAR Reading: At the end of 16-17, 66% of students met benchmark on the STAR Reading test.

### **Next Steps:**

- Increase use of auxiliary technology-based support programs for vocabulary, sentence structure, grammar and writing conventions.
- Training and implementation of designated ELD curriculum
- Integration of cross-curricular writing assignments through project-based learning
- Continued development of rubrics

# Rincon Valley Charter School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 2:** Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP Math standard with special attention to 8<sup>th</sup> grade students. (LCAP Goal #5)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p><b>Grades 7-8</b></p>	<p><b>Annual performance growth for each group: (Base to Growth; Expected Annual Measurable Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Increase the percent of all 7<sup>th</sup> and 8<sup>th</sup> grade students meeting or exceeding the CAASPP standard for math to 45% for 7<sup>th</sup> and 40% for 8<sup>th</sup>.</li> <li>2. Increase the percent of English learners meeting or exceeding the CAASPP standard for math to 15%.</li> <li>3. Increase the percent of socio-economically disadvantaged 7<sup>th</sup> and 8<sup>th</sup> grade students meeting or exceeding the CAASPP math to 35%.</li> <li>4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 7<sup>th</sup> and 8<sup>th</sup> grade CAASPP standards.</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Grades 7 – 8 take a benchmark assessment three times per year.</li> <li>2. Grades 7 – 8 take the Smarter Balanced Summative Assessment (SBAC) in the spring.</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Assess student math progress in grades K-8 using formative, interim, and summative assessments (e.g. MobyMax, Engage NY, CAASPP interim, and CAASPP).	<b>Full</b>
Implement MTSS for students not meeting CAASPP and/or local benchmark targets.	<b>Partial</b>
Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State Math standards.	<b>Full</b>
Provide training to teachers and principals in the implementation of a new local math benchmark assessment.	<b>Partial</b>
Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the new California State standards.	<b>Partial</b>

# **Rincon Valley Charter School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Continued training for instructors on Engage NY curriculum
- District in-services with math focus throughout the school year
- Coordinated planning time for teachers

### **Description of the results:**

- SBAC: We increased the percent for all 7<sup>th</sup> and 8<sup>th</sup> grade students meeting or exceeding the CAASPP standard for math, with 7<sup>th</sup> grade increasing from **42%** in 15-16 to **56%** in 16-17, and 8<sup>th</sup> grade increasing from **35%** in 15-16 to **40%** in 16-17.
- EL on CAASPP: The percent of EL students who met or exceeded the CAASPP math standard decreased from 7% in 15-16 to 6% in 16-17.
- ED on CAASPP: The percent of socioeconomically disadvantaged students who met or exceeded the CAASPP math standard increased from **29%** in 15-16 to **32%** in 16-17.
- Benchmark: We used Moby Max to administer benchmarks three times in 2016-17, and results were mixed and difficult to interpret, partially due to irregularities in assessment procedures and student interaction with the assessment. We have made adjustments to the assessment and are using it this year, with a baseline established regarding grade level performance.

### **Next Steps:**

- Second stage of Engage NY curriculum training for all teachers
- District pacing guide and pacing support for teachers
- Continued use of interim assessments, including CAASPP interims to monitor student progress towards meeting standards.
- District end of module benchmarks to use for additional progress monitoring.

# Rincon Valley Charter School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 3:** Every English Learner is on target and within timelines, as defined by State and local criteria, to become Reclassified as Fluent English Proficient (RFEP). (LCAP Goal #6)

<p><b>Student groups and grade levels to participate in this</b></p> <p>Grades K – 6 English Learners</p>	<p><b>Expected Annual Measurable Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. 65% of English learners shall increase at least one CELDT level. (2016-17 Title III AMAO 1).</li> <li>2. 30% of English learners who have been in US schools for 5 years or less will meet reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2a).</li> <li>3. 55% of English learners who have been in US schools for more than 5 years will reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2b).</li> <li>4. 10% of English learners will be reclassified as Fluent English Proficient (RFEP).</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. English Learners will be assessed once annually on the CELDT (transition year to ELPAC).</li> <li>2. Grade 7 – 8 students will take the STAR Reading assessment four times per year.</li> <li>3. Grades 7 – 8 take the Smarter Balanced Summative Assessment (SBAC) in the spring.</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Utilize MTSS to monitor English Learner students and provide additional support when needed to include intervention and targeted summer programs.	<b>Partial</b>
Examine and pilot new designated ELD materials and adopt for the 2017-18 school year.	<b>Full</b>
Continue to provide support and professional development for teachers and principals toward full implementation of integrated ELD.	<b>Full</b>
Provide parents of English Learners support and resources in order for them to assist their children with homework.	<b>Partial</b>

# **Rincon Valley Charter School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Created and analyzed English Learner profiles across content areas
- Direct instruction/push-in support for EL students with EL assistant
- Use of technology tools to assist EL students

### **Description of the results:**

- CELDT:
  - We increased the percentage of English learners improving by at least one CELDT level, from **62.5%** in 15-16 to **82.3%** in 16-17.
  - We increased the percentage of English learners who have been in US schools for 5 years or less and met proficiency on CELDT (AMAO 2a) from **33.3%** in 15-16 to **55.6%** in 16-17.
  - We increased the percentage of English learners who have been in US schools for more than 5 years and met proficiency on CELDT (AMAO 2b) from **50%** in 15-16 to **80%** in 16-17.
  - We increased the percentage of English learners reclassified as Fluent English Proficient (RFEP) from **0%** in 15-16 to **13.3%** in 16-17.
- STAR Reading: 0% of EL students met benchmark in 16-17
- SBAC: We increased the percent of English learners meeting or exceeding the CAASP standard for ELA from **14%** in 15-16 to **29%** in 16-17.

### **Next Steps:**

- Begin using new ELD curriculum and monitoring student progress
- Continued professional development for teachers in best integrated ELD classroom practices
- Increased vocabulary support in math and science

# Rincon Valley Charter School

## Report on Progress Toward Meeting 2016-17 Single Plan Goals

**School Goal 4:** Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment. (LCAP Goal #3)

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Grades 7-8</p>	<p><b>Measurable Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Maintain Rincon Valley Charter School P-2 attendance rate at 96% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>2. Reduce Rincon Valley Charter School P-2 chronic absenteeism rate to below 5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>3. Maintain P-2 charter middle school drop-out rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students as measured by CALPADS.</li> <li>4. Reduce Rincon Valley Charter School P-2 pupil suspension rate below 4% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>5. Maintain Rincon Valley Charter School P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</li> <li>6. Increase the number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey 85% of students report "often"/"always" feeling safe at school and 80% of students reported being happy at school "often/always".</li> </ol>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Year-end school-wide attendance reports</li> <li>2. Monthly school-wide attendance reports</li> <li>3. Individual attendance contracts with targeted students and their families</li> <li>4. Spring Student Survey data for 2016-17 school year</li> </ol>	
Actions Planned to Reach This Goal	Level of Implementation (Full, Partial, Not Started)
Continue staff development in Restorative Practices and practice circles in homerooms and as a behavioral intervention.	<b>Full</b>
Incorporate cyber safety training into year round technology classes for all 7 <sup>th</sup> graders; encourage attendance at district parent nights geared towards cyber safety.	<b>Full</b>
Continue to provide expanded counseling services, including friendship groups and lunchtime activities	<b>Full</b>
Continue counselor support model for chronic absenteeism and provide counselor support for students at risk of SART/SARB	<b>Full</b>

# **Rincon Valley Charter School**

## **Report on Progress Toward Meeting 2016-17 Single Plan Goals**

### **Actions found to be most effective:**

- Beginning of year teambuilding and community events
- Continued support from counselors in both on-campus presence and review of attendance
- Addition of campus supervisor position
- Increased development of student leadership program, including community service

### **Description of the results:**

- We maintained our P-2 attendance rate at 96% for all students and significant subgroups.
- Our P2 chronic absenteeism went from 5% in 2015-16 to 4.5% in 2016-17.
- We maintained our P2 dropout rate at 0% for all students including significant subgroups.
- Our P2 suspension rate went from 5.6% in 2015-16 to 6.3% in 2016-17; however, this increase can partly be attributed to an improvement in documentation of disciplinary actions.
- We maintained our P2 expulsion rate at 0% for students including significant subgroups.
- We maintained rates of students reporting that they “often/always” feel safe at school at 83%, and students reporting that they “often/always” were happy to be at this school went from 77% in 2015-16 to 76% in 2016-17. We administered the survey to a significantly larger number of students in 2016-17 and maintained student safety and happiness at school.

### **Next Steps:**

- Continued development of campus supervisor role to include teambuilding and student support
- Continued development of student leadership/spirit activities at school
- Maintain counseling support, including lunch groups and individual check ins
- Continued development of Restorative Practices

***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:** October 19, 2017  
**Agenda Item:** Information Item 11.10  
**Subject:** Rincon Valley Charter School Renewal-Application Review  
**Submitter:** Dr. Tony Roehrick, Superintendent

**Background:** The Rincon Valley Charter School operates under an application to the Rincon Valley Union School District Governing Board. The application must be renewed every five years. The current application expires on December 11, 2017. The District has established a Renewal Committee to develop an application to the Governing Board to extend the Charter School through December 11, 2022. The members of the Renewal Committee include RVCS-Matanzas teachers Harmony Gooch and Samantha Tuor, RVCS-Matanzas Site Director Hannah Bates, RVCS-Sequoia teachers Erin Conrad and Heidi Newton, RVCS-Sequoia Site Director Amy Wiese, Trustee Jeff Gospe, District administrators Terry Metzger, Cathy Myhers, Joe Pandolfo, and Tony Roehrick.

**Highlights:** The Renewal Committee worked with the charter school law firm, YM&C to ensure the renewal application meets all State and Federal regulations that govern charter schools. The draft renewal application, as presented, is compliant with all such regulations. In addition, the description of the Charter School is aligned to current instructional focus and practice of the school.

**Challenges:** N/A

**Analysis:** The Renewal Committee recommends the Governing Board review Element 9: Financial and Programmatic Audit. The programmatic audit is not a legal requirement for the Charter School. However, the annual report described under this section is valuable information that should assist the Governing Board in its oversight responsibilities for the school. The Renewal Committee asks the Governing Board to determine if this section should be removed, retained as is, or retained and amended as determined by the Governing Board.

**Next Steps:** The renewal application will be brought back to Governing Board at its November 14 regular meeting for approval. Following approval by the RVUSD Governing Board, the renewal application will be forwarded to the California Department of Education.

**Attachments:** *RVCS Renewal Application*

**Fiscal Impact:** None

**Recommendation:** For discussion only



# Rincon Valley Charter School

Renewal Application

For the Term  
December 11, 2017 through December 11, 2022

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## **AFFIRMATIONS**

The Charter School is committed to the following affirmations:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Rincon Valley Union School District declares that it shall be deemed the exclusive public school employer of the employees of Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School will not discriminate against any pupil on the basis of the characteristics described in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School will admit all pupils who wish to attend the charter school, subject only to capacity. If the Charter School receives a greater number of applications than there are spaces for students, admission shall be determined through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Meetings of the Rincon Valley Union School District Board of Education for the Charter School shall be held in accordance with the Brown Act.
- The Charter School shall comply with the Individuals with Disabilities Education Improvement Act ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities Act ("ADA").
- The Charter School shall comply with the Public Records Act and the Federal Educational Privacy Rights Act ("FERPA").
- The Charter School shall continually strive for a healthy, collaborative, synergistic relationship with the District and surrounding Districts.
- The Charter School shall offer, at a minimum, the same number of minutes of instruction set forth in Education Code Section 47612.5(a)(1)(A)-(D) for the appropriate grade levels.
- The Charter School will develop a conflicts of interest code in accordance with the

conflicts code of the District.

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5
  - California Code of Regulations Section 11967.5.l(f)(5)(C)].
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

## CHARTER RENEWAL CRITERIA

1. Education Code Section 47607(b) requires that a charter school must meet *at least one* of the following renewal criteria prior to receiving a charter renewal:
  - 1.1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school-wide and for all groups of pupils served by the charter school.
  - 1.2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
  - 1.3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
  - 1.4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
  - 1.5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.
2. Education Code Section 47607(a)(3): (A) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal. (B) For purposes of this section, “all groups of pupils served by the charter school” means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.

Education Code Section 52052(a)(3): (A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils, each of whom has a valid test score. (B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. Potential subgroups include:

- 2.1. Ethnic subgroups.
- 2.2. Socioeconomically disadvantaged pupils.
- 2.3. English learners.
- 2.4. Pupils with disabilities.
- 2.5. Foster youth.
- 2.6. Homeless youth.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal set forth in Education Code Section 47607(b).

Assembly Bill 484 amended Education Code section 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or

programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

#### Analysis of Most Recent API Calculation

<b>LEGAL REQUIREMENTS FOR CHARTER RENEWAL</b> <b>Education Code Section 47607(b) – Charter School Must Meet at Least ONE</b> <b>Criteria for Renewal</b>	
<b>Renewal Criteria</b>	<b>Criteria Met</b>
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	Yes; see table below
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; see table below
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	Yes; see table below
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Not Applicable
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable
(Source: CDE DataQuest, accessed September 15, 2017)	

The Charter School had the following API scores:

Year	API Ranking	Similar School Ranking	API Scores	API Growth Target (Actual Growth)
2007-08	9	6	847	A (+21)
2008-09	9	7	825	A (-19)
2009-10	8	5	888	A (+65)
2010-11	9	9	871	A (-17)
2011-12	9	9	862	A (-19)
2012-13	8	3	850	A (-12)
“A” means the school or subgroups scored at or above the statewide performance target of 800. (Source: CDE website, accessed August 28, 2017)				

Additional Justification for Charter Renewal: Analysis of Student Subgroup Academic Achievement (Education Code Section 47607(a)(3))

The Charter School has the following significant subgroups: Socio-economically Disadvantaged Pupils, Pupils with Disabilities, and White Students. The following table outlines the CAASPP performance for ELA and Math for these significant subgroups.

Years	Subgroup	ELA % Meeting/ Exceeding	Math % Meeting/ Exceeding
2014-15 2015-16 2016-17	Socio-Econ	48 43 60	26 29 32
2014-15 2015-16 2016-17	Disabilities	24 30 43	14 12 21
2014-15 2015-16 2016-17	White	65 63 78	42 42 55

The Spring 2017 California Dashboard compares the 2014-15 and 2015-16 school years and sets the following performance levels for the significant subgroups present at the Charter School:

- Socio-economically Disadvantaged Pupils: Blue
- Pupils with Disabilities: Red
- White Students: Green

Spring 2017 CAASPP scores are significantly higher than previous years and demonstrate the school is improving its academic achievement results for its significant subgroups of students.

## **ELEMENT 1. EDUCATIONAL PROGRAM**

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

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

The Charter School is a site-based, traditional calendar charter school for seventh and eighth grade students. It is located on one or more sites within the Rincon Valley Union School District. The school community at each site will operate as a unique TK-8 campus. The Charter School fosters a learning environment where all students can achieve excellence in academics while involving themselves in a community of kindergarten through eighth grade learners. Students develop socially and emotionally within a safe and nurturing environment where they will feel supported in their development as a young adult.

### **MISSION**

The Charter School pursues excellence in middle school education where students are self-motivated, competent, lifelong learners who hold themselves to high academic and personal standards within a student-centered environment, emphasizing a challenging core curriculum.

### **VISION**

The vision of the Charter School is to provide an unique educational program for students who are interested and committed to participating in a rigorous core academic program in a small school setting, based upon the California state content standards and local essential standards, with an educational experience focusing on Project-Based Learning, infused with technology and fine arts to support the intellectual, physical, social, and emotional development of a 21<sup>st</sup> century student.

### **WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE**

The Charter School education program provides expanded educational choice and opportunities for families in the Rincon Valley and greater Santa Rosa community. The Charter School offers two separate program options. The first is for students in grades 7 and 8, which includes strong



student support. Informal data gathered from parents and teachers indicate that a number of 7<sup>th</sup> and 8<sup>th</sup> grade students' families currently seek alternative private programs with lower enrollment and higher student support. In addition, these families desire a rigorous academic program with access to technology and the fine arts. The second program option is a long-term independent study program for students in TK-8. This option provides credentialed teacher support for families who choose, for whatever reason, to instruct their children primarily at home.

The Charter School serves students in TK-8th grade whose families have an interest in and dedication to the school's philosophy and vision. The Charter School shall be nonsectarian in its admission policies employment practices, and all other operations. The school shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, or any characteristic listed in Education Code Section 220.

### **WHAT IT MEANS TO BE AN "EDUCATED PERSON" IN THE 21ST CENTURY**

To be a well-educated person of the 21<sup>st</sup> century, one needs:

- To be academically capable, able to think creatively, make sound decisions, solve problems, and possess scholarly attributes.
- To have a deep understanding of the humanities, sciences, and the arts.
- To be capable of using technology as a tool in the pursuit of continued learning.
- To be an exceptional communicator; one who possesses superb skills in many forms of communication.
- To be capable of establishing and completing long- and short-term goals.
- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty.

### **THE ATTRIBUTES OF AN EDUCATED PERSON IN THE 21ST CENTURY INCLUDE:**

- Being literate.
- Being competent in oral, written, and visual communication.
- Understanding the scientific process.
- Understanding historical foundations and apply them to the modern day.
- Understanding of the mathematical process.
- Ability to think critically, creatively, analytically, and logically.
- Ability to gather, organize, and present information.
- Ability to critically assess data and sources.
- Ability to set and achieve personal, academic, and group goals.
- Ability to communicate and collaborate in a group setting.

## HOW LEARNING BEST OCCURS

Learning best occurs for adolescents when they are involved with issues they regard as important and that have meaning in their own lives. They need to:

- Recognize and acknowledge global diversity.
- Explore and apply ideas such as fairness, equity and justice to the world around them.
- Be actively involved in their learning.
- Engage in interactive learning opportunities within the community.
- Be provided with opportunities for differentiated learning.
- Engage in multiple levels of questioning and thinking.
- Engage in editing and revision based on feedback to finalize work.
- Access, evaluate, and incorporate information using technology.
- Engage in metacognition.
- Experience high expectations from adults in their lives and be provided with the support needed to achieve those high expectations.

## METHODS OF INSTRUCTION

As outlined in the Carnegie Council on Adolescent Development Report, *Turning Points: Preparing American Youth for the 21st Century*, the school and teachers will work to:

- Create small communities for learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth. The key elements of these communities are schools-within-schools or houses, students and teachers grouped together as teams and small-group advisories that ensure that every student is known well by at least one adult.
- Teach a core academic program that results in students who are literate in all disciplines, think critically, lead a healthy life, behave ethically, and assume the responsibilities of global citizenship.

At the Charter School, our primary method of instruction is Project-Based-Learning, which is defined by the Buck Institute (Novato, CA) as a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Additional instructional approaches may include but are not limited to the following:

- Utilizing strategies that emphasize critical thinking, complex reasoning, and differentiated instruction.
- Providing students opportunities for feedback and choice that shape their learning experience.
- Providing students with interactive learning opportunities within the community that bring them into contact with people with diverse perspectives.
- Providing opportunities for students to engage in interdisciplinary and thematic

- explorations that require multiple levels of questioning and thinking.
- Provide direct instruction and multiple opportunities in the giving and receiving of feedback toward editing, revising, and finalizing their work.
- Utilizing modern technology to ensure that students become empowered learners, knowledge constructors, digital citizens, creative communicators, innovative designers, computational thinkers, and global collaborators.
- Independent study in which the parent provides instruction in partnership/consultation with a credentialed teacher.

## **CURRICULUM**

The courses of study developed for the school are demanding, relevant, and taught through an interdisciplinary, project-based approach. Based upon current research on how students learn, the interdisciplinary curriculum reinforces brain-based learning. It has been demonstrated that the brain appears better able to retain information when curriculum is presented as integrated rather than in isolation.

The integrated, interdisciplinary approach is based on the California Content Standards (including but not limited to the Common Core State Standards, Next Generation Science Standards, and English Language Development Standards, local key standards and the California Department of Education document “Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students.”

The core curriculum will include reading/language arts, mathematics, history/social science, and science. The content standards define for each subject and grade level the most important knowledge that students must acquire and the skills that they must master.

### **Language Arts-Reading**

Students demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They comprehend and critically interpret multiple forms of expression including literature from various time periods and cultures.

- Students are required to articulate the expressed purposes and characteristics of different forms of prose, including the short story novel, novella, poetry, and essay. They engage in identifying and tracing the development of an author's argument; reading, evaluating, and applying informational research as evidence of their own ideas; and analyzing setting, characterization, and conflict in fictional narratives.
- Word Analysis Fluency, and Systematic Vocabulary Development: Students must identify idioms, analogies, metaphors, and similes in prose and poetry and continue to clarify word meanings through definitions, examples, restatements and contrasts.
- Reading Comprehension – Nonfiction: Strategies focused on (I) use and analysis of categories of informational materials (e.g., consumer and workplace documents,

textbooks, newspapers, instructional manuals); and (2) assessment of an author's argument.

- Literary Response and Analysis – Students are required to articulate the express purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).
- The instruction is both deep and diligent and allows students ample opportunity to scrutinize a particular work. Selected works lend themselves to exploring with the students how events advance the plot; how each event explains past or present actions or foreshadows future actions, and how a character's thoughts, words speech patterns, and actions reveal characterization.
- Extensive independent reading is an important element of the curriculum – including good representation of narrative and expository instructional materials. A variety of methods are used to assess the reading done outside the classroom including student maintained reading logs and book reports in various formats.

### **Language Arts-Writing**

- Writing focuses on multi-paragraph expository compositions. Students are expected to write texts of between 500-700 words for the purpose of informational summary, interpretation of literature, research reports, argumentative essays, and fictional narratives.
- Students develop strategies for organized writing with an emphasis on thesis statements, evidence, interpretation, documentation, and MLA format. Students explore the various stages of the writing process including outlines, rough drafts, feedback, editing and revision, and finalizing.
- Students demonstrate a general command of English language conventions in both writing.
- Curriculum emphasis at this grade level includes sentence structure (e.g., proper placement of modifiers and use of the active voice); grammar (e.g., proper use of infinitives and participles, clear pronouns and antecedents); punctuation (e.g., correct use of hyphens, dashes, brackets, and semicolons); and spelling (e.g., applying the spelling of bases and affixes to derivatives).

### **Language Arts – Listening and Speaking**

- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
- Students deliver well-organized, formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, and description) and strong presentation skills (e.g., maintaining eye contact, speaking loudly and clearly).
- Students demonstrate a wide range of speaking skills and strategies that may include but are not limited to: collaborative discussion, discussion preparation, following rules and formats of formal discussion, meeting deadlines, questioning ideas and making connections, interpreting evidence, analyzing purpose, establishing relevancy, integrating technology, and academic language.

- Student speaking demonstrates a command of standard American English.

## **Mathematics**

A high-quality mathematics program will be provided for each student. To compete successfully in the global economy, today's students must have a high degree of comprehension in mathematics. The State content standards and key standards focus on essential skills to prepare students for the study of advanced mathematics, science and technical careers, as well as success in a secondary program.

Students develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, etc. The goals in mathematics education are for students to:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.
- Develop fluency in basic computational skills.

## **History/Social Science**

Students understand and apply historical, civic, economic, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

- Grade Seven: World History and Geography: Medieval and Early Modern Times
  - Students in Grade 7 study the Americas and Afro-Eurasia between the years 300-1789 CE. After reviewing the ways in which archaeologists and historians uncover the past, students study the great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of the Scientific Revolution, the Age of Exploration, and Enlightenment. Finally, students connect democratic ideas that led to the foundation of the United States government and continue to influence the world today.
- Grade Eight: United States History and Geography: Growth and Conflict
  - Students in grade eight study the ideas, issues, and events from colonization to Industrialization. Students analyze the heritage of our nation, the writing of the Declaration of Independence, framing of the Constitution, and the Bill of Rights. They trace the development of American politics, society, culture, geography, and

economics relating them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of Westward Expansion, Civil War, Reform Movements, and Reconstruction. They make connections between the rise of industrialization and contemporary social and economic conditions.

## **Science**

Glenn T. Seaborg, Chair of the Academic Standards Commission's Science Committee, stated in "A Letter to a Young Scientist" that science is an organized body of knowledge and a method of proceeding to an extension of this knowledge by hypothesis and experiment. With this in mind, the science curriculum reflects a view of science as a balance between the body of knowledge, the practices that scientists and engineers use, and concepts that cross boundaries between disciplines. The curriculum provides the foundational skills and knowledge for students to learn core concepts, principles, and theories of science. The content standards are taught so that students have the opportunity to build connections that link science to technology and societal impacts.

- Students successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying the life sciences and physical science.
- The study of science in seventh grade includes the structure and properties of matter, chemical reactions, history of Earth, Earth's systems, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, human impacts, and engineering design.
- The study of science in eighth grade includes human impacts, space systems, history of Earth, growth, development and reproduction of organisms, natural selection and adaptation, waves and electromagnetic radiation, forces, interactions, energy, and engineering design.

## **Independent Study**

The Charter School has added grades TK-6, thus forming a TK-8 Charter School, for the purpose of establishing an independent study program to serve home-schooling families in Sonoma County and adjacent Counties as determined by the District Board of Education. The independent study program shall meet all state standards and shall be conducted in strict accordance with the provisions of the Charter Schools Act, and Education Code Section 51745 *et seq.* and its implementing regulations. The Governing Board of the District shall determine the capacity of the program.

## **UNIQUE ASPECTS OF THE EDUCATIONAL PROGRAM**

The teachers are expected to use an interdisciplinary approach in a standards-based system with student centered learning opportunities.

The standard will be for high quality student work enhanced and enabled by excellent teaching

within a supportive school culture.

Teachers are expected to:

- Possess demonstrable professional competence.
- Provide caring emotional support for all students to develop positive educational values.
- Maintain emotionally and physically safe learning environments.
- Implement standards-based education in all core areas of the curriculum.
- Use curriculum materials and assessment practices that are aligned with standards.
- Provide content and performance standards that are clear including required academic performance levels, for all parents and students.
- Provide differentiated instruction including the use of scaffolding, to assess students in learning to use knowledge and skills in practical ways.
- Engage students in tasks requiring complex reasoning that are expressed in speech or writing or in experiments projects, artwork, models, or other appropriate means.
- Assign relevant and demanding homework linked to content and performance standards.
- Establish the development of foundational and academic literacy for all students as the highest priority in the school.
- Use support personnel effectively, including aides, tutors, and adult volunteers.
- Avoid classroom interruptions.
- Facilitate student access to human services agencies or other appropriate helping organizations.
- Plan, implement, and evaluate regularly school-based initiatives focused on remedial programs for students.
- Inform students, parents, and the community about the basic and special efforts of the school to help all students meet or exceed required levels of academic proficiency.
- Be encouraged to be innovative.

The Charter School “re-engages families in the education of young adolescents by giving families meaningful roles in school governance, communicating with families about the school program and students’ progress, and offering family opportunities to support the learning process at home and at the school.” (Carnegie Council on Adolescent Development)

The California Service-Learning Task Force has called for school districts to use service learning to connect youths to their communities by integrating academic facts and standards while providing opportunities for students to demonstrate civic responsibility. Opportunities for service learning are offered within the school.

The Charter School is responsible for helping students become good citizens. It communicates the civic values of the U.S. Constitution, including the Bill of Rights. Those values include freedom of religion, speech, and press; equal protection; non-discrimination; and fairness and due process under the law. The school also promotes shared social values, such as responsibility, honesty, kindness, and respect for others, through a strong character education program.



#### Learning Opportunities:

- Students know how to access and use information via the use of electronic equipment/technology.
- Students locate information from print, primary, and digital sources, and validate the quality and integrity of the content.
- Students are provided on-line homework challenges.
- Students participate in a well-articulated physical fitness program that will serve them throughout their lives. The program includes extracurricular sports opportunities.
- Students participate in visual and performing arts opportunities both as a participant and a spectator to broaden student's awareness.
- Students are given the opportunity to develop strong citizenship and leadership, and the ability to collaborate and work effectively with others within the TK-8 community.
- Underlying and utilized throughout each of the core curriculum areas are additional skills such as: critical thinking, technology, creative expression through various forms of the arts, knowledge of pertinent issues of health, and the development of physical fitness.
- Students are supported in developing the necessary skills, which will enable students to pursue their own path of learning throughout their adult lives.
- Students are taught important practices for a healthy adult life, including: personal financial management skills, job readiness and career exploration, higher education possibilities.
- Students develop a core knowledge of basic information that a person needs to be a successful and productive citizen of the United States.

The electives program may include but may not be limited to art, drama, music, foreign language, ethics, and after school sports, as determined by student interest and the availability of qualified staffing.

### **CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES**

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element 2 of the Charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

### **ENGLISH LEARNERS**

Of special importance to middle schools is the idea that English-language development instruction should continue for students at all levels of English language proficiency. The State ELD Standards are taught through the state English/Language Arts Common Core State Standards to ensure that English language learners develop proficiency in both the English language and the concepts and skills contained in the State standards.



All English learners are supported with specially-designed academic instruction in English (SDAIE) to help develop their English skills and simultaneously address grade-level content in the core curriculum. Students new to US schools (known as newcomers) receive additional support from a classified or certificated staff member to acquire basic English language quickly. English learners who have not been designated as Fluent English Proficient (R-FEP) after 6 years of instruction are classified as Long Term English Learners (LTEL). These students receive intensive intervention from a certificated teacher, using instructional materials from the state-approved list. All teachers hold an English learner authorization (CLAD or equivalent).

### **Home Language Survey**

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

### **English Language Proficiency Testing**

All students who indicate that their home language is other-than-English will be administered a California English language proficiency test within thirty days of initial enrollment and at least annually thereafter re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for English language proficiency testing and of those test results within thirty days of receiving results from publisher. The California English Language Proficiency Test (CELDT) will be used through Fall 2017. Beginning Spring 2018 the English Language Proficiency Assessment for California (ELPAC) will be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

## **SPECIAL EDUCATION STUDENTS/SECTION 504/ADA**

### **Public School of the District**

The Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"). The Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b).

A Charter School that is deemed to be a public school of the local educational agency that granted the charter shall participate in state and federal funding in the same manner as any other public school of the granting agency. Further, a child with disabilities attending the charter school shall receive special educational instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of that district. The District shall ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the IDEA.

**Non-Discrimination**

The Charter School shall not deny nor discourage any student from enrollment due to a disability or due to the Charter School's concerns about its ability to provide appropriate services. The Charter School will comply with all provisions of federal law and implementing regulations related to the rights of students with disabilities and their parents (20 U. S.C. Chapter 33, the IDEA). The Charter School facility shall not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program offered by the Charter School.

**In-Service on Referral System**

The Charter School shall designate a representative to attend an in-service conducted by the District or the SELPA on the referral system and criteria.

**Services**

The Charter School will be treated as any other public school in the District with respect to the provision of special education services, including the allocation of duties between on-site staff and resources and the District staff and resources. All individuals providing services to the Charter School shall be appropriately credentialed under California and Federal law.

The District and the School agree to allocate responsibility for the provisions of services (including but not limited to identification, evaluation, I.E.P. development and modification, and educational services) in a manner consistent with their allocation between the District and its local public school sites. Where particular services are generally provided by staff at the local school site level, the Charter School will be responsible for providing said staff and programming; where particular services are provided to the school by the central District office, those services will be made available to the Charter School in a similar fashion.

The Charter School and the District intend that they will jointly ensure that all students entitled to services under the IDEA and California Education Code Section 56000, et seq., will receive those services.

The District shall be responsible for providing all services under this Charter to all students of the Charter School regardless of their school district of residence.

If needed due to limited special education staff, the District may seek out contracts with other school districts, or companies, or organizations to serve Charter School students. The Charter School shall assist the District in procuring such services.

**Identification and Referral**

The Charter School shall have the same responsibility as any other public school in the District to work cooperatively with the District in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services. The Charter

School will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and District policy. As between the Charter School and the District, the Charter School is solely responsible for obtaining the cumulative files, prior and/or current Individualized Education Plan ("IEP") and other special education information on any student enrolling from a non-District school. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and where appropriate utilized and exhausted.

The District shall provide the Charter School with any assistance that it generally provides its other public schools in the identification and referral processes. The District will ensure that the Charter School is provided with notification and relevant files of all students transferring to the School from a District school, who have an existing IEP, in the same-manner that it ensures the forwarding of such information between District schools. All records and files will be released with the signed permission of the parent/guardian.

### **Assessment**

The District and Charter School shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the District's general practice and procedure and applicable law. The Charter School shall not conduct unilateral independent assessments without prior written approval of the District.

### **Individualized Education Plan ("IEP")**

Responsibility for arranging necessary IEP meetings shall be allocated in accordance with the District's general practice, procedure and applicable law. The Charter School shall be responsible for having the designated representative of the Charter School in attendance at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at the Charter School.

Decisions regarding eligibility, goals/objectives, program placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include the designated representative of the Charter School (or designee) and the designated representative of the District (or designee) (when appropriate). Services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the Local Plan for Special Education.

For students who enroll in the Charter School with a current IEP, the District and the Charter School shall conduct an IEP meeting in accordance with applicable law. The Charter School shall notify the District immediately of students who may fall into this category. The District will provide consultative assistance to Charter School to help transition the student.

To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than the Charter School staff, the District shall provide and/or arrange for such services in the same manner that it would be legally obligated to provide to the students at its other District schools. District services shall include consultative services by District staff to Charter School staff in the same manner that District staff consults with staff at other District schools.

### **Concerns/Complaints**

The Charter School shall instruct Parents/Guardians to raise concerns regarding special education services, related services and rights to the Charter School staff. The Charter School staff shall then in turn consult with the designated representative of the District regarding such concerns. The District representative in consultation with the Charter School's designated representative shall respond to and address the parent/guardian concerns.

In consultation with the Charter School, the District shall address/respond/investigate all complaints received under the Uniform Complaint procedure involving special education.

In consultation with the Charter School, the District may initiate a due process hearing on behalf of a student enrolled in the Charter School as the District determines is legally necessary to meet a school agency's responsibilities under federal and state law. The District and the Charter School shall work together to defend any due process hearing brought by a student enrolled in the Charter School.

In the event that the District determines that legal counsel representation is needed, the District/Charter School shall be jointly represented by legal counsel, unless there is a conflict of interest. In the case separate counsel is needed by the Charter School, the Charter School shall be responsible for the separate costs of its legal counsel.

### **SELPA Representation**

The District Superintendent or designee shall represent the Charter School at all SELPA meetings as it represents the needs of all schools in the District. Reports to the Charter School regarding SELPA decisions, policies, etc. shall be communicated to the Charter School as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to Charter School staff. To the extent that District site staff have the opportunity to participate in committee meetings of the SELPA as representatives of their district, such opportunities shall be made available to Charter School staff. To the extent services are offered SELPA-wide, such services will also be available to students at the Charter School.

The Charter School agrees to adhere to the policies, procedures, and requirements of the Local Plan for Special Education and to District policies.

## **Funding**

The parties agree that, pursuant to the division of responsibilities set forth in this Charter, the School has elected the status of any other public school in the District for the purposes of special education services and funding, and the District has agreed to provide special education services for the School, consistent with the services it provides at its public schools. Consistent with this division of responsibility, the District shall retain all state and federal special education funding allocated for Charter School students through the SELPA.

The Charter School shall owe the District a pro-rata share of the District's unfunded special education costs ("encroachment").

At the end of each fiscal year, the District shall calculate and charge the Charter School's pro-rata share of the Special Education District-wide contribution for that year. All of the charter school's special education costs as well as revenue shall be included in the District's special education resource code (6500), unless otherwise directed by the state. The total amount of unfunded expenses for all special education costs is paid for by a contribution from the general fund. The charter school's share of this contribution should be the total contribution divided by the District's total average daily attendance (ADA), (which includes the Charter Schools ADA) multiplied by the Charter School ADA. See the example below:

(Contribution from general fund to resource code 6500 / Total ADA)\* Charter ADA  
 $\$4,000/3,300 = \$1,212.12 * 200 = \$242,424$ .

The District shall be responsible for all costs related to the service of Charter School students in the same manner as it is responsible for the cost of serving other students of the District on an annual basis.

Special education funds for special education staff and services provided at the local school site level by the Charter School with the agreement of the District shall be allocated to the Charter School by the District on an annual basis.

## **Discipline**

The Charter School shall follow the requirements of State and Federal Law in regard to the suspension or expulsion of special education students including but not limited to the requirement that a manifestation determination be made prior to any change of placement.

## **Dispute Resolution**

The Charter School and the District agree to follow the dispute resolution procedure outlined by Element 14 of this charter in the case of a dispute regarding special education services or funding. The SELPA Director shall be included as applicable and necessary in the dispute resolution process.

**Section 504/Americans with Disabilities Act**

The District shall be responsible for Charter School compliance with Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities Act ("ADA") with respect to eligible students.

## **ELEMENT 2.**

### **MEASURABLE PUPIL OUTCOMES**

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

It is the philosophy of the Charter School to foster high academic standards through the use of a rigorous application of the State content standards and identified key school standards. It is the goal of the school for all students, including subgroups, to achieve the green level on the California School Dashboard. The Charter School is a two-year school and scores vary significantly from year to year due to its small number of students and 50% turnover each year, making it less meaningful to compare school-wide results from year to year. Rather, the growth of the individual student, the class, and the cohort of students within a year is more important for monitoring. In addition, it is the goal to support each student physically, socially and emotionally. The desired outcome is the development of a healthy middle school student who is on the road to becoming a lifelong learner. The purpose of educational process outlined in this charter will allow children to recognize and achieve their full individual potential.

### **CHARTER OUTCOMES**

It is the goal of the Charter School that students achieve the following outcomes:

#### **Anticipated Outcomes**

Students at RVCS will demonstrate the following upon graduation:

- Overall scores on the CAASPP that demonstrate annual student progress both school-wide and for all numerically significant student subgroups served by the Charter School (as defined by Education Code Section 52052(a)(3)).
- Mastery of the school's key standards.
- Competency in state grade-level content and performance standards.
- Strong study skills.
- Good citizenship.

## **Academic Content Specific Outcomes**

### **Language Arts**

- Students master significant literary works, as demonstrated through speaking, reading, and writing.
- Students have strong written and oral presentation skills.
- Students read at or above grade level.
- Students demonstrate effective communication skills in writing and oral language/speech.

### **Mathematics**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.
- Develop fluency in basic computational skills.

### **History/Social Studies**

- Students understand the historical context of significant events, people, and ideas in order to analyze modern day.
- Students understand the role geography plays in connecting global regions.
- Students act upon learned civic values.
- Students connect economic concepts to the development of a culture or country.

### **Science**

- Students investigate natural phenomenon using disciplinary core ideas, scientific practices, and cross-cutting concepts.
- Students undertake design challenges, defining criteria and constraints, evaluating competing design solutions, and developing models.

### **Visual and Performing Arts**

- Students produce/perform works to the best of their personal abilities.
- Students understand the value of the execution of visual/performing arts.
- Students appreciate well-executed works.
- Students understand that art requires discipline and perseverance and leads to self-



expression and self-knowledge.

### **Physical Education**

- Students understand the value of teamwork and good sportsmanship.
- Students know the benefits of lifelong physical activity.

### **Technology and Study Skills**

- Be empowered learners who can use technology to set goals, work toward achieving them, and demonstrate learning.
- Be digital citizens who understand the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.
- Be knowledge constructors who critically select, evaluate, and synthesize digital resources into a collection that reflects learning and builds knowledge.
- Be innovative designers who solve problems by creating new and imaginative solutions using a variety of digital tools.
- Be computational thinkers who identify authentic problems, work with data, and use a step-by-step process to automate solutions.
- Be creative communicators who communicate effectively and express themselves creatively using different tools, styles, formats, and digital media.
- Be global collaborators who strive to broaden their perspectives, understand others, and work effectively in teams using digital tools.

The Charter School will continue to evaluate and refine its list of desired outcomes over time to reflect the school's vision and mission and any changes to the state or local standards that support the mission.

## **GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to

establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

### **ELEMENT 3.**

## **METHODS TO ASSESS PUPIL PROGRESS**

## **TOWARDS MEETING OUTCOMES**

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

Student progress is based on how well students have met the measurable student outcomes outlined by the charter. The Charter School shall utilize the following methods of measurement to assess the achievement of student outcomes.

### **Performance Based Assessment**

The performance assessments require students to structure and apply information learned by actively constructing, organizing and producing/exhibiting a specific product. Performance based assessments are used to measure higher levels of student thinking and creative problem solving. Written products, both draft and final, and oral presentations are scored and used to determine progress toward mastery of standards. Rubrics are used to assess student proficiency on performance tasks as a key component of a performance standard system.

### **Formative Assessments**

Diagnostic assessments are integral to the instructional process. Teachers utilize assessments to support the diagnostic need of meeting individual student learning. Formative assessments are used for each of the core curriculum areas and are administered on a regularly scheduled basis coinciding at a minimum with the report of progress to parents and students. Formative assessments are used to inform instruction and adjust instruction accordingly.

### **Benchmark Assessments**

Benchmark assessments based upon identified state and local performance standards provide a uniform basis for measuring student progress on standards at least once during the course of the year. The student results are used by the school as a performance indicator and as part of the data used in establishing a performance level for the student. Benchmark assessments are used to inform instruction.

### **Summative Assessments**

The CAASPP is used for program analysis and public accountability. It provides trend data about general performance that can guide school programs.

### **California School Dashboard**

The California School Dashboard provides the school with status and change metrics for its entire and subgroup populations. The California School Dashboard provides trend data used to guide programmatic decisions.

## **ELEMENT 4.**

### **GOVERNANCE STRUCTURE OF THE SCHOOL**

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

The Charter School is governed by the Rincon Valley Union School District Board of Education (“Governing Board”). The Governing Board is ultimately in charge of the Charter School’s operation and governance. The Site Director, appointed by the Governing Board, is responsible for execution of daily management duties at the Charter School on behalf of the Governing Board.

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

#### **EXECUTIVE COMMITTEE**

The Executive Committee serves as an advisory committee. The Executive Committee consists ideally of two parent representatives, two teachers, and two administrators as defined by the Committee’s bylaws. The representatives serve two-year terms. All representatives are appointed by the Superintendent of the District or her or his designee. If, after the best efforts, the Superintendent is unable to find parents who are willing to serve as representatives, the Superintendent shall use professional judgment in filling member positions with representatives whose backgrounds, knowledge or expertise will make them an asset to the Executive Committee. Procedures regarding the election and membership of the Executive Committee shall be set forth in Executive Committee bylaws and as approved by the Executive Committee and the Governing Board. The District Superintendent sits in an advisory role to the Executive Committee.

The Executive Committee may recommend any program, activity, or may otherwise act in any manner, which is not in conflict with, or inconsistent with, or preempted by, any law or this charter, and/or which is not in conflict with the purposes for which charter schools are established.

The Executive Committee shall have the following duties:

- 1) Annual review of the goals/objectives for grades 7 and 8 within the terms of the Charter.
- 2) Annual review of assessment standards for grades 7 and 8 within the terms of the Charter.

- 3) Annual review of curriculum and supporting materials within the terms of the Charter.
- 4) Oversight and approval of annual assessment of Charter School program.
- 5) Advise the Governing Board through the Superintendent on any matter affecting the Charter School.
- 6) Provide Superintendent or designee with input on policies and procedures related to the Charter School.

Staff and parents of the Charter School will be encouraged to bring proposals or concerns to the attention of the Executive Committee, which in turn may bring the matter to the Governing Board.

### **RINCON VALLEY UNION SCHOOL DISTRICT GOVERNING BOARD**

All duties and operations regarding the Charter School not specifically listed as a duty of the Executive Committee shall be considered a duty of the Governing Board unless otherwise delegated by the Board to the Executive Committee or other committee as allowed by this charter. These duties include but are not limited to:

- 1) Development and adoption of policies and procedures related to the Charter School.
- 2) Approval of Charter School budget.
- 3) Management of Charter School personnel including, but not limited to evaluation, discipline, hiring, collective bargaining and grievances.
- 4) All special education services.
- 5) Provision, management, and location of the Charter School facilities.
- 6) Transportation of the Charter School students.
- 7) Food services for the Charter School students.
- 8) Maintenance and operations for the Charter School.

The Governing Board may delegate its authority to the Executive Committee or any advisory committees as needed. However, the Governing Board shall annually review the governance of the Executive Committee.

The District shall have supervisorial oversight of the Charter School. Such duties may include, but are not necessarily limited to, review and renewal of the charter, review and approval of amendments, revocation, review of annual audits and STRS/PERS reporting.

The District shall manage all day-to-day administration of the Charter School through the Superintendent and the Charter School Site Director.

### **SUPERINTENDENT**

The Superintendent of the District shall serve as a liaison between the Charter School and the District and shall manage the day-to-day administration of the Charter School along with the Site Director.

### **DEPUTY SUPERINTENDENT, BUSINESS**

The Deputy Superintendent, Business of the District shall also serve as the Chief Financial Officer of the Charter School.

### **SITE DIRECTOR**

The Charter School Site Director will communicate directly with the District Superintendent and Board of Trustees as necessary. The Charter School Site Director is fully responsible for the daily administration of the Charter School.

## **ELEMENT 5.**

### **EMPLOYEE QUALIFICATIONS**

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

The Charter School retains or employs faculty who hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold in accordance with Education Code Section 47605(l). These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. These teachers will teach the core academic classes offered by the Charter School. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions.

In accordance with the flexibility granted to charter schools pursuant to Education Code Section 47605(l), the Charter School may also employ or retain non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, non-college preparatory courses and activities. These teachers may be required to teach along with a credentialed faculty member as may be required by law. Teaching positions for which flexibility may be granted shall receive prior approval by the Governing Board.



## **ELEMENT 6.**

### **HEALTH AND SAFETY PROCEDURES**

*Governing Law: The procedures that the charter school will follow are to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

The Charter School complies with all health and safety policies of the District. These policies shall include, but not be limited to, a policy establishing that the School functions as a drug, alcohol, and tobacco free workplace and a requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code section 44237 as well as a requirement to seek a criminal background check of vendors as required by Education Code Section 45125.1.

These policies are reviewed on an ongoing basis in the Charter School and District's ongoing development efforts.

**ELEMENT 7.**  
**MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE**  
**REFLECTIVE OF THE RINCON VALLEY UNION SCHOOL**  
**DISTRICT**

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

The Charter School strives to achieve a racial and ethnic balance amongst its student population that is reflective of population of the territorial jurisdiction of the District by first, implementing a student recruitment strategy aimed at attracting a broad base of students, and second, by providing services for Charter School students that serve a broad base of students.

As such, the Charter School uses a student recruitment strategy which includes, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a-broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in several areas of the District to reach prospective students and parents.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

## **ELEMENT 8.**

### **ADMISSION REQUIREMENTS**

*Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H)*

The Governing Board shall have the sole authority to determine the capacity, location, and facilities of the Charter School. The determination of these factors shall be based on the School's academic program, the School's fiscal viability, the educational needs of currently enrolled students, the capacity of the School site, and the level of interest shown by students who want to attend the School.

There shall be no admission criteria, testing, or other evaluation required of any applicant. The Charter School shall not charge an application fee nor shall it charge tuition. The Charter School shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of ethnicity, national origin, gender, gender expression, gender identity, or disability or any other characteristic described in Education Code Section 220.

The Charter School shall admit and enroll all students who wish to attend the School provided that the School's capacity is not exceeded. Should more students wish to enroll than space allows, the Charter School will hold the public random drawing in stages, according to enrollment preferences as follows:

- 1) Currently enrolled RVUSD students who have a sibling who is currently or formerly enrolled at the Charter School.
- 2) Children of RVUSD employees currently enrolled in RVUSD.
- 3) Students currently enrolled in RVUSD.
- 4) Students residing within the district boundaries and not enrolled in RVUSD.
- 5) Students who do not reside in nor attend a school in RVUSD, but who have a sibling who is currently or formerly enrolled at the Charter School.
- 6) Children of RVUSD employees who do not reside in nor attend school in RVUSD.
- 7) All other applicants.

The Charter School shall adopt a policy which shall fully delineate the application and random drawing process consistent with the seven above priorities.

## **ELEMENT 9.**

### **FINANCIAL AND PROGRAMMATIC AUDIT**

*Governing Law: The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

#### **FISCAL AUDIT**

The Charter School will utilize the external auditors of the District for an annual independent audit of the school's financial affairs if available or shall contract for the same from a third-party provider.

The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The administration will review any audit exceptions or deficiencies and report to the Charter School's Executive Committee and the Governing Board with recommendations on how to resolve them. The Board, with input from the Executive Committee, shall determine the manner by which the exceptions and deficiencies will be resolved. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

#### **PROGRAMMATIC AUDIT**

The Charter School will compile and provide to the District an annual performance report. This report will, at a minimum, include the following:

- Summary data showing student progress toward the goals and outcomes specified in Element 2 from assessment instruments and techniques listed in Element 2.
- An analysis of whether student performance is meeting the goals specified in Element 2. This data will be displayed on both a Charter school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of policies and procedures established for the Charter School during the year.
- Data on the level of parent involvement in the Charter School's governance (and other

aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.

- Data regarding the number of staff working at the school and their qualifications.
- Information demonstrating whether the Charter School implemented the means listed in charter Element 7 to achieve a racially and ethnically balanced student population.
- An overview of the Charter School's admissions practices during the year and data regarding the numbers of students enrolled , the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the Charter School relative to compliance with the terms of the charter generally.

The Charter School Executive Committee and the District jointly develop the content, evaluation criteria, timelines, and process for the annual performance report.

**ELEMENT 10.**  
**PUPIL SUSPENSION AND EXPULSION**

*Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

As a dependent charter, the Charter School follows and adheres to the RVUSD Governing Board adopted policy and practices that govern pupil discipline, which includes student suspension and expulsion.

## **ELEMENT 11.**

### **RETIREMENT SYSTEMS**

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

The full-time non-certificated staff at the Charter School shall participate in the federal social security system and the Public Employees Retirement System (PERS). The certificated staff shall participate in the State Teachers Retirement System (STRS). The District will also make contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of public school employer. The District shall create any reports required by STRS or PERS for Charter School employees. The Charter School shall inform all applicants for positions of the District's retirement benefits.

**ELEMENT 12.**  
**ATTENDANCE ALTERNATIVES**

*Governing Law: The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No student may be required to attend the Charter School. Students who opt not to attend the Charter School may attend other schools within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.



**ELEMENT 13.**  
**DESCRIPTION OF EMPLOYEE RIGHTS**

*Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at the Charter School. All employees of the Charter School shall be considered employees of the District and shall retain the right to return and gain seniority through the District, pursuant to any applicable collective bargaining agreements or District policy.

## **ELEMENT 14.**

### **DISPUTE RESOLUTION PROCESS**

*Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).*

In the event that the Charter School Executive Committee and the Governing Board have disputes regarding the terms of this charter both parties agree to follow the process outlined below.

The Site Director, at the direction of the Executive Committee and the Superintendent, or designee at the direction of the Board, agree to first frame the issue in written format.

The Site Director and Superintendent, or designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective committee board to meet to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Site Director shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Site Director.

## **ELEMENT 15.**

### **CLOSURE PROCEDURES**

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

Closure of the Charter School will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify the District as the entity responsible for closure-related activities and will specify a person or persons at the District responsible.

The District will promptly notify parents and students of the Charter School, the District, the Sonoma County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective-date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The District will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The District will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the District will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The District will store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the District in accordance with applicable law.

As soon as reasonably practical, the District will prepare final financial records for the School. The District will also have an independent audit completed within six months after School

closure. The District will pay for the final audit out of the School reserve funds. The audit will be prepared by a qualified Certified Public Accountant selected by the District and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The District will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, shall be retained by the District. In addition, any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

The District will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **MISCELLANEOUS CLAUSES**

### **RENEWAL TERM**

The term of this charter shall begin on December 11, 2017 and expire on December 11, 2022.

### **AMENDMENTS**

Any amendments to this charter shall be made by the mutual agreement of the Charter School and the District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

### **RENEWAL**

The Charter School may submit its charter for renewal to the District any time during the final year of its five-year term.

Renewals shall be governed by the standards and criteria in Education Code Sections 47605 and 47607. Any renewal shall be for a five (5) year term.

### **POTENTIAL CIVIL LIABILITY EFFECTS**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the school district. Education Code Section 47605(g).*

The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to minimize any risk of liability to the District for the operation of the Charter School.

The District will institute appropriate risk management practices and shall maintain appropriate insurance policies for the operational of the Charter School.

### **FACILITIES**

*Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

The Charter School shall utilize District facilities during the term of the charter. Locations are at 5305 Dupont Drive, Santa Rosa, CA 95409 and 1687 Yulupa Avenue, Santa Rosa, CA 95045, subject to change.

## **BUDGET**

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

The Charter School's operational budget, cash flow and financial projections are attached as an Appendix.

## **ADMINISTRATIVE SERVICES**

*Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

The Charter School shall use all centralized services of the District unless otherwise approved by the Governing Board.

***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:**      **October 19, 2017**

**Agenda Item:**      **Information Item 11.11**

**Subject:**              **RVUTA Initial Sunshine Collective Bargaining Proposal with RVUSD**

**Submitter:**          **Dr. Tony Roehrick, Superintendent**

**Background:**        The Governing Board will accept comments and questions regarding the Rincon Valley Union Teachers' Association's "Sunshine" Collective Bargaining Agreement openers with the Rincon Valley Union School District for 2017-2018.

**Highlights:**         N/A

**Challenges:**        N/A

**Analysis:**           N/A

**Next Steps:**        Negotiations between the two parties begins on October 12, 2017.

**Attachments:**        ***RVUTA Openers for Negotiations with RVUSD for 2017-18***

**Fiscal Impact:**      None

**Recommendation:**    For discussion only

To: Dr. Tony Roehrick-RVUSD District Superintendent

From: Debbie Perry-RVUTA President

Re: Sunshine Items 2017-18

After speaking with Robin Horgan, our lead negotiator, we are requesting the following items to sunshine for the 2017-18 negotiations:

1. Calendar
2. Salary (for 2017-18)
3. Benefits
4. Set limits of number of IEP students in one class as well as IEP/MTSS meetings outside contract hours
5. RVUTA is interested expanding class size language, for all grade levels, to match what is standard for comparable districts.
6. Duty Wheel

Please contact me if you have any questions. We look forward to working with you this year.

Sincerely,

Debbie Perry



***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:** October 19, 2017

**Agenda Item:** Information Item 11.12

**Subject:** RVUSD Initial Sunshine Collective Bargaining Proposal with RVUTA

**Submitter:** Dr. Tony Roehrick, Superintendent

**Background:** Each year, the District publishes the areas of the joint RVUSD/RVUTA contract that it intends to negotiate.

**Highlights:** While the District and RVUTA contract is settled through June 2018 for compensation, there are a number of openers built into the settlement. In addition, each party may open up to three articles each.

In addition to the articles the District intends to open, the following article is open this year:

1. Calendar

The following MOU's are also open for discussion:

1. RVP Preschool Teaching Days
2. Evaluation

The Governing Board will accept comments and questions regarding the Rincon Valley Union School District's Initial "Sunshine" Collective Bargaining Agreement openers with the Rincon Valley Union Teachers' Association for 2016-2017.

1. Compensation for the position of School Nurse
2. Article XV: Teaching Hours

**Challenges:** None

**Analysis:** None

**Next Steps:** Negotiations between the two parties begins on October 12, 2017.

**Attachments:** None

**Fiscal Impact:** None

**Recommendation:** For discussion only

***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:** October 19, 2017

**Agenda Item:** Action Item 12.1

**Subject:** Resolution 10-17-07, Declaring an Emergency

**Submitter:** Dr. Joe Pandolfo, Deputy Superintendent

**Background:** The wildfires in Santa Rosa produced a great amount of smoke with particulates.

**Highlights:** After discussions with Dan Hardin and his mechanical engineer, the District ordered air purifiers which will help make the classrooms healthier for students and staff.

**Challenges:** The Purchase amount is over the bid threshold; and, therefore, requires an emergency resolution in order to make the purchase

**Analysis:** This purchase is rational and needed given the situation.

**Next Steps:** These units should arrive on Friday and will be deployed throughout the district with HEPA filters designed to filter smoke.

**Attachments:** *Emergency Resolution #10-17-07*

**Fiscal Impact:** \$139,275

**Recommendation:** Approve

**RESOLUTION OF THE RINCON VALLEY UNION SCHOOL DISTRICT  
DECLARING AN EMERGENCY UNDER  
PUBLIC CONTRACT CODE SECTIONS 22035 AND 22050**

**Resolution #10-17-07**

**WHEREAS**, the schools in the Rincon Valley Union School District have suffered smoke damage, which was caused by smoke created during the recent wildfires, and the smoke cannot be remediated without specialized equipment; and

**WHEREAS**, unless immediate action is taken to repair this smoke damage, the schools may not be safe for students and

**WHEREAS**, it is essential that this equipment be undertaken immediately to allow the schools to be occupied; and

**WHEREAS**, under Public Contract Code Sections 22035 and 22050, in an emergency, in a district that has adopted the California Uniform Public Construction and Accounting Act, the governing body may proceed at once to replace or repair any public facility without adopting plans, specifications, strain sheets, or working details, or giving notice for bids to let contracts; and,

**WHEREAS**, Rincon Valley Union School District has previously adopted the California Uniform Public Construction and Accounting Act; and

**NOW, THEREFORE, IT IS RESOLVED** that this Board has determined, by at least a four-fifths vote herein recorded, that pursuant to Public Contract Code Sections 22035 and 22050, for the reasons set forth above, an emergency exists in that there is both a danger to life and/or property and that delay could interfere with the start of classes at the end of summer break; and

**IT IS FURTHER RESOLVED THAT**, upon approval of this Resolution, the Board delegates to the District Superintendent, or his or designee, the authority to District may contract in writing with a reputable licensed contractor for the performance of the work required, such contract to be ratified by the Board; and

**BE IT FURTHER RESOLVED THAT**, for any contract exceeding \$25,000.00, performance and payment bonds will be required.

The foregoing Resolution was introduced by Board Member \_\_\_\_\_,  
who moved its adoption, second by Board Member \_\_\_\_\_, and adopted on  
roll call on October 19, 2017 by the following vote:

Member	_____	_____
Member	_____	_____
Member	_____	_____
Member	_____	_____
Member	_____	_____

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT OR NOT VOTING: \_\_\_\_\_

SO ORDERED.

—

\_\_\_\_\_  
Board President

***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:** October 19, 2017

**Agenda Item:** Action Item 12.2

**Subject:** Prequalification resolutions for Prime Contractors and Mechanical, Electrical and Plumbing Contractors (MEPs)

**Submitter:** Dr. Joe Pandolfo, Deputy Superintendent of Business

**Background:** The board discussed delivery methods for construction and a general timeline for this year's construction at last month's board meeting. For the upcoming projects, the District will likely use both the design-bid-build method and the lease lease-back method. Both methods require a prequalification process for general contractors as well as mechanical, electrical and plumbing contractors (MEPs).

**Highlights:** The prequalification process should help the district filter out sub-par contractors.

**Challenges:** Additional paperwork is time consuming for staff.

**Analysis:** This process should result in a qualified field of contractors that can submit proposals or bids for District work.

**Next Steps:** After adopting the resolutions to prequalify the contractors, the board in November should adopt a resolution establishing the best value methodology for the lease-leaseback process.

**Attachments:** *Resolution #10-17-05, Prequalification for Prime Contractors*  
*Resolution #10-17-06, Prequalification for MEPs*

**Fiscal Impact:** Passing the resolution will have no direct fiscal impact on the District.

**Recommendation:** Approve

**RESOLUTION NO.10-17-05  
OF THE  
RINCON VALLEY UNION SCHOOL DISTRICT  
ADOPTING PREQUALIFICATION PROCESS FOR PRIME CONTRACTORS  
PURSUANT TO PUBLIC CONTRACT CODE SECTION 20111.6**

**WHEREAS**, the Rincon Valley Union School District ("District") desires to prequalify potential prime contractors for lease-leaseback projects and/or projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds received, including funds reimbursed, from any future state school bond for a public project that involves a projected expenditure of one million dollars (\$1,000,000) or more;

**WHEREAS**, school districts are required to prequalify prime contractors for all contracts for the aforementioned district projects using the requirements described in Section 20111.6 of the Public Contract Code;

**WHEREAS**, Public Contract Code section 20111.6 directs school districts to require prospective prime contractors to submit a standardized prequalification questionnaire and financial statement (collectively "Prequalification Package") prior to submitting a bid/proposal for the aforementioned district projects;

**WHEREAS**, Public Contract Code section 20111.6, subdivision (g) authorizes school districts to establish a uniform system of rating prospective contractors based upon the completed Prequalification Packages ("Prequalification Process");

**WHEREAS**, District staff have developed a standardized questionnaire in accordance with Public Contract Code section 20111.6 attached hereto as **Exhibit "A"** ("Questionnaire");

**WHEREAS**, District staff have developed a uniform system of rating potential prime contractors based upon the completed Questionnaires in accordance with Public Contract Code section 20111.6 attached hereto as **Exhibit "B"** ("Rating System");

**WHEREAS**, the Rating System includes a process for potential prime contractors to appeal certain decisions with respect to the Prequalification Process ("Appeal Process"); and

**WHEREAS**, the District desires to adopt the Prequalification Process, including the Questionnaire, Rating System, and Appeal Process.

**NOW, THEREFORE**, the Board of Trustees of the Rincon Valley Union School District hereby finds, determines, declares, orders and resolves as follows:

**Section 1.** That the above recitals are true and correct.

**Section 2.** That the Questionnaire, the Rating System, and the Appeal Process are authorized pursuant to Public Contract Code section 20111.6.

**Section 3.** That the District's Superintendent, or designee, is authorized to implement the Prequalification Process, including accepting the final list of prequalified prime contractors, consistent with Public Contract Code section 20111.6.

**APPROVED, PASSED AND ADOPTED** by the Board of Trustees of the Rincon Valley Union School District on this \_\_\_\_\_ day of \_\_\_\_\_, 2017, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSTENTIONS: \_\_\_\_\_

\_\_\_\_\_  
Carol Lynn Wood  
President of the Board of Trustees of the  
Rincon Valley Union School District

Attested to:

\_\_\_\_\_  
Cynthia Evers  
Clerk of the Board of Trustees of the  
Rincon Valley Union School District

**Exhibit "A"**

**Prequalification Questionnaire**  
**RINCON VALLEY UNION SCHOOL DISTRICT**  
**PREQUALIFICATION QUESTIONNAIRE FOR**  
**PROSPECTIVE PRIME CONTRACTORS**

**October 10, 2017**

Pursuant to Public Contract Code section 20111.6, each prospective prime contractor shall submit the following information to establish its qualifications to perform construction work as the prime contractor on either District lease-leaseback projects or District projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds received, including funds reimbursed, from any future state school bond for a public project that involves a projected expenditure of one million dollars (\$1,000,000) or more.

**A. CONTRACTOR'S CONTACT INFORMATION**

Firm name: \_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

Mobile Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

By: \_\_\_\_\_ Date: \_\_\_\_\_

(Name of individual completing statement)

Years in business as a licensed contractor: \_\_\_\_\_

Types of work performed with own forces: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Years in business under current firm name: \_\_\_\_\_

Years at the above address: \_\_\_\_\_



**B. CURRENT ORGANIZATION AND STRUCTURE OF THE BUSINESS**

1. For Firms that Are Corporations:

- a. Date incorporated: \_\_\_\_\_
- b. Under the laws of what state: \_\_\_\_\_
- c. Provide all the following information for each person who is either (a) an officer of the corporation (president, vice president, secretary, treasurer), or (b) the owner of at least 10% of the corporation's stock.

Name	Position	Years with Co.	% Ownership

2. For Firms that Are Partnerships:

- a. Date of formation: \_\_\_\_\_
- b. Under the laws of what state: \_\_\_\_\_
- c. Provide all the following information for each partner who owns ten percent (10%) or more of the firm.

Name	Position	Years with Co.	% Ownership

3. For Firms that Are Sole Proprietorships:

- a. Date of commencement of business: \_\_\_\_\_

4. For Firms that Intend to Bid as a Joint Venture:

- a. Date of commencement of joint venture: \_\_\_\_\_
- b. Provide all of the following information for each firm that is a member of the joint venture that expects to bid on one or more projects. Attach all additional references and/or information on separate signed sheets.

Name of Firm	% of Ownership of Joint Venture

5. Associated Firms

For any of the above business structures, identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the past 5 years.

Person's Name	Name of Construction Firm & License No.	Dates of Person's Participation with Firm

Attach all additional references and/or information on separate signed sheets.

**C. HISTORY OF THE BUSINESS AND ORGANIZATIONAL PERFORMANCE**

1. Has there been any change in ownership of the firm at any time during the past 3 years? NOTE: A corporation whose shares are publicly traded is not required to answer this question.  
☐ Yes      ☐ No  
 If "yes," explain on a separate signed sheet.
2. Is the firm a subsidiary, parent, holding company, or affiliate of another construction firm? NOTE: Include information about other firms if one firm owns 10% or more of another, or if an owner, partner, or officer of your firm holds a similar position in another firm.  
☐ Yes      ☐ No  
 If "yes," explain on a separate signed sheet. Include name of the related company and percent ownership.
3. Are any corporate officers, partners or owners connected to any other construction firms? NOTE: Include information about other firms if an owner, partner, or officer of your firm holds a similar position in another firm.  
☐ Yes      ☐ No  
 If "yes," explain on a separate signed sheet.
4. Has any owner, partner, CSLB qualifier or corporate officer of the firm operated as a contractor under any other name or license number (not listed above) in the last 5 years?  
☐ Yes      ☐ No  
 If "yes," explain on a separate signed sheet, including the name and license number of the other company.
5. State your firm's gross revenues for each of the past 3 years:
 

Year	Gross Revenue
	\$
	\$
	\$
6. How many years has your firm been in business in California as a contractor under your present business name and license number? \_\_\_\_\_  
 \_\_\_\_\_
7. Is your firm currently the debtor in a bankruptcy case or was your firm in bankruptcy at any time during the last 5 years?  
☐ Yes      ☐ No  
 If "yes," please attach a copy of the bankruptcy petition and a copy of the Bankruptcy Court's discharge or any other document that ended the case, if any.
8. Is your firm's headquarters located within 60 miles of Santa Rosa?  
☐ Yes      ☐ No

9. Has your firm performed work on a public works project in excess of \$1M that required DSA approval?

☐ Yes ☐ No

## **LICENSES/REGISTRATION**

10. Please provide the following licensing information:

a. Name of license holder exactly as on file with the Contractors State License Board: \_\_\_\_\_

b. License classification(s): \_\_\_\_\_

c. License #: \_\_\_\_\_

d. Expiration Date: \_\_\_\_\_

e. Public Works Contractor's Registration # as on file with Department of Industrial Relations: \_\_\_\_\_

11. Has any CSLB license held by your firm or its Responsible Managing Employee or Responsible Managing Officer been suspended or revoked within the last 5 years?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet.

12. Has your firm changed names or license number in the past 5 years?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including the reason for the change.

## **DISPUTES**

13. At any time in the last 5 years, has your firm been assessed liquidated damages under a construction contract with any public or private owner?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, identifying projects by owner, owner's address, and date of completion.

14. At any time in the last 5 years, has your firm, or any owners, officers or partners, been debarred, disqualified, removed or otherwise prevented from bidding on, or completing, any public works project?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including the name of the person who was associated with that company, the year of the event, owner, owner's address and basis for the action.

15. At any time in the last 5 years, has a public agency found your company was not a responsible bidder?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including the year of the event, owner, owner's address and basis for the finding.

16. In the past 5 years, has any claim exceeding \$50,000 against your firm or by your firm against an owner been filed in court or arbitration concerning your firm's work or payment on a construction project?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including the project name, court or arbitration case name and number, and a brief description of the status of the claim.

## **INSURANCE**

17. Does Contractor have liability insurance with a policy limit of at least \$2,000,000 per occurrence and \$4,000,000 aggregate?

☐ Yes ☐ No

If "No," provide on a separate signed sheet what limits are available to the Contractor.

18. Does Contractor have current workers' compensation insurance as required by the California Labor Code or is Contractor legally self-insured pursuant to California Labor Code section 3700 et seq.?

☐ Yes ☐ No

19. In the last 5 years, has any insurance carrier, for any form of insurance, refused to renew an insurance policy for your firm?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including the name of the insurance carrier, form of insurance and year of the refusal.

## **CRIMINAL MATTERS AND RELATED CIVIL SUITS**

20. Has your firm or any of its owners, partners or officers ever been found liable in a civil suit, or found guilty in a criminal action, for making any false claim or material misrepresentation to any public agency or entity?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, identifying who was involved, name of the public agency, date of the investigation and grounds for the filing.

21. Has your firm or any of its owners, partners or officers ever been convicted of a crime involving any federal, state, or local law related to construction or a crime involving fraud, theft, or any other act of dishonesty?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, identifying who was involved, name of the public agency, date of conviction and grounds for the conviction.

## **SAFETY**

22. Within the past 5 years, has the California or federal OSHA cited and assessed penalties against your firm, or any associated firm, for "serious," "willful" or "repeat" violations of its safety or health regulations?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, identifying the citation(s), nature of the violation(s), project, and amount of penalty paid, if any.

23. Within the past 5 years, has the EPA or any Air Quality Management District or any Regional Water Quality Control Board cited and assessed penalties against your firm or the owner of the project on which your firm was the Contractor?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, describing the citation(s).

24. State the Contractor's Workers' Compensation Experience Modification Rate for the past 3 premium years:

Year	Modification Rate

If your EMR is 1.00 or higher, you may attach a letter of explanation.

25. Within the past 5 years, has there ever been a period when your firm and/or any associated firm had employees but was without workers' compensation insurance or state-approved self-insurance?

☐ Yes ☐ No

If yes, explain on separate signed sheet, including the date(s) and reason(s) for the absence of workers' compensation insurance.

## PREVAILING WAGE AND APPRENTICESHIP COMPLIANCE

26. In the past 5 years, has there been more than one occasion in which your firm was required to pay either back wages or penalties for failure to comply with California prevailing wage laws or federal Davis-Bacon prevailing wage requirements?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, describing the nature of the violation(s), project, owner, and amount paid, if any.

27. At any time during the past 5 years, has your firm been found to have violated any provision of California apprenticeship laws or regulations, or laws pertaining to use of apprentices on public works projects?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including date(s) of such findings and attaching the DAS' final decision(s).

## BONDING

28. Have you attached a notarized statement from an admitted surety insurer (approved by the California Department of Insurance and authorized to issue bonds in the State of California), which states your current bonding capacity (both single job limit and aggregate limit)? NOTE: Contractor must have independent capacity to provide a 10% bid bond, 100% payment bond, and 100% performance bond, each issued by an admitted surety insurer, without bonding by subcontractors.

☐ Yes ☐ No

29. Provide the name, address and telephone number of the surety agent: \_\_\_\_\_

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30. List all sureties that have written bonds for your firm currently and during the last 5 years:

Name	Address	Dates of bonds

31. In the last 5 years, has any surety paid on your firm's behalf as a result of a default to satisfy any claims made against a payment or performance bond issued on your firm's behalf?

☐ Yes      ☐ No

If "yes," explain on a separate signed sheet, including the amount of each claim, name and telephone number of claimant, date of and grounds for the claim, and present status.

32. If your firm was required to pay a premium of more than 1% for a performance and payment bond on any project on which your firm worked in the last 3 years, state the percentage that your firm was required to pay: \_\_\_\_.

You may explain on a separate signed sheet, why you were required to pay a premium of more than 1%.

33. In the last 5 years, has your firm ever been denied bond coverage by a surety company, or has there ever been a period of time when your firm had no surety bond in place when one was required?

☐ Yes      ☐ No

If "yes," explain on a separate signed sheet, including the name of the surety company and the period during which your firm had no bond in place.

#### **D. PROJECT REFERENCES**

On the form attached as Exhibit A, list all California K-12 projects (both under construction and completed) during the past 5 years, using the lease-leaseback project delivery method and/or with a total contract price of \$1 million or more, in which the Contractor under all firm names identified in Section B has participated. Use and attach additional signed sheets when needed to explain or clarify any response or to include more responses with all requested information.

#### **E. FINANCIAL INFORMATION**

Contractor must submit a reviewed or audited financial statement with accompanying notes and supplemental information for the past 2 full fiscal years. A letter verifying availability of a line of credit may also be attached; however, it will be considered supplemental information only, and is not a substitute for the required financial statement.

**CERTIFICATION**

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct:

Date: \_\_\_\_\_

Proper Name of Contractor: \_\_\_\_\_

\_\_\_\_\_

Signature by an officer of the Contractor: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_



**EXHIBIT A**

1. Project Name/Identification:

- a. Project Name: \_\_\_\_\_  
\_\_\_\_\_
- b. Project address/location: \_\_\_\_\_  
\_\_\_\_\_
- c. Owner (name of district reference and tel. no.): \_\_\_\_\_  
\_\_\_\_\_
- d. Architect (name and tel. no.): \_\_\_\_\_  
\_\_\_\_\_
- e. Construction Manager (name and tel. no.): \_\_\_\_\_  
\_\_\_\_\_
- f. Scope of Work: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- g. Was/Is this a lease-leaseback project? \_\_\_\_\_
- h. Original completion date: \_\_\_\_\_
- i. Actual date of completion: \_\_\_\_\_
- j. Time extensions granted: \_\_\_\_\_
- k. Initial contract value: \_\_\_\_\_
- l. Final contract value: \_\_\_\_\_

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date: \_\_\_\_\_

\_\_\_\_\_  
Name

**Exhibit "B"**

**Prequalification Rating System**  
**RINCON VALLEY UNION SCHOOL DISTRICT**  
**PROSPECTIVE PRIME CONTRACTOR**  
**PREQUALIFICATION EVALUATION PROCEDURE**

**October 10, 2017**

Name of Contractor: \_\_\_\_\_

- 1. Confirm Prequalification Statement Submitted is Responsive** – if the answer to any of the questions is "no," then the Prequalification Package is nonresponsive.

A. Completeness

Did the Contractor provide all requested information in its submitted Prequalification Statement?

Yes                      No

B. Signed Under Penalty of Perjury

Is the Prequalification Questionnaire signed under penalty of perjury by an individual who has the authority to bind the Contractor on whose behalf he or she is signing?

Yes                      No

- 2. Incomplete, Misleading or Inaccurate Information** – if the answer to any of the questions is "yes," then reject the Contractor.

A. Is the information provided by the Contractor misleading or inaccurate in any material manner?

Yes                      No

B. Is the information contained in the Prequalification Package out of date, and not updated under penalty of perjury, so that it is no longer accurate?

Yes                      No

- 3. Confirm Essential Criteria**

a. Is the contractor's headquarters within 60 miles of Santa Rosa?

☐ Yes                      ☐ No

(If no, then Contractor is not qualified)

b. Has your firm performed work on a public works project in excess of \$1M that required DSA approval?

☐ Yes      ☐ No

(If no, then Contractor is not qualified)

c. K-12 School Projects (See Section C & D. of Questionnaire)

Has the Contractor contracted for construction involving a minimum of three (3) California K-12 projects with the past five (5) years, each using the lease-leaseback project delivery method and/or with a total contract price of \$1 million or more?

Yes      No

(If no, then Contractor is not qualified)

d. License (See Section C.9. of Questionnaire)

Has the Contractor held all Contractor's license(s) necessary to perform its work for at least five (5) years, without suspension or revocation?

Yes      No

(If no, then Contractor is not qualified)

e. Registration (See Section C.8. of Questionnaire)

Is the Contractor currently registered as a Public Works Contractor with the Department of Industrial Relations?

Yes      No

(If no, then Contractor is not qualified)

f. Disqualification (See Section C.12. and C.13. of Questionnaire)

Has the Contractor ever been disqualified, debarred, forbidden, or found non-responsible or otherwise prohibited, from performing work and/or bidding on work for any school district or other public agency within the State of California in the past five (5) years?

Yes      No

(If yes, then Contractor is not qualified)

g. Default (See Section C.29. of Questionnaire)

Has a surety firm completed a contract on Contractor's behalf, or paid for completion because Contractor was in default and/or terminated by school district or other public agency within the State of California within the past five (5) years?

Yes                      No

(If yes, then Contractor is not qualified)

h.      Bankruptcy (See Section C.7. of Questionnaire)

Has Contractor declared bankruptcy or been placed in receivership within the past five (5) years?

Yes                      No

(If yes, then Contractor is not qualified)

i.      Insurance (See Section C.15. of Questionnaire)

Does Contractor have liability insurance with a policy limit of at least \$2,000,000 per occurrence and \$4,000,000 aggregate?

Yes                      No

(If no, see from attachment to Questionnaire if they are capable of attaining the above limits. If not, then Contractor is not qualified)

j.      Workers' Compensation (See Section C.16. of Questionnaire)

Does Contractor have current workers' compensation insurance as required by the California Labor Code or is Contractor legally self-insured pursuant to California Labor Code section 3700 et seq.?

Yes                      No

(If no, then Contractor is not qualified)

k. Bonding Capacity (See Sections C.26. through C.31. of Questionnaire)

Does Contractor demonstrate that it can provide a 10% bid bond, 100% payment bond, and 100% performance bond, each issued by a surety admitted and authorized to transact business as a surety in California?

Yes                      No

(If no, then Contractor is not qualified)

l. Criminal Matters and Related Civil Suits (See Section C.18. and C.19. of Questionnaire)

Has the Contractor, or any of its owners or officers, been found liable in a civil suit or guilty in a criminal action for making a false claim or material misrepresentation to a public agency, or been convicted of a crime involving the bidding, award or performance of a contract on a government construction project or any crime involving fraud, theft, or any other act of dishonesty?

Yes                      No

(If yes, then Contractor is not qualified)

**4. Contact References**

The District must contact each of Contractor's references from a minimum of 3 of its most recent K-12 school district projects.

**5. Complete Evaluation Worksheet**

Insert total score from evaluation worksheet \_\_\_\_\_

Contractor must have 60 out of 115 points or higher to qualify **Total Points**

**6. Appeal Process**

If the Contractor decides to appeal the District's qualification decision, it shall follow this procedure:

- a. Within three (3) working days of notification from the District, Contractor shall submit a written request to the District asking for an explanation of any aspect of the District's determination.
- b. Within three (3) working days from receipt of the District's written response to the Contractor's request, Contractor may submit, in writing, a request for reconsideration by the District's staff. Contractor may submit with the request any information that it believes supports a finding that District's determination should be changed.

If the Contractor chooses not to avail itself of this process, the proposed prequalification rating may be adopted by the District without further proceedings.

**RINCON VALLEY UNION SCHOOL DISTRICT  
PROSPECTIVE PRIME CONTRACTOR  
PREQUALIFICATION EVALUATION REFERENCE FORM  
October 10, 2017**

(To be utilized by District to evaluate references)

The District should fill out the information in Section I and then telephone the contact person. The District should then ask the questions in Section II, ensuring that it obtains the information as to whether the Contractor's performance in that area was unsatisfactory, below average, average or above average. The District should then complete section III with that information and enter the average of the Total Numerical Rating of all the Evaluation Reference Forms for that Contractor at the corresponding place on the Evaluation Worksheet.

**Section I - General Project Information**

Name of Contractor:	Total Contract Costs:
	Contract Start/End Dates:
Project Title:	Actual Completion Date:
Scope of Work:	
Name of Public Agency/School District:	Telephone Number of Contact Person:
Name of Contact Person:	Date and Time of Interview of Contact Person:
Architect Firm:	Principal Architect in Charge of Project:

## Section II – Telephone Interview Questions

### 1. Planning and Coordination of Work

Did the Contractor pursue and develop a thorough understanding of the scope of work? Did the Contractor proactively anticipate and coordinate agencies and jurisdictions, and utilities shutdown schedules and mechanics? Was the Contractor able to plan and execute complex critical path tasks for successful completion?

**Please rate the Contractor with respect to planning and coordination of work as either unsatisfactory, below average, average, or above average.**

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### 2. Quality of Work

Were there quality-related problems on the project? Were these problems attributable to the Contractor? Was the Contractor cooperative in trying to resolve problems? If not, provide specific examples. **Please rate the Contractor with respect to quality of work as either unsatisfactory, below average, average, or above average.**

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### 3. Performance and Accountability

- a. Scheduling - Rate the Contractor's performance with regard to adhering to project schedules. Did the Contractor meet the project schedule? If not, was the delay attributable to the Contractor? **Please rate the Contractor with respect to scheduling as either unsatisfactory, below average, average, or above average.**

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- b. Contractor (Project) Management - Rate the Contractor's ability to manage and coordinate its own subcontractors (if no subcontractors, rate the Contractor's overall project management). Was the Contractor able to effectively resolve problems? If not, provide specific examples. **Please rate the Contractor with respect to project management as either unsatisfactory, below average, average, or above average.**

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- c. Change Orders - Rate the Contractor's performance with regard to change orders and extras. Did the Contractor unreasonably claim change orders or extras? Were the Contractor's prices on change orders and extras reasonable? If not, provide specific examples. **Please rate the Contractor with respect to change orders as either unsatisfactory, below average, average, or above average.**

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- d. Working Relationships - Rate the Contractor's working relationships with other parties (i.e. owner, designer, prime contractors, other subcontractors, etc.). Did the Contractor relate to other parties in a professional manner? If not, provide specific examples. **Please rate the Contractor with respect to working relationships as either unsatisfactory, below average, average, or above average.**

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- e. Paperwork Processing - Rate the Contractor's performance in completing and submitting required project paperwork (i.e. submittals, drawings, requisitions, payrolls, etc.). Did the Contractor submit the required paperwork promptly and in proper form? If not, provide specific examples. **Please rate the Contractor with respect to paperwork processing as either unsatisfactory, below average, average, or above average.**

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- f. Litigation – Did the Contractor threaten litigation or arbitration of any claims? Did the Contractor actually file for litigation or arbitration against the District? Did the District agree to settle any litigation or arbitration? If not, who prevailed in the trial or arbitration? **Please rate the Contractor with respect to litigation as either unsatisfactory, below average, average, or above average.**

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[RATING SHEET ON NEXT PAGE]

### Section III - Numerical Rating

If the contact person rates the Contractor unsatisfactory in any area, please attempt to provide written comments in Section II to explain the rating(s) assigned.

Contractor's Name: \_\_\_\_\_

	Unsatisfactory	Below Average	Average	Above Average	RATING
<b>1. Planning and Coordination of Work</b>	-5	0	7	15	
<b>2. Quality of Work</b>	-5	0	1	5	
<b>3. Performance and Accountability</b>					
a. Scheduling	0	1	2	4	
b. Supervision; Subcontractor and Project Management	0	1	3	5	
c. Change Orders	0	1	2	4	
d. Working Relationship	0	0	1	2	
e. Paperwork Processing	0	0	1	2	
f. Litigation	0	0	2	3	
<i>Maximum Possible: 40</i>					
<b>Total:</b>					

**RINCON VALLEY UNION SCHOOL DISTRICT  
PROSPECTIVE PRIME CONTRACTOR**

**PREQUALIFICATION EVALUATION WORKSHEET**

**October 10, 2017**

Name of Contractor: \_\_\_\_\_

**1. Essential Criteria**

If any one of the essential criteria is not met, there is no need to complete the remainder of the evaluation.

**2. References**

\_\_\_\_\_ Points

Use the attached Evaluation Reference Form for each reference contacted for Contractor. Insert the average of all the scores from all references for Contractor.

Average Numeric Rating from Evaluation Reference Forms	=	Max 40 Points	_____ Points
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**3. Years in Business Under Current License** (See Section C.6. of Questionnaire)

10 or more years	=	15 Points	_____ Points
5 to 9 years	=	10 Points	
2 to 4 years	=	5 Points	
Less than 2 years	=	0 Points	

**4. Size of Completed Projects** (See Section D. of Questionnaire)

Choose the one with the highest point value that Contractor meets.

3 Completed Projects larger than \$10 million	=	10 Points	_____ Points
5 Completed Projects larger than \$5 million	=	8 Points	
3 Completed Projects larger than \$5 million	=	6 Points	
5 Completed Projects larger than \$1 million	=	4 Points	
3 Completed Projects larger than \$1 million	=	2 Points	

**5. Liquidated Damages Per Project** (See Section C.11. of Questionnaire)

0 Incidents	=	10 Points	_____ Points
1 to 3 Incidents	=	5 Points	
4 or more Incidents	=	0 Points	

**6. Non-Compliance with Applicable Laws** (See Sections C.20, 21, 23, 24, and 25. of Questionnaire)

0 Projects	=	10 Points	_____ Points
1 to 5 Projects	=	5 Points	
6 or more Projects	=	0 Points	

**7. Workers' Compensation Modifier** (See Section C.22. of Questionnaire)

Less than or equal to 0.85	=	10 Points	_____ Points
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More than 0.85 and less than 1.0	=	5	Points
More than 1.0	=	0	Points

8. **Financial Strength – Working Capital** – excluding entire line of credit (See Section E. of Questionnaire)

25% or more than \$5 million	=	10	Points	_____ Points
10% or more than \$2 million	=	5	Points	
Less than \$2 million	=	0	Points	

9. **Financial Strength – Net Worth** (See Section E. of Questionnaire)

More than \$5 million	=	10	Points	_____ Points
Equal to \$2 million	=	5	Points	
Less than \$2 million	=	0	Points	

<b>Maximum</b> <b>Points:</b>	<b>= 115</b>
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**RESOLUTION NO. 10-17-06  
OF THE  
RINCON VALLEY UNION SCHOOL DISTRICT  
ADOPTING PREQUALIFICATION PROCESS FOR MEP SUBCONTRACTORS  
PURSUANT TO PUBLIC CONTRACT CODE SECTION 20111.6**

**WHEREAS**, the Rincon Valley Union School District ("District") desires to prequalify potential electrical, mechanical or plumbing contractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and/or C-46 licenses ("MEP subcontractors") for lease-leaseback projects and projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds received, including funds reimbursed, from any future state school bond for a public project that involves a projected expenditure of one million dollars (\$1,000,000) or more;

**WHEREAS**, school districts are required to prequalify first-tier MEP subcontractors for all contracts for the aforementioned district projects using the requirements described in Section 20111.6 of the Public Contract Code;

**WHEREAS**, Public Contract Code section 20111.6 authorizes school districts to require prospective first-tier MEP subcontractors to submit a standardized questionnaire and financial statement (collectively "Prequalification Package") prior to bidding on the aforementioned district projects;

**WHEREAS**, Public Contract Code section 20111.6 authorizes school districts to establish a uniform system of rating bidders based upon the completed Prequalification Packages ("Prequalification Process");

**WHEREAS**, District staff have developed a standardized questionnaire for the Project in accordance with Public Contract Code section 20111.6 attached hereto as **Exhibit "A"** ("Questionnaire");

**WHEREAS**, District staff have developed a uniform system of rating potential MEP subcontractors based upon the completed Questionnaires and financial statements attached hereto as **Exhibit "B"** ("Rating System");

**WHEREAS**, the Rating System includes a process for potential MEP subcontractors to appeal certain decisions with respect to the Prequalification Process ("Appeal Process"); and

**WHEREAS**, the District desires to adopt the Prequalification Process, including the Questionnaire, Rating System, and Appeal Process for the Project.

**NOW, THEREFORE**, the Board of Trustees of the Rincon Valley Union School District hereby finds, determines, declares, orders and resolves as follows:

**Section 1.** That the above recitals are true and correct.

**Section 2.** That the Questionnaire, the Rating System, and the Appeal Process are authorized pursuant to Public Contract Code section 20111.6.

**Section 3.** That the District's Superintendent, or designee, is authorized to implement the Prequalification Process, including accepting the final list of MEP subcontractors, consistent with Public Contract Code section 20111.6.

**APPROVED, PASSED AND ADOPTED** by the Board of Trustees of the Rincon Valley Union School District on this \_\_\_\_\_ day of \_\_\_\_\_, 2017, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSTENTIONS: \_\_\_\_\_

\_\_\_\_\_  
Carol Lynn Wood  
President of the Board of Trustees of the  
Rincon Valley Union School District

Attested to:

\_\_\_\_\_  
Cynthia Evers  
Clerk of the Board of Trustees of the  
Rincon Valley Union School District

**Exhibit "A"**

**Prequalification Questionnaire**

**RINCON VALLEY UNION SCHOOL DISTRICT  
PREQUALIFICATION QUESTIONNAIRE FOR  
PROSPECTIVE MEP SUBCONTRACTORS**

**October 10, 2017**

Pursuant to Public Contract Code section 20111.6, each prospective contractor holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and/or C-46 licenses ("MEP subcontractors") shall submit the following information to establish its qualifications to perform construction work as a first-tier subcontractor on either District lease-leaseback projects or District projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds received, including funds reimbursed, from any future state school bond for a public project that involves a projected expenditure of one million dollars (\$1,000,000) or more.

**A. SUBCONTRACTOR'S CONTACT INFORMATION**

Firm name: \_\_\_\_\_  
\_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

Mobile Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

By: \_\_\_\_\_ Date: \_\_\_\_\_  
(Name of individual completing statement)

Years in business as a licensed contractor: \_\_\_\_\_

Types of work performed with own forces: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Years in business under current firm name: \_\_\_\_\_

Years at the above address: \_\_\_\_\_

## B. CURRENT ORGANIZATION AND STRUCTURE OF THE BUSINESS

1. For Firms that Are Corporations:

- a. Date incorporated: \_\_\_\_\_
- b. Under the laws of what state: \_\_\_\_\_
- c. Provide all the following information for each person who is either (a) an officer of the corporation (president, vice president, secretary, treasurer), or (b) the owner of at least 10% of the corporation's stock.

Name	Position	Years with Co.	% Ownership

2. For Firms that Are Partnerships:

- a. Date of formation: \_\_\_\_\_
- b. Under the laws of what state: \_\_\_\_\_
- c. Provide all the following information for each partner who owns ten percent (10%) or more of the firm.

Name	Position	Years with Co.	% Ownership

3. For Firms that are Sole Proprietorships:

- a. Date of commencement of business: \_\_\_\_\_

4. For Firms that Intend to Bid as a Joint Venture:

- a. Date of commencement of joint venture: \_\_\_\_\_
- b. Provide all of the following information for each firm that is a member of the joint venture that expects to bid on one or more projects. Attach all additional references and/or information on separate signed sheets.

Name of Firm	% of Ownership of Joint Venture

5. Associated Firms

For any of the above business structures, identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the past 5 years.

Person's Name	Name of Construction Firm & License No.	Dates of Person's Participation with Firm

Attach all additional references and/or information on separate signed sheets.

## C. HISTORY OF THE BUSINESS AND ORGANIZATIONAL PERFORMANCE



1. Has there been any change in ownership of the firm at any time during the past 3 years? NOTE: A corporation whose shares are publicly traded is not required to answer this question.

☐ Yes ☐ No

If "yes," explain on a separate signed sheet.

2. Is the firm a subsidiary, parent, holding company, or affiliate of another construction firm? NOTE: Include information about other firms if one firm owns 10% or more of another, or if an owner, partner, or officer of your firm holds a similar position in another firm.

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including the name of the related company and the percent ownership.

3. Are any corporate officers, partners or owners connected to any other construction firms? NOTE: Include information about other firms if an owner, partner, or officer of your firm holds a similar position in another firm.

☐ Yes ☐ No

If "yes," explain on a separate signed sheet.

4. Has any owner, partner, CSLB qualifier or corporate officer of the firm operated as a contractor under any other name or license number (not listed above) in the last 5 years?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including the name and license number of the other company.

5. State your firm's gross revenues for each of the past 3 years:

Year	Gross Revenue
	\$
	\$
	\$

6. How many years has your firm been in business in California as a contractor under your present business name and license number? \_\_\_\_\_

7. Is your firm currently the debtor in a bankruptcy case or was your firm in bankruptcy at any time during the last 5 years?

☐ Yes ☐ No

If "yes," please attach a copy of the bankruptcy petition and a copy of the Bankruptcy Court's discharge or any other document that ended the case, if any

8. Is your firm's headquarters located within 60 miles of Santa Rosa, CA?
- ☐ Yes      ☐ No

### **LICENSES AND REGISTRATION**

9. Please provide the following information:
- a. Name of license holder exactly as on file with the Contractors State License Board: \_\_\_\_\_
  - b. License classification(s): \_\_\_\_\_
  - c. License #: \_\_\_\_\_
  - d. Expiration Date: \_\_\_\_\_
  - e. Public Works Contractor's Registration # as on file with Department of Industrial Relations: \_\_\_\_\_
10. Has any CSLB license held by your firm or its Responsible Managing Employee or Responsible Managing Officer been suspended within the last 5 years?
- ☐ Yes      ☐ No
- If "yes," explain on a separate signed sheet.
11. Has your firm changed names or license number in the past 5 years?
- ☐ Yes      ☐ No
- If "yes," explain on a separate signed sheet, including the reason for the change.

### **DISPUTES**

12. At any time in the last 5 years, has your firm been assessed liquidated damages under a construction contract with any public or private owner?
- ☐ Yes      ☐ No
- If "yes," explain on a separate signed sheet, identifying projects by owner, owner's address, and date of completion.
13. At any time in the last 5 years, has your firm, or any owners, officers or partners, been debarred, disqualified, removed or otherwise prevented from bidding on, or completing, any public works project?
- ☐ Yes      ☐ No
- If "yes," explain on a separate signed sheet, including the name of the person who was associated with that company, the year of the event, owner, owner's address and basis for the action.

14. At any time in the last 5 years, has a public agency found your company was not a responsible bidder?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including the year of the event, owner, owner's address and basis for the finding.

15. In the past 5 years, has any claim against your firm or by your firm against an owner been filed in court or arbitration concerning your firm's work or payment on a construction project?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including the project name, court or arbitration case name and number, and a brief description of the status of the claim.

### **INSURANCE**

16. Does subcontractor have liability insurance with a policy limit of at least \$1,000,000 per occurrence and \$2,000,000 aggregate?

☐ Yes ☐ No

17. Does subcontractor have current workers' compensation insurance as required by the California Labor Code or is subcontractor legally self-insured pursuant to California Labor Code section 3700 et seq.?

☐ Yes ☐ No

18. In the last 5 years, has any insurance carrier, for any form of insurance, refused to renew an insurance policy for your firm?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including the name of the insurance carrier, form of insurance and year of the refusal.

### **CRIMINAL MATTERS AND RELATED CIVIL SUITS**

19. Has your firm or any of its owners, partners or officers ever been found liable in a civil suit, or found guilty in a criminal action, for making any false claim or material misrepresentation to any public agency or entity?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, identifying who was involved, name of the public agency, date of the investigation and grounds for the filing.

20. Has your firm or any of its owners, partners or officers ever been convicted of a crime involving any federal, state, or local law related to construction or a crime involving fraud, theft, or any other act of dishonesty?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, identifying who was involved, name of the public agency, date of conviction and grounds for the conviction.

#### **SAFETY**

21. Within the past 5 years, has the California or federal OSHA cited and assessed penalties against your firm, or any associated firm, for "serious," "willful" or "repeat" violations of its safety or health regulations?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, identifying the citation(s), nature of the violation(s), project, and amount of penalty paid, if any.

22. Within the past 5 years, has the EPA or any Air Quality Management District or any Regional Water Quality Control Board cited and assessed penalties against your firm or the owner of the project on which your firm was a contractor?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, describing the citation(s).

23. State the subcontractor's Workers' Compensation Experience Modification Rate for the past 3 premium years:

Year	Modification Rate

If your EMR is 1.00 or higher, you may attach a letter of explanation.

24. Within the past 5 years, has there ever been a period when your firm and/or any associated firm had employees but was without workers' compensation insurance or state-approved self-insurance?

☐ Yes ☐ No

If yes, explain on separate signed sheet, including the date(s) and reason(s) for the absence of workers' compensation insurance.

## **PREVAILING WAGE AND APPRENTICESHIP COMPLIANCE**

25. In the past 5 years, has there been more than one occasion in which your firm was required to pay either back wages or penalties for failure to comply with California prevailing wage laws or federal Davis-Bacon prevailing wage requirements?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, describing the nature of the violation(s), project, owner, and amount paid, if any.

26. At any time during the past 5 years, has your firm been found to have violated any provision of California apprenticeship laws or regulations, or laws pertaining to use of apprentices on public works projects?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including date(s) of such findings and attaching the DAS' final decision(s).

## **BONDING**

27. In the last 5 years, has any surety paid on your firm's behalf as a result of a default to satisfy any claims made against a payment or performance bond issued on your firm's behalf?

☐ Yes ☐ No

If "yes," explain on a separate signed sheet, including the amount of each claim, name and telephone number of claimant, date of and grounds for the claim, and present status.

## **D. PROJECT REFERENCES**

On the form attached as Exhibit A, list all California K-12 projects (both under construction and completed) during the past 5 years, with a subcontract price over \$50,000, in which your firm under all firm names identified in Section B participated. Please identify if the projects used the lease-leaseback project delivery method. Use and attach additional signed sheets when needed to explain or clarify any response or to include more responses with all requested information.

## **E. FINANCIAL INFORMATION**

Subcontractor must submit a reviewed or audited financial statement with accompanying notes and supplemental information for the past 2 full fiscal years. A letter verifying availability of a line of credit may also be attached; however, it will be considered supplemental information only, and is not a substitute for the required audited or certified financial statement.

**CERTIFICATION**

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct:

Date: \_\_\_\_\_

Proper Name of Subcontractor: \_\_\_\_\_

\_\_\_\_\_

Signature by an officer of the Subcontractor: \_\_\_\_\_

By: \_\_\_\_\_ (Print Name)

Title: \_\_\_\_\_

## **EXHIBIT A**

1. Project Name/Identification:

- a. Project Name: \_\_\_\_\_  
\_\_\_\_\_
- b. Project address/location: \_\_\_\_\_  
\_\_\_\_\_
- c. Owner (name of district reference and tel. no.): \_\_\_\_\_  
\_\_\_\_\_
- d. Architect (name and tel. no.): \_\_\_\_\_  
\_\_\_\_\_
- e. Construction Manager (name and tel. no.): \_\_\_\_\_  
\_\_\_\_\_
- f. General Contractor (name and tel. no.): \_\_\_\_\_  
\_\_\_\_\_
- g. Scope of Work: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- h. Was/Is this a lease-leaseback project? \_\_\_\_\_
- i. Original completion date: \_\_\_\_\_
- j. Actual date of completion: \_\_\_\_\_
- k. Time extensions granted: \_\_\_\_\_
- l. Initial subcontract value: \_\_\_\_\_
- m. Final subcontract value: \_\_\_\_\_

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date: \_\_\_\_\_

\_\_\_\_\_  
Name

**Exhibit "B"**

**Prequalification Rating System**

**RINCON VALLEY UNION SCHOOL DISTRICT  
SUBCONTRACTOR PREQUALIFICATION EVALUATION PROCEDURE**

**October 10, 2017**

Name of Subcontractor: \_\_\_\_\_

- 1. Confirm Prequalification Statement Submitted is Responsive** – if the answer to any of the questions is "no," then the Prequalification Package is nonresponsive.

A. Completeness

Did the Subcontractor provide all requested information in its submitted Prequalification Statement?

Yes                      No

B. Signed Under Penalty of Perjury

Is the Prequalification Questionnaire signed under penalty of perjury by an individual who has the authority to bind the Subcontractor on whose behalf he or she is signing?

Yes                      No

- 2. Incomplete, Misleading or Inaccurate Information** – if the answer to any of the questions is "yes," then reject the Subcontractor.

A. Is the information provided by the Subcontractor misleading or inaccurate in any material manner?

Yes                      No

B. Is the information contained in the Prequalification Package out of date, and not updated under penalty of perjury, so that it is no longer accurate?

Yes                      No



### 3. Confirm Essential Criteria

- a. K-12 School Projects (See Section C & D. of Questionnaire)

Has the Subcontractor contracted for construction involving a minimum of three (3) California K-12 projects during the past five (5) years, each with a subcontract value over \$50,000?

Yes                      No

(If no, then Subcontractor is not qualified)

- b. License (See Section C.9. of Questionnaire)

Has the Subcontractor held all current, active contractor's license(s) necessary to perform its work for at least five (5) years, without suspension or revocation?

Yes                      No

(If no, then Subcontractor is not qualified)

- c. Registration (See Section C.8. of Questionnaire)

Is the Subcontractor currently registered as a Public Works Contractor with the Department of Industrial Relations?

Yes                      No

(If no, then Subcontractor is not qualified)

- d. Disqualification (See Sections C.12. and C.13. of Questionnaire)

Has the Subcontractor ever been disqualified, debarred, forbidden, or found non-responsible or otherwise prohibited, from performing work and/or bidding on work for any school district or other public agency within the State of California in the past five (5) years?

Yes                      No

(If yes, then Subcontractor is not qualified)

- e. Bankruptcy (See Section C.7. of Questionnaire)

Has Subcontractor declared bankruptcy or been placed in receivership within the past five (5) years?

Yes                      No

(If yes, then Subcontractor is not qualified)

f. Insurance (See Section C.15. of Questionnaire)

Does Subcontractor have liability insurance with a policy limit of at least \$1,000,000 per occurrence and \$2,000,000 aggregate?

Yes                      No

(If no, then Subcontractor is not qualified)

g. Workers' Compensation (See Section C.16. of Questionnaire)

Does Subcontractor have current workers' compensation insurance as required by the California Labor Code or is Subcontractor legally self-insured pursuant to California Labor Code section 3700 et seq.?

Yes                      No

(If no, then Subcontractor is not qualified)

h. Criminal Matters and Related Civil Suits (See Section C.18. and C.19. of Questionnaire)

Has the Subcontractor, or any of its owners or officers, been found liable in a civil suit or guilty in a criminal action of making a false claim or material misrepresentation to a public agency, or been convicted of a crime involving the bidding, award or performance of a contract on a government construction project or any crime involving fraud, theft, or any other act of dishonesty?

Yes                      No

(If yes, then Subcontractor is not qualified)

i. Is the firm's headquarters located 60 miles or closer to Santa Rosa?

Yes                      No

(If no, the subcontractor is not qualified)

#### **4. Contact References**

The District must contact each of Subcontractor's references from a minimum of three (3) of its most recent K-12 school district projects.

#### **5. Complete Evaluation Worksheet**

Insert total score from evaluation worksheet

Subcontractor must have 52 out of 110 points or higher to qualify

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**Total Points**

#### **6. Appeal Process**

If the Subcontractor decides to appeal the District's qualification decision, it shall follow this procedure:

- a. Within three (3) working days of notification from the District, Subcontractor shall submit a written request to the District asking for an explanation of any aspect of the District's determination.
- b. Within three (3) working days from receipt of the District's written response to the Subcontractor's request, Subcontractor may submit, in writing, a request for reconsideration by the District's staff. Subcontractor may submit with the request any information that it believes supports a finding that District's determination should be changed.

If the Subcontractor chooses not to avail itself of this process, the proposed prequalification rating may be adopted by the District without further proceedings.

**RINCON VALLEY UNION SCHOOL DISTRICT  
SUBCONTRACTOR PREQUALIFICATION EVALUATION REFERENCE FORM**

**October 10, 2017**

(To be utilized by District to evaluate references)

The District should fill out the information in Section I and then telephone the contact person. The District should then ask the questions in Section II, ensuring that it obtains the information as to whether the Subcontractor's performance in that area was unsatisfactory, below average, average or above average. The District should then complete section III with that information and enter the average of the Total Numerical Rating of all the Evaluation Reference Forms for that Subcontractor at the corresponding place on the Evaluation Worksheet.

**Section I - General Project Information**

Name of Subcontractor:	Total Contract Costs:
	Contract Start/End Dates:
Project Title:	Actual Completion Date:
Scope of Work:	
Name of Public Agency/School District:	Telephone Number of Contact Person:
Name of Contact Person:	Date and Time of Interview of Contact Person:
Architect Firm:	Principal Architect in Charge of Project:
General/Prime Contractor:	Name of Contract Person for General/Prime Contractor:
Telephone Number of Contact Person for General/Prime Contractor:	Date and Time of Interview of Contact Person for General/Prime Contractor:

## Section II – Telephone Interview Questions

### 1. Planning and Coordination of Work

Did the Subcontractor pursue and develop a thorough understanding of the scope of work? Was the Subcontractor able to plan and execute complex critical path tasks for successful completion? **Please rate the Subcontractor with respect to planning and coordination of work as either unsatisfactory, below average, average, or above average.**

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### 2. Quality of Work

Were there quality-related problems on the project? Were these problems attributable to the Subcontractor? Was the Subcontractor cooperative in trying to resolve problems? If not, provide specific examples. **Please rate the Subcontractor with respect to quality of work as either unsatisfactory, below average, average, or above average.**

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### 3. Performance and Accountability

- a. Scheduling - Rate the Subcontractor's performance with regard to adhering to project schedules. Did the Subcontractor meet the project

schedule? If not, was the delay attributable to the Subcontractor?  
**Please rate the Subcontractor with respect to scheduling as either unsatisfactory, below average, average, or above average.**

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- b. Subcontractor (Project) Management - Rate the Subcontractor's ability to manage and coordinate its own subcontractors (if no subcontractors, rate the Subcontractor's overall project management). Was the Subcontractor able to effectively resolve problems? If not, provide specific examples. **Please rate the Subcontractor with respect to project management as either unsatisfactory, below average, average, or above average.**

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- c. Change Orders - Rate the Subcontractor's performance with regard to change orders and extras. Did the Subcontractor unreasonably claim change orders or extras? Were the Subcontractor's prices on change orders and extras reasonable? If not, provide specific examples.

**Please rate the Subcontractor with respect to change orders as either unsatisfactory, below average, average, or above average.**

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- d. Working Relationships - Rate the Subcontractor's working relationships with other parties (i.e., owner, designer, prime contractors, other subcontractors, etc.). Did the Subcontractor relate to other parties in a professional manner? If not, provide specific examples. **Please rate the Subcontractor with respect to working relationships as either unsatisfactory, below average, average, or above average.**

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- e. Paperwork Processing - Rate the Subcontractor's performance in completing and submitting required project paperwork (i.e., submittals, drawings, requisitions, payrolls, etc.). Did the Subcontractor submit the required paperwork promptly and in proper form? If not, provide specific examples. **Please rate the Subcontractor with respect to paperwork processing as either unsatisfactory, below average, average, or above average.**

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- f. Litigation – Did the Subcontractor threaten litigation or arbitration of any claims? Did the Subcontractor actually file for litigation or arbitration against the District? Did the District agree to settle any litigation or arbitration? If not, who prevailed in the trial or arbitration? **Please rate the Subcontractor with respect to litigation as either unsatisfactory, below average, average, or above average.**

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[RATING SHEET ON NEXT PAGE]



### Section III - Numerical Rating

If the contact person rates the Subcontractor unsatisfactory in any area, please attempt to provide written comments in Section II to explain the rating(s) assigned.

Subcontractor's Name: \_\_\_\_\_

	Unsatisfactory	Below Average	Average	Above Average	RATING
<b>1. Planning and Coordination of Work</b>	-5	0	7	15	
<b>2. Quality of Work</b>	-5	0	1	5	
<b>3. Performance and Accountability</b>					
a. Scheduling	0	1	2	4	
b. Supervision; Subcontractor and Project Management	0	1	3	5	
c. Change Orders	0	1	2	4	
d. Working Relationship	0	0	1	2	
e. Paperwork Processing	0	0	1	2	
f. Litigation	0	0	3	3	
<i>Maximum Possible: 40</i>					
<b>TOTAL:</b>					

**RINCON VALLEY UNION SCHOOL DISTRICT  
SUBCONTRACTOR PREQUALIFICATION EVALUATION WORKSHEET  
October 10, 2017**

Name of Subcontractor: \_\_\_\_\_

**1. Essential Criteria**

If any one of the essential criteria is not met, there is no need to complete the remainder of the evaluation.

**2. References**

Points \_\_\_\_\_

Use the attached Evaluation Reference Form for each reference contacted for Subcontractor. Insert the average of all the scores from all references for Subcontractor.

Average Numeric Rating from Evaluation Reference Forms	=	Max 40 Points
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\_\_\_\_\_ Points

**3. Years in Business Under Current License** (See Section C.6. of Questionnaire)

More than 10 years	=	10 Points
5 to 10 years	=	5 Points
Less than 5 years	=	0 Points

\_\_\_\_\_ Points

**4. Size of Completed Project Subcontracts** (See Section D of Questionnaire)

Choose the one with the highest point value that Subcontractor meets.

3 Completed subcontracts larger than \$1 million	=	10 Points
5 Completed subcontracts larger than \$500,000	=	8 Points
3 Completed subcontracts larger than \$500,000	=	6 Points
3 Completed subcontracts larger than \$250,000	=	4 Points
3 Completed subcontracts larger than \$50,000	=	2 Points

**5. Liquidated Damages Per Project** (See Section C.11. of Questionnaire)

0 Incidents	=	10 Points
1 to 3 Incidents	=	5 Points
4 or more Incidents	=	0 Points

\_\_\_\_\_ Points

6. **Non-Compliance with Applicable Laws** (See Sections C.20, 21, 23, 24 and 25. of Questionnaire)

0 Projects	=	10 Points
1 to 5 Projects	=	5 Points
6 or more Projects	=	0 Points

\_\_\_\_\_ Points

7. **Workers' Compensation Modifier** (See Section C.22. of Questionnaire)

Less than or equal to 0.85	=	10 Points
More than .85 and less than 1.0	=	5 Points
More than 1.0	=	0 Points

\_\_\_\_\_ Points

8. **Financial Strength – Working Capital** – excluding entire line of credit (See Section E of Questionnaire)

25% or more than \$1 million	=	10 Points
10% or more than \$500,000	=	5 Points
Less than 10% or \$500,000	=	0 Points

\_\_\_\_\_ Points

9. **Financial Strength – Net Worth** (See Section E of Questionnaire)

More than \$2 million	=	10 Points
Equal to \$1 million	=	5 Points
Less than \$1 million	=	0 Points

\_\_\_\_\_ Points

<b>Maximum Points:</b>	<b>= 110</b>
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**TOTAL POINTS**

***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:**      **October 19, 2017**

**Agenda Item:**      **Action Item 12.3**

**Subject:**            **Certificated Job Description- Home Study Coordinator**

**Submitter:**         **Dr. Tony Roehrick, Superintendent**

**Background:**        The District has a vibrant and growing Home Study program. A teacher, who also provides instruction to Home Study students, has coordinated the program. This year, with the retirement of the GATE coordinator, the Home Study Coordinator has taken on the additional role of coordinating the GATE program. This has removed her from her instructional role in the Home Study Program.

**Highlights:**        As we make this transition, it is clear the Home Study program continues to grow and attract students throughout the greater Santa Rosa area. The Home Study program will benefit from having administrative oversight that also evaluates the teachers in the program. Therefore, the job description for the Home Study Coordinator has been adjusted to incorporate an administrative role.

**Challenges:**        N/A

**Analysis:**            The Home Study Coordinator is currently staffed at 0.20 FTE. This position may increase as enrollment in the Home Study program increases.

**Next Steps:**        N/A

**Attachments:**        ***Job Description: Home Study Coordinator***

**Fiscal Impact:**        None

**Recommendation:**    Approve

Rincon Valley Union School District  
Job Description

Job Title: Home Study Coordinator  
Department: Administration  
Reports to: Assistant Superintendent, Curriculum & Instruction

**Summary:**

The Home Study Coordinator will provide assistance and leadership towards creating the conditions and climate that will best enable members of the program staff to develop an effective program which provides for optimum development of each student. He/she will be directly responsible to the Assistant Superintendent of Curriculum & Instruction.

**Essential Duties and Responsibilities:**

1. Assist in the administration of curriculum goals and objectives of the district
2. Assist in providing leadership for the development, implementation and evaluation of instructional programs
3. Assist in conducting on-going needs assessment and providing leadership in determining long and short-term goals and objectives
4. Assist in providing for staff development of assigned personnel
5. Assists the Assistant Superintendent of Curriculum & Instruction in supervising and evaluating the performance of all assigned personnel in accordance with the District's policy for staff evaluation and assessment; assists in recommendation of appropriate action in cases of substandard performance and identifies and encourages individual teachers with leadership potential
6. Plan and organize, with the assistance of appropriate staff, student activities, assemblies, and orientation of new staff
7. Assist in maintaining a suitable learning environment within the program
8. Assist in maintaining student discipline
9. Support staff efforts directed toward meeting established standards of expected pupil performance and selection and implementation of appropriate assessment techniques
10. Assist in coordinating general development and maintenance of the school site
11. Support development and implementation of the home-based curriculum
12. Assist in coordinating requests for assistance for student needs, and conducting student study team meetings, IEP meetings, and section 504 meetings

**Other Duties and Responsibilities:**

1. Administer the Home Study and Home Hospital programs
2. Represent the program at community functions as directed
3. Assist in being responsible for the administration of district policy and state and federal laws
4. Conduct faculty meetings as directed
5. Responsible for his/her own professional growth by attending workshops, seminars, classes, and maintaining membership in organizations that foster professional growth

6. Perform in such a manner that the goals of the district will be optimally achieved and perform other duties as assigned
7. Assist in supervision of extra- curricular activities
8. Other duties as assigned

**Required Qualifications:**

1. California Teaching Credential
2. California Administrative Credential
3. Knowledge and training of:
  - a. Measurement and assessment, curriculum development, goal setting, models of teaching, personnel and program evaluations
  - b. Experience in teaching, group work, curriculum implementation, interpreting test results, program evaluation, and staff training.
  - c. Working knowledge of charter schools.

**Desired Qualifications:**

1. Master's degree

**Salary and Work Year:**

The Home Study Coordinator will be placed on the Home Study Coordinator salary schedule. This position is 205 days (pro-rated based on program enrollment).

Date approved:

***Rincon Valley Union School District  
Board of Trustees  
Agenda Item Summary***

**Meeting Date:**      **October 19, 2017**

**Agenda Item:**      **Action Item 12.4**

**Subject:**              **Certificated Salary Schedule - Home Study Coordinator**

**Submitter:**          **Dr. Tony Roehrick, Superintendent**

**Background:**      As noted in Action Item 12.3, the Home Study Coordinator position has been recommended to be adjusted to an administrative role. Therefore, a salary adjustment reflecting the additional responsibilities is appropriate.

**Highlights:**        The proposed salary schedule for the position of Home Study Coordinator has been aligned to that of the position of RVCS Site Director. Since the position is staffed at 0.20 FTE, the actual salary shall be prorated.

**Challenges:**        N/A

**Analysis:**           N/A

**Next Steps:**        N/A

**Attachments:**      ***2017-18 Salary Schedule: Home Study Coordinator***

**Fiscal Impact:**        Minimal

**Recommendation:**    Approve

# **RINCON VALLEY UNION SCHOOL DISTRICT**

## **2017-2018 SALARY SCHEDULE**

### **HOME STUDY COORDINATOR**

1	\$ 85,832
2	\$ 87,119
3	\$ 88,425
4	\$ 89,752
5	\$ 91,098
6	\$ 92,465
7	\$ 93,854
8	\$ 95,262
9	\$ 96,688
10	\$ 98,139

Work year for Home Study Coordinator shall be 205 days (pro-rated based on enrollment). Two weeks prior to teachers' calendar and five days after the last day of school. The remainder to be mutually agreed to with Assistant Superintendent, Curriculum & Instruction.

Masters Degree \$1,000. additional annually.

Doctorate Degree \$1,000 additional annually.

Health Cap effective 5/12/2015

Board Approved: 5/12/2015

2016/17 – 2% on, 2% off (3/14/17)

2017/18 – 1% increase