

RINCON VALLEY UNION SCHOOL DISTRICT
Regular Board Meeting
1000 Yulupa Avenue, Santa Rosa
June 12, 2018

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.**
CALL TO ORDER, PUBLIC COMMENTS

- 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 Legal Counsel—Anticipated Litigation, Gov. Code Section 54956.9**
--One potential case

 - 3.2 Conference with the Board's labor negotiator, Tony Roehrick, regarding Gov. Code 54957.6):**
 - 3.2 a Negotiations with Rincon Valley Union Teachers' Association (represented certificated employees)**

 - 3.2 b Negotiations with California School Employees Association (CSEA) Chapter #284**

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

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/CALL TO ORDER** **6:00 p.m.**
PLEDGE OF ALLEGIANCE
5. **ANNOUNCEMENT OF CLOSED SESSION DECISIONS**
6. **AGENDA MODIFICATIONS**
7. **AGENDA AND CONSENT ITEM APPROVAL**
 - 7.1 **Minutes of May 8, 2018, Regular Board Meeting**
Minutes of May 15, 2018, Special Board Meeting
 - 7.2 **Request to increase balance of RVUSD District Office Revolving Fund Account #1130024100-Resolution #06-18-25**
Authorization to increase balance to \$15,000.00 for emergency or small disbursement.
 - 7.3 **Transfers between Fund Balances and Expenditures Resolution 06-18-26**
Authorization to make transfers between fund balances and expenditures at close of year per E.C. 42601
 - 7.4 **Signature Authorization on Business Clearing Account #0130014196, Cafeteria Account #0130012109, and RVUSD Revolving Fund Account #1130024100—Resolution #06-18-27**
This is for the purpose of removing an employee who is no longer employed with the district and naming the current employee in the authorized signature group.
 - 7.5 **Signature Authorization on Child Development Checking Account #0131023186 –Resolution #06-18-28**
This is for the purpose of removing an employee who is no longer employed with the district and naming the current employee in the authorized signature group.
 - 7.6 **2018-2019 Retainer Continuation Agreement for Legal Services with School and College Legal Services of California**
Authorization for Rincon Valley Union School District to continue its Retainer Agreement with School and College Legal Services of California effective July 1, 2018.

- 7.7 Rincon Valley Union School District Auxiliary Rates of Pay**
This represents a revised auxiliary salary schedule for 2018-19.
- 7.8 Student Teaching Agreement between Sonoma State University and Rincon Valley Union School District from July 1, 2018 through June 30, 2020.**
- 7.9 Memorandum of Understanding between the County of Sonoma Human Services Department and Rincon Valley Union School District and Community Child Care Council of Sonoma County-READY Program**
The purpose of this MOU is to establish the roles and responsibilities of the parties in the READY program for providing services related to the Kindergarten Student Entrance Profile (KSEP) and Parent Survey for the term of July 1, 2018 – June 30, 2019.
- 7.10 Approval of Purchase Orders**
These are purchase orders dated May 1, 2018 – June 1, 2018.
- 7.11 Approval of Warrants:**
These are warrants dated May 1, 2018 – June 1, 2018.

8. ANNOUNCEMENTS AND CALENDAR

August 9, 2018	District Welcome Back 8:00 a.m., Friedman Center
August 9, 2018	Special Board Meeting 10:00 a.m. – Location TBD
August 13, 2018	First Day School
August 14, 2018	Regular Board Meeting 6:00 p.m. – District Office

Back to School Nights:

August 21, 2018	Austin Creek and Whited
August 22, 2018	RVCS Sequoia and Matanzas
August 23, 2018	Sequoia and Madrone
August 28, 2018	Binkley and Spring Creek
August 30, 2018	Matanzas and Village

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

Instruction

11.1 Curriculum & Instruction Report

Dr. Metzger will report on the following:

11.1a ELA/Math Achievement

11.1b English Learner Progress

11.1c Technology

--Dr. Terry Metzger

11.2 Student Services Report

Mrs. Myhers will report on the following:

11.2a Student Discipline

11.2b Student Attendance

--Mrs. Cathy Myhers

Fiscal

11.3 District Director of Technology Position

The Board of Trustees will discuss possible job description changes to the position of District Director of Technology.

--Dr. Tony Roehrick

Governance

11.4 Classroom Capacity – Draft Resolution

Board of Trustees will discuss a draft resolution, which establishes, on a yearly basis, capacities for various grades, special classrooms, and special programs.

--Dr. Tony Roehrick

12. ACTION

Fiscal

12.1 Local Control Accountability Plan (LCAP)

Board of Trustees will consider approving the Rincon Valley Union School District's 2017-18 Local Control Accountability Plan Annual Update.

--Dr. Tony Roehrick

12.2 Local Control Accountability Plans – RVUSD Charter Schools

Board of Trustees will consider accepting the Local Control Accountability Plans for all Rincon Valley Union School District Charter Schools, 2017-18.

--Dr. Tony Roehrick

12.3 RVUSD Budget 2018-2019

Board of Trustees will consider adopting the Rincon Valley Union School District Budget 2018-2019.

--Dr. Joe Pandolfo

12.4 Criteria for Reduced Rate Extended Care Fees

Board of Trustees will consider approving the criteria for Reduced Rate Daycare fees.

--Mrs. Cathy Myhers

12.5 Agreement for Architectural Services – Whited Elementary School Phase 1 Project

Board of Trustees will consider approving an Agreement between Rincon Valley Union School District and Dan Hardin Architect, Inc. for architectural services for the planning, development, and new construction for the Whited Elementary School Phase 1 Project.

--Dr. Joe Pandolfo

12.6 Construction Change Orders – Village Elementary School Phase 1

Board of Trustees will consider approving Construction Change Order #3 for Village Elementary School Phase 1.

--Dr. Joe Pandolfo

Human Resources

12.7 RVUTA Revised Contract Language

Board of Trustees will consider approving revised language in the following RVUTA Articles:

- Article III: Definitions
- Article XV: Teaching Hours
- Article XIX: Class Size
- Article XXVIII: Health, Dental, and Vision Insurance

- 2018-19 Nurse Salary Schedule
 - Appendix Q: Observation Feedback Form
- Dr. Tony Roehrick

12.8 RVUTA Memorandums of Understanding

Board of Trustees will consider approving the following MOUs between Rincon Valley Union School District and RVUTA:

- MOU Teacher Preparation, April 12, 2018
- MOU Placement of Current Nurses on New Salary Schedule, April 12, 2018

--Dr. Tony Roehrick

Governance

12.9 2018-2019 District and Board Goals and Objectives

The Board will consider approving the 2018-2019 District and Board goals and objectives.

--Dr. Tony Roehrick

12.10 BP/AR 5145.13, Response to Immigration Enforcement

Board of Trustees will consider waiving the first reading and adopting the following board policy update from CSBA May 2018:

BP/AR 5145.13, Response to Immigration Enforcement

--Dr. Tony Roehrick

13. PERSONNEL

13.1 Rehire of Current Year Temporary Teachers

- Leonna Beccio, Teacher, Matanzas, effective August 9, 2018
- Chelsea Borell, Teacher, Sequoia, effective August 9, 2018
- Morgan Brady, Teacher, Austin Creek, effective August 9, 2018
- Nicole Britton, Teacher, Whited, effective August 9, 2018
- Lacey Fiddler, Teacher, Whited, effective August 9, 2018
- Jaclyn Fogleman, Teacher, Sequoia, effective August 9, 2018
- Deven Gilmore, Teacher, Matanzas, effective August 9, 2018
- Megan Martens, Teacher, Binkley, effective August 9, 2018
- Ashley Sanders, Teacher, Village, effective August 9, 2018
- Lea Yap, Teacher, Binkley, effective August 9, 2018

13.2 Certificated – Retirement

- Jolen Venard, Teacher, Whited, effective June 1, 2018

13.3 Certificated – Resignations

- Randi Clay, Teacher, Village, effective June 1, 2018
- Megan Story, Student Support Coordinator, Madrone, effective June 1, 2018

- Miejo Berat, Speech & Language Pathologist, RVP, effective June 30, 2018

13.4 Certificated – Leave of Absence Requests

- Melanie Nau, Teacher, Binkley, effective September 10, 2018 – January 4, 2019
- Anna Goetz, Teacher, Sequoia, effective October 7, 2018 – May 31, 2019
- Tasha Lopez, Consulting Teacher, District, effective October 29, 2018 – March 1, 2019

13.5 Classified Management – Resignations

- Krystle Johnson, Director, Fiscal Services, District, effective June 15, 2018
- Joseph Silveira, Technology Director, District, effective June 15, 2018

13.6 Classified – Resignations

- Gabriela Gachet, Counseling Intern, District, effective June 1, 2018
- Tiffany Hockenberger, Noon Duty II & PE Paraeducator, Austin Creek, effective June 1, 2018
- Emma Millan, Food Service Cashier & Day Care Assistant, Village & Binkley, effective June 1, 2018
- Maggie Ng, Noon Duty I, Austin Creek, effective June 1, 2018
- Alexis Regalado, Food Service Cashier, Whited, effective June 1, 2018
- Candy Rico Ayala, Special Ed Instructional Assistant, RVP, effective June 1, 2018

14. CSEA / RVUTA COMMENTS

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

- Site Visits

16. FUTURE AGENDA ITEMS

- Williams Quarterly Report
- Facility Construction Report
- Consolidated Application Part 1
- Student Transfer Report
- Back to School Events
- Policy Updates

17. ADJOURN

RINCON VALLEY UNION SCHOOL DISTRICT
Regular Board Meeting, Board of Trustees
District Office, 1000 Yulupa Avenue
May 8, 2018

MINUTES

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

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
CALL TO ORDER**

Mrs. Evers called the meeting to order at 5:02 p.m.

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

None

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.

Mr. Gospe moved and Mr. Rafanelli seconded to recess to closed session at 5:03 p.m. to discuss the following:

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)

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

Mr. Gospe moved and Mrs. Wood seconded to adjourn closed session and return to open session at 5:59 p.m.: Unanimous.

5. ANNOUNCEMENT OF CLOSED SESSION DECISION

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

6. AGENDA MODIFICATIONS

None

7. AGENDA AND CONSENT ITEM APPROVAL

Mr. Rafanelli moved and Mr. Gospe seconded to approve the agenda and following consent items with one abstention--Mrs Evers, Warrant #34472: Unanimous.

7.1 Minutes of April 10, 2018, Regular Board Meeting

Minutes of April 20, 2018, Governance/Administration Retreat

7.2 Declare Surplus Property

The Rincon Valley Union School District declares the following as surplus property:

- 1981 Ford Tractor
- Safe/file Cabinet (4 drawer)

7.3 Approval of Purchase Orders

This represents purchase orders dated April 1, 2018 – April 30, 2018

7.4 Approval of Warrants:

This represents warrants dated April 1, 2018 – April 30, 2018

7.5 Policy Updates – CSBA March 2018

Adopt Revised:

BP/AR 1312.3, Uniform Complaint Procedures

AR 3230, Federal Grand Funds

AR 3514.2, Integrated Pest Management

BP/AR 3551, Food Service Operations/Cafeteria Fund

BP/AR 3553, Free and Reduced Price Meals

BP 4111/4211/4311, Recruitment and Selection

BP/AR 4119.11/4219.11/4319.11, Sexual Harassment

AR 4161.1/4361.1, Personal Illness/Injury Leave

AR 4161.8/4261.8/4361.8, Family Care and Medical Leave

AR 4261.1, Personal Illness/Injury Leave

BP/AR 5022, Student and Family Privacy Rights

BP/E 5145.6, Parental Notifications

BP 6162.5, Student Assessment

BP/AR 6171, Title I Programs

8. PUBLIC HEARING: Local Control Accountability Plan (LCAP)

The Public Hearing is for the purpose of soliciting comments/questions regarding the Rincon Valley Union School District's Local Control Accountability Plan.

Public Hearing opened: 6:03 p.m.

Comments: None

Public Hearing Closed: 6:03 p.m.

9. PUBLIC HEARING: 2018-2019 Preliminary Budget

The Public Hearing is for the purpose of soliciting comments/questions regarding the Rincon Valley Union School District's 2018-2019 Preliminary Budget. The District will present a Reserve Transparency disclosure.

Public Hearing opened: 6:04 p.m.

Comments: None

Public Hearing Closed: 6:04 p.m.

10. ANNOUNCEMENTS AND CALENDAR

Mrs. Evers announced the following:

May 9 Site Visits, 9:00 a.m. – 12:00 p.m.

May 10 RVUTA Negotiations, 7:30 a.m. – 3:00 p.m.

May 10 District End of Year Party, Friedman Center, 4:00 – 5:30 p.m.

May 10 RVCS-Matanzas Meet and Greet, 6:00 – 7:00 p.m.

May 15 Special Board Meeting, 9:30 – 3:30, RVCS Matanzas, Room 24

May 16 Site Visits, 9:00 a.m. – 12:00 p.m.

May 16 RVCS-Sequoia Meet and Greet, 6:00 – 7:00 p.m.

May 18 Diane Moresi Annual All District Track Meet – 9:00 a.m. – 12 noon,
Montgomery High

Open House Dates:

May 17 Austin Creek and Whited

May 22 Spring Creek and Binkley

May 23 Village and Sequoia

May 24 Madrone and Matanzas

May 19 Rose Parade – 10:00 a.m.

May 21 Agenda Setting, District Office, 5:00 p.m.

- May 24 - RVCS Portfolio Presentations
- May 25 Tentative RVUTA Negotiations – 8:00 a.m. – 12:00 noon
- June 1 Last Day of School
Promotion Ceremonies:
-RVCS Sequoia, 9:00 a.m. – Friedman Center
-Austin Creek, Madrone, Sequoia, Binkley, Whited, 10:30 a.m.
-Village, 11:00 a.m.
-Matanzas, 12:00 noon
-RVCS Matanzas, Brunch: 10:45 –11:30 / Promotion:11:30 –12:45
- June 4 Rincon Valley Education Foundation Meeting
District Office, 7:00 p.m.
- June 7 Special Board Meeting, 6:00 p.m.
5927 Chandler Ct, Santa Rosa
- June 12 Regular Board Meeting, District Office
6:00 p.m.

11. PUBLIC AND EMPLOYEE REQUEST TO ADDRESS THE BOARD

None

12. SUPERINTENDENT’S COMMENTS, LEGISLATIVE UPDATE, CORRESPONDENCE

Dr. Roehrick commented on the following:

- The district is waiting for the Governor’s May budget revision expected Monday, May 14. Several legislators have submitted proposals that would significantly increase funding the State’s public schools. The May revise should provide us with greater certainty as we develop next year’s budget. A group will be attending a workshop on May 22.
- Dr. Roehrick acknowledged Dr. Metzger for her significant contributions to our district and community over the past 6 years. We will miss her energy and expertise but wish her the best in her position as a leader of a public school district.

13. AWARDS/SPECIAL RECOGNITION

13.1 100+ Hours of Community Service

The Board recognized the students who have earned 100 or more community service hours. Some students were present and shared what they did to earn their hours. The students will receive a Gold Mayor’s Certificate and a service medal at their promotion ceremonies.

14. INFORMATION

Instruction

14.1 Curriculum and Instruction Report

Dr. Metzger reported on the following:

14.1a Art Program and Participation

Jeannie Behr, District Art Docent, gave her annual report. There were 140 volunteer docents this year that provided art lessons for the 160 participating teachers' classrooms. There were 19 volunteer dance docents. All sites held Fine Arts Days. The program will be housed at Binkley next year, which will provide a lot more space to house lessons.

14.1b Professional Development Summary

This year the district focused on our first-year implementation of the Benchmark Advance ELA/ELD program, and deeper implementation of Engage New York Math. Summer training was very helpful for both ELA/ELD and Math. Teachers got their materials and were able to get a head start on planning and preparation for the school year. Teachers who were not able to attend in the summer, received training at the August Buyback Day. We provided teachers in grades 5 & 6 additional training in math and science. Middle school staff had specialized professional development in Project Based Learning. The number of release days was limited this year. Teachers were grateful to not be pulled from their classrooms but requested more time with their district grade level teams to plan and refine their work. For 2018-19, we plan to offer summer PD in *Benchmark Advance* and *ENY Math*. We will also develop a common understanding and agreements around High Quality Instruction in all content areas.

14.1c Home Study Report

Emily Davis presented a summary of the district's Home Study program and shared the program highlights, successes, challenges, and plans for next year. There has been a steady increase in enrollment. Home School was able to provide curriculum pacing to fit individual needs, weekly enrichment, group field trips, oral presentations, Lego Robotics, and family picnic. The goal is to provide more enrichment and grow to 100 students.

14.2 Student Services Report

Mrs. Myhers reported on the following:

14.2a Student Support Summary

The Student Support Team continues to show the impact they are having on district, site, and student levels. Counselors have provided Kimoichi lessons, Restorative Circles, classroom guidance, small groups, and individual counseling to their school sites. Counselors are the go-to person when a student is having behavioral or emotional difficulties, in addition to being the person who monitors attendance. They support the implementation of social-

emotional learning curriculum and respond to crises when needed. The counselors will be a key group as we roll out the Tier I behavior guidelines and will work directly with teachers to implement the programs and to help students who move to Tier II. Students receive a Code of Behavior to sign each year.

14.2b Family Survey Summary

The Family Survey was sent out to all of the families in the district. This survey is sent out annually to collect information from families on how they view their schools. 503 families completed the English survey and 5 completed the Spanish survey.

The overall results of the survey are consistent with the results that we received last year. Some areas that showed a positive increase were in parents feeling that they are receiving communication from the school on expectations and how their child is progressing. One area that showed a decrease in positive parent response was in feeling that the schools are safe and orderly for their child. This survey continues to be a good tool for the district to be able to review and make adjustments to how we interact with our families.

A few of the challenges are, that we are not getting the number of family responses that we would like. There is also a marked decline in responses as the survey goes on. By question 27 only 439 families marked a response. It is difficult to generalize that these results reflect the beliefs of all of the families in the district. The results indicate that communication to parents is improving and that parents are treated with respect by the staff at their child's school. An important next step is to increase the number of families who participate in the survey.

Fiscal

14.3 Oak Park Update

Dr. Roehrick gave an update on the status of the Oak Park property. A committee to oversee the key tasks when the District assumes ownership has been established. They have focused on the immediate needs towards ensuring a smooth transition of ownership. The following topics have been discussed:

- Security of the property to include ensuring that infrastructure is in place to prevent trespassing and unlawful/unauthorized use of the property.
- Liability and insurance coverage to limit the District's liability, to the degree possible, for unforeseen circumstances with appropriate insurance to cover such incidents.
- Use of the two residences to include steps needed to rent the residences including potential Board action and possible improvements to the homes.
- Establishment of a communication plan that provides information to neighbors, District residents, and other stakeholders on the District's Oak Park website and via Facebook.

The district just received final certification from the County that the cleanup is complete and meets their criteria. With this, we will now be able to finalize the purchase.

Governance

14.4 Draft of 2018-2019 District Goals

The Board received and discussed a draft of the 2018-2019 District goals. The five draft goals are aligned to the District's LCAP and provide specific actions designed to attain each goal.

In prior years, the Board and District goals incorporated a range of actions that spread across four domains to include 1) Instruction, Assessment, Support, and Character Development, 2) Professional Development, 3) Facilities and Finance, and 4) Governance and Communication. In order to focus the District and Governing Board, five key goals have been separated into a single document that comprise the Board and District proposed goals for 2018-19. The remaining goals are included in a new document titled Administrative Calendar. The Professional Development section has been embedded within the other topic areas. This approach provides greater attention to the key goals while providing staff with specific timelines to address and report back to the Board throughout the year.

The board gave their feedback, and the documents will be revised and brought back in June for consideration of adoption.

15. ACTION

Instruction

15.1 Odyssey of the Mind State Competition-Resolution 05-18-20

Mr.Cook moved and Mr.Gospe seconded to approve Resolution #05-18-20, recognizing the Sequoia students who won the Odyssey of the Mind State Competition: Unanimous.

The team is going on to World Competition in Iowa. They will receive special recognition at their school assembly on May 29th.

Fiscal

15.2 Education Protection Account Resolution #05-18-21

Mr. Rafanelli moved and Mr.Gospe seconded to approve Resolution #05-18-21, Education Protection Account: Unanimous.

15.3 District Program Fees

Mr Gospe moved and Mrs. Wood seconded to approve District Program Fees for 2018-19 with an amendment for extended care to include a reduced fee option for employees that mirrors existing paying participants: 4 ayes, 1 no (Cook).

The Board discussed the reasons for the change in fees.

The Daycare Fund and Food Service Fund are both projected to operate at a loss without a fee increase for each program. Also, the Daycare program must be able to pay for its use of District facilities without transferring money from the general fund to do so, which would be considered a gift of public funds. In order to meet this legal requirement, fees must be increased sufficiently to cover the full facility cost. The District's legal team is also researching if the difference between the cost of the daycare program for paying families and employees is a taxable fringe benefit. The District should know how to handle this situation by the fall.

Food Service is an increase of 25 cents per meal. The proposal for the Daycare Program is to provide an employee discount of 50% of the full rate but not to increase rates. Staff will bring back for approval defined criteria for reduced rates at the June Board meeting.

15.4 Contract Approval between Rincon Valley Union School District and Sodexo, American, LLC

Mrs. Wood moved and Mr. Gospe seconded to approve a contract renewal between Rincon Valley Union School District and Sodexo, America, LLC for food service purposes, July 1, 2018- June 30, 2019: Unanimous.

15.5 Rincon Valley Union School District Actuarial Study of Retiree Health Liabilities Under GASB 74/75

Mr. Gospe moved and Mr. Cook seconded to accept the Rincon Valley Union School District Actuarial Study of Retiree Health Liabilities Under GASB 74/75: Unanimous.

15.6 Bid Approval for Roof Replacement – Sequoia School

Mr. Rafanelli moved and Mr. Cook seconded to approve Cornerstone Roofing as the lowest responsive bidder for the roof replacement work at Sequoia School in the amount of \$202,972: Unanimous.

15.7 Bid Approval for Binkley School Landscape and Paving

Mr. Rafanelli moved and Mrs. Wood seconded to approve A. E. Nelson as the lowest responsive bidder for the Binkley School landscape and paving in the amount of \$878,000: Unanimous.

15.8 Lease-Leaseback Agreement with Arntz Construction- Village Phase 2

Mr. Rafanelli moved and Mr. Gospe seconded to approve a Lease-Leaseback Agreement with Arntz Construction for the Village Phase 2 construction project: Unanimous.

15.9 Form J-13A – Request for Allowance of Attendance Due to Emergency Conditions

Mr. Gospe moved and Mr. Cook seconded to approve Form J-13A, Request for Allowance of Attendance Due to Emergency Conditions: Unanimous.

15.10 Contract Amendment Exhibit A – Sun Light & Power

Mr. Gospe moved and Mr. Rafanelli seconded to approve a contract amendment to Exhibit A with Sun Light & Power for the Village School and District Office solar project: Unanimous.

Human Resources

15.11 Declaration of Need for Fully Qualified Educators for 2018-2019

Mr. Gospe moved and Mr. Rafanelli seconded to approve Declaration of Need for Fully Qualified Educators for 2018-2019: Unanimous.

15.12 AB1200 Public Disclosure of Salary Settlement Agreement with California School Employees' Association Chapter #284

Mr. Gospe moved and Mr. Cook seconded to approve AB 1200 Public Disclosure of Salary Settlement Agreement with California School Employees' Association Chapter #284: Unanimous.

15.13 Interim Assistant Superintendent for Curriculum - Contract

Mr. Gospe moved and Mr. Rafanelli seconded to approve a contract for Michael Herfurth as the Interim Assistant Superintendent for Curriculum: Unanimous.

15.14 Classified Employee of the Year for 2018 – Resolution #05-18-22

Mr. Cook moved and Mr. Gospe seconded to approve Resolution #05-18-22, Classified Employee of the Year 2018, Jeff Exline: Unanimous.

15.15 Certificated Employee of the Year for 2018– Resolution #05-18-23

Mr. Rafanelli moved and Mrs. Wood seconded to approve Resolution #05-18-23, Certificated Employee of the Year 2018, Diane Wagner: Unanimous.

Governance

15.16 Safe Schools Plans

Mrs. Wood moved and Mr. Cook seconded to approve the Safe Schools Plan for Binkley: Unanimous.

15.17 Specifications of Election Order, Resolution #05-18-24

Mr. Gospe moved and Mrs. Wood seconded to approve Resolution #05-18-24, Specifications of Election Order, November 6, 2018; with a correction to the date of Clerk's Certificate to be May 8, 2018: Unanimous.

16. PERSONNEL

Mrs. Wood moved and Mr. Rafanelli seconded to approve the following personnel items: Unanimous.

Mrs. Evers expressed a special thank you to Terry Metzger for her years with the district.

16.1 Certificated Management – Resignation

- Terry Metzger, Assistant Superintendent Curriculum & Instruction, District, effective June 30, 2018

16.2 Certificated Management – Interim Appointments

- Mike Herfurth, Interim Assistant Superintendent Curriculum & Instruction, District, effective July 1, 2018
- Lisa Christopherson, Interim Principal, Madrone, effective July 1, 2018

16.3 Certificated – Retirements

- Ellen Featherly, RSP Teacher, Village, effective June 2, 2018
- Mary Kortbein, Teacher, Sequoia, effective June 2, 2018
- Janel Sugiyama, Teacher, Sequoia, effective June 2, 2018

16.4 Certificated – Leave of Absence Requests

- Mary Bedient, Student Support Coordinator, Spring Creek, requesting 30% leave of absence, effective August 8, 2018 – May 31, 2019
- Kristy Weber, Teacher, Sequoia, effective August 8, 2018 – January 11, 2019
- Karina Conklin, Teacher, Spring Creek, effective August 27 – November 2, 2018

16.5 Classified Management – Leave of Absence Request

- Jessica Boelter, Occupational Therapist, District, effective March 26 – June 2, 2018

16.6 Classified – New Hires

- Tom Buckman, Substitute Van Driver, District, effective April 24, 2018

16.7 Classified – Retirements

- Cappy Weber, Instructional Paraeducator, Kindergarten Aide, Binkley, effective June 2, 2018
- Curtis Lytle, Maintenance II, District, effective October 31, 2018

16.8 Classified – Resignations

- Stefanie Kiernan, Noon Duty I, Whited, effective March 29, 2018
- Dana Williams, Sp. Ed. Inst. Assistant II, Sequoia, effective April 30, 2018
- Caleb Pettay, Day Care Assistant, Sequoia, effective May 1, 2018
- Asia Teixeira, Human Resources Assistant, District, effective May 18, 2018

16.9 Classified – Leave of Absence Request

- Sasha Cave, Business Clerk, District, effective July 30 – November 30, 2018

17. CSEA / RVUTA COMMENTS

RVUTA: Teachers are experiencing anxiety over a phased in minimal increase in primary class size and the pilot "Music for All" program. Teachers will want additional PE training.

18. BOARD OF TRUSTEE COMMENTS/COMMITTEE REPORTS/REQUESTS FOR INFORMATION

Mrs. Evers announced that she attended a Board President's Workshop along with Mr.Gospe and Mr.Cook.

19. NEXT BOARD MEETING AGENDA ITEMS

- Student Discipline – Annual Review
- Attendance Report
- ELA/Math Reoprt
- EL Report
- Site Visits Report
- Facility Committee Report
- LCAP Approval
- Preliminary Budget
- Budget Transfers
- Board Goals Approval
- Supt Evaluation and Contract
- Employee Reduced Rate criteria for daycare
- Legal Issues – Employee Daycare

20. ADJOURN

Mr.Gospe moved and Mr.Cook seconded to adjourn the meeting at 8:28 p.m.
Unanimous.

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

**RINCON VALLEY UNION SCHOOL DISTRICT
Special Board Meeting
1687 Yulupa Avenue Room 24., Santa Rosa
May 15, 2018**

MINUTES

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

1. OPEN SESSION/CALL TO ORDER

Mrs. Evers called the meeting to order at 9:37 a.m.

2. AGENDA APPROVAL

Mrs. Evers announced that Item 4.2 is not necessary and will be removed from the agenda.

Mr. Gospe moved and Mr. Cook seconded to approve the agenda as modified: Unanimous.

3. PUBLIC AND EMPLOYEE REQUEST TO ADDRESS THE BOARD

None

4. CLOSED SESSION

Mr. Gospe moved and Mr. Cook seconded to recess to closed session for the following purpose at 9:39 a.m.: Unanimous.

**4.1 Public Employee Performance Evaluation Gov. Code 54957
Superintendent**

The Board will gather input from various district representatives regarding the superintendent's job performance.

The following item was not discussed:

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

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

5. OPEN SESSION

Mr. Gospe moved and Mrs. Wood seconded to adjourn closed session and return to open session at 4:11 p.m.: Unanimous.

6. ANNOUNCEMENT OF CLOSED SESSION DECISIONS

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

7. ADJOURN

Mr. Gospe moved and Mr. Rafanelli seconded to adjourn the meeting at 4:12 p.m.: Unanimous.

**BOARD OF DIRECTORS OF THE
RINCON VALLEY UNION SCHOOL DISTRICT
RESOLUTION NO. 06-18-25**

**Request to increase balance of RVUSD District Office Revolving Fund
Account # 1130024100
Taxpayer Identification Number 68-0262005**

BACKGROUND: The revolving cash account is used primarily for emergency or small disbursement, and is reimbursed periodically though properly documented expenditures, which are summarized and charged to proper accounting classifications.

WHEREAS, a revolving account has been established with Exchange Bank; and

WHEREAS, current needs have arisen for immediate payment of larger values; and

WHEREAS, the current balance in the account is \$5,000.00

NOW, THEREFORE, BE IT RESOLVED that the current balance be increased to \$15,000.00

PASSED AND ADOPTED by the Board of Directors of the Rincon Valley Union School District this 12th day of June 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Clerk of the Board of Directors
Rincon Valley Union School District

**RESOLUTION OF THE BAORD OF THE
RINCON VALLEY UNION SCHOOL DISTRICT**

Resolution #06-18-26

**AUTHORIZATION TO MAKE TRANSFERS BETWEEN FUND BALANCES
AND EXPENDITURES AT CLOSE OF YEAR PER E.C. 42601**

WHEREAS, Section 42601 of the Education Code of the State of California provides that at the close of the school year a school district may, with the approval of the Governing Board, identify and request the County Superintendent of Schools to make transfers between the designated fund balance or the unappropriated fund balance and expenditure classification of the budget of the district for that school year as necessary to permit payment of obligations of the district incurred during that school year, and shall notify the districts;

NOW, THEREFORE, BE IT RESOLVED that in accordance with the Education Code Section 42601, the district be and is hereby authorized to identify such additional transfers and the County Superintendent of Schools of Sonoma County be and is hereby authorized to make such additional transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications of balance of the Rincon Valley Union School District as are necessary to permit the payment of obligations incurred during the 2016-17 fiscal year. This Resolution applies to all funds operated by the district.

The foregoing resolution was moved by Trustee _____, seconded by Trustee _____, and adopted on June 12, 2018.

PASSED AND ADOPTED this 12th Day of June 2018 by the following vote:

Ayes:

Noes:

Abstained:

Absent:

I hereby certify the foregoing to be a full, true, and correct resolution duly approved by the Board of Trustees of the Rincon Valley Union School District.

Jeff Gospe, Clerk , Board of Trustees

**BOARD OF DIRECTORS OF THE
RINCON VALLEY UNION SCHOOL DISTRICT
RESOLUTION NO. 06-18-27**

**Signature Authorization on Business Clearing Account # 0130014196, Cafeteria Account
0130012109, and RVUSD Revolving Fund Account # 1130024100
Taxpayer Identification Number 68-0262005**

WHEREAS, a Business clearing account, Cafeteria clearing account, and Revolving fund checking accounts exists with Exchange Bank;

and

WHEREAS, one of the authorized signatures on this account is no longer an employee of the District; and

WHEREAS, it is desired to have current employees named in the authorized signature group;

NOW, THEREFORE, BE IT RESOLVED that the following signatures be retired:
Krystle Johnson, Director of Fiscal Services

AND FURTHERMORE, BE IT RESOLVED that any two (2) signatures from the following group are authorized on this account:

Joseph Pandolfo, Deputy Superintendent, Business
Tony Roehrick, Superintendent
Margarita Vasquez-Sanchez, Account Technician

PASSED AND ADOPTED by the Board of Directors of the Rincon Valley Union School District this 12th day of June 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Clerk of the Board of Directors
Rincon Valley Union School District

**BOARD OF DIRECTORS OF THE
RINCON VALLEY UNION SCHOOL DISTRICT
RESOLUTION NO. 06-18-28**

**Signature Authorization on Child Development Checking Account #0131023186
Taxpayer Identification Number 68-0262005**

WHEREAS, a Child Development clearing checking account exists with Exchange Bank;

and

WHEREAS, one of the authorized signatures on this account is no longer an employee of the Child Development Program; and

WHEREAS, it is desired to have current employees named in the authorized signature group;

NOW, THEREFORE, BE IT RESOLVED that the following signatures be retired:
Krystle Johnson, Director of Fiscal Services

AND FURTHERMORE, BE IT RESOLVED that any two (2) signatures from the following group are authorized on this account:

Joseph Pandolfo, Deputy Superintendent, Business
Tony Roehrick, Superintendent
Margarita Vasquez-Sanchez, Account Technician
Joy Lindeman, Director Afterschool Programs

PASSED AND ADOPTED by the Board of Directors of the Rincon Valley Union School District this 12th day of June 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Clerk of the Board of Directors
Rincon Valley Union School District



SCHOOL & COLLEGE LEGAL SERVICES OF CALIFORNIA

*A Joint Powers Authority
serving school and college
districts throughout the
state.*

April 13, 2018

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Erin E. Staff
Sarah Hirschfeld-Sussman
Frank Zotter, Jr.

*Labor Negotiations
Coordinator*
Grant E. Abernathy

Of Counsel
Robert J. Henry
Margaret M. Merchat
Patrick C. Wilson

To: Dr. Tony Roehrick, Superintendent
Rincon Valley Union School District

From: Carl D. Corbin, General Counsel

Subject: RETAINER CONTINUATION AGREEMENT FOR LEGAL SERVICES

This memo invites the RINCON VALLEY UNION SCHOOL DISTRICT to continue its Retainer Agreement with SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA (SCLS) effective July 1, 2018.

As you consider your legal service needs for the coming year, I want to be clear about our commitment to provide you with excellent services. I welcome your input on how we can best meet your needs, so please do not hesitate to call me. As a reminder SCLS is a Joint Powers of Authority public agency. As such, SCLS does not make a profit. We are a school related agency just like our clients and we are also subject to the Education Code, Brown Act, etc. All of our employees are public employees just like you.

The SCLS JPA Board, comprised of some of our clients, carefully considered for the 2018-19 school year the increase in fees necessary to address SCLS's fiscal needs while continuing to ensure the lowest possible rates for our clients. Effective July 1, 2017, our rates will be increasing \$10 per hour. This means our retainer rate will be \$240 per hour. Many of our clients also consult or use limited services from private law firms so you know that even with our increased rate of \$240 per hour we charge substantially below the private firm hourly rate. Essentially, our rates (with this increase) will have increased over approximately the past ten years at less than \$5 an hour per year. We believe this represents extraordinary cost containment for our clients.

I also want to emphasize that unlike many private law firms, we do not charge additional fees for secretarial time, photocopies, facsimile transmissions, on-line research costs, a flat "administrative" fee or the many other "hidden/add-on" fees associated with doing business with a private law firm, except we do charge for hotel and airline costs if necessary. If you have any questions regarding our services or fees, please do not hesitate to call me.

Please select and note your retainer amount on the Selection of Retainer Amount form. The form should be signed and returned to us along with a purchase order after the governing board has acted on it. Your district will be invoiced for the full retainer amount. In the event that your district does not use all hours originally retained, pursuant to the April 3, 2013, policy adopted by the Joint Powers Board of SCLS, the unused portion will be carried over to the next school term for one year only. If you have any questions about this or the number of hours that you should retain, please do not hesitate to call me.

We very much look forward to working with you.

**SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA
CONTRACT FEE SCHEDULE**

Effective July 1, 2018

**Attorney Retainer Hours of
Attorney Service**

***Retainer @ \$240**

30	\$ 7,200.00
60	14,400.00
120	28,800.00
180	43,200.00
200	48,000.00
300	72,000.00

Districts that wish to contract for a lesser or greater number of hours than that set forth above may do so by calculating a retainer based on the \$240.00 per hour rate and making that change in the fee schedule. Minimum level is 20 hours.

Included within the retainer fee are all of the workshops, newsletters, legal updates, and all other work we do for all clients. We do, however, charge a fee not to exceed the actual costs for facilities, meals and copy fees for materials provided at workshops.

The retainer amounts set forth above are based on a rate of \$240.00 per hour for all attorney time. In the event that your district does not use all hours originally retained, pursuant to the April 3, 2013, policy adopted by the Joint Powers Board of SCLS, the unused portion will be carried over to the next school term for one year only.

No additional fee is charged for meals while traveling to or from your district. No additional fee for secretarial time, nor for the cost of photocopies, telephone calls, or "facsimile" transmissions to or from your district. There are no postage charges for regular mail, no "administrative fee," and no on-line research costs. Set fees may be charged for formed contracts and bid documents. If required, overnight lodging and air travel costs would be charged.

Mandated costs services are based on a rate of \$240.00 per hour and do not count against the retainer, unless you specifically indicate that it be included.

Litigation services are based on a rate of \$250.00 per hour and also do not count against the retainer.

* Please designate on next page.

**SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA
FEE SCHEDULE**

Effective July 1, 2018

Retainer Contract Clients

All Attorneys	\$240.00 per hour
Excess Hours over Retainer*		\$250.00 per hour
Litigation		\$250.00 per hour
Mandated Services		\$240.00 per hour
Labor Relations Coordinator		\$215.00 per hour
Private Investigator		\$215.00 per hour
Paralegal/Paraprofessional		\$125.00 per hour
Law Clerk		\$90.00 per hour

Billable Contract Clients

All Attorneys	\$260.00 per hour
Litigation		\$260.00 per hour
Mandated Services		\$260.00 per hour
Labor Relations Coordinator		\$230.00 per hour
Private Investigator		\$230.00 per hour
Paralegal/Paraprofessional		\$125.00 per hour
Law Clerk		\$90.00 per hour

*Not applicable to clients retaining 500 or more hours.

SELECTION OF RETAINER AMOUNT

Effective July 1, 2018

The RINCON VALLEY UNION SCHOOL DISTRICT hereby selects the following annual retainer amount effective July 1, 2018: \$ 7,200.00 for 30 hours of service.

☒ I want mandated services charged against this amount.

☐ I do not want mandated services charged against this amount and instead want to be separately billed for such services.

The Retainer Contract is a commitment to use specified hours at the reduced hourly rate. Should the district decide to terminate the Contract during the course of the school year (July 1, 2018, through June 30, 2019) and seek a refund of unexpended hours/dollars, it is mutually agreed that the hours used to date of termination will be re-billed at the full Billable hourly rate (\$260.00) and then any remaining dollars will be refunded to the district.

A purchase order, check or warrant for this amount is enclosed or will be delivered to SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA within 30 days of the date this agreement is signed by the district representative.

By: _____
Dr. Tony Roehrick, Superintendent

Date: _____

I.	<u>Program</u>	<u>Hourly Rates</u>
	G.A.T.E Classes	\$50.00 per class
	After School Enrichment Classes	\$50.00 per class
	Art Docent (Lessons/firing)	\$60.00/lesson (3hr/lesson)/ \$12.00/hr
	Noon Duty Leagues	\$12.00 per hour
	*Generic certificated hourly rate	\$40.00 per hour
	Tutoring – Certificated (RV employees)	\$40.00 per hour
	Certificated (non-employees)	\$25.00 per hour
	Classified	\$18.00 per hour
	Dance Docent Coordinator	\$25.00 per hour
II.	<u>Stipend Positions</u>	<u>Rate of Pay</u>
	Counseling Interns (hired before 6/30/16)	\$7,000/per year
	Counseling Interns (hired after 7/1/16)	\$5,000/per year
	*Counseling Intern Supervisor	\$1,200/per year
	After School Sports Coordinator	\$3,500/per year
	Middle School Athletic Director	\$3,500/per year
	Coaches	\$750.00 per sport
	Year Book Coach	\$1,500/per year
	Charter Spanish	\$8,000 annual per period
	Charter PE	\$8,000 annual per period
	Charter Drama	\$10,000 annual per period
	Charter Art	\$10,000 annual per period
	Strings Instructor	\$28,000 annual
	Garden Coordinator	
	*All coaching stipends will be paid on the supplemental payroll following the end of that sport season.	
III.	<u>Professional Development</u>	
	*Differentiation Certification 4 classes	\$100 or ½ unit
	*a. Completion of Certification	\$600 or 3 units
	*New Teacher Meetings (before school)	\$100 or ½ unit
IV.	<u>Substitute Teacher Pay K-8th</u>	
	*1 – 5 days	\$120.00 per day
	*Pre-Approved L/T 6+ days	\$160.00 per day
	*½ day	\$ 75.00 per ½ day
V.	<u>Preferred Substitute Program</u>	
	*Daily Rate	\$ 140.00 per day
	*½ day Rate	\$ 85.00 per day
VI.	<u>Summer School</u>	
	ELD	\$40.00 per hour. Generic certificated rate.
	Summer School	\$40.00 per hour. Generic certificated rate.
	ESY	\$40.00 per hour. Generic certificated rate.
	*Certificated Only.	

AGREEMENT # 18-37
SSU Account No. 613862-SO100-1100

**SONOMA STATE UNIVERSITY
STUDENT TEACHING AGREEMENT**

THIS AGREEMENT entered into by and between the Trustees of the California State University, on behalf of the State of California, through Sonoma State University, hereinafter called University and the Rincon Valley Union School District, hereinafter called the District:

WITNESSETH

WHEREAS, the District is authorized to enter into agreements with the University, to provide teaching experience through practice teaching to students enrolled in teacher training curricula of the State University; and

WHEREAS, any such agreement may provide for the payment for the services rendered by the District of an amount not to exceed the actual cost to the District of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the payments to be made to the District under this agreement do not exceed the actual cost to the District of the services rendered by the District; and

WHEREAS, the honorarium or payment provided herein is intended to be transmitted promptly by the District to the supervising teacher (hereafter referred to as District Employed Supervisor) as compensation for and recognition of services performed for the student teacher in the supervisory teacher's charge;

NOW, THEREFORE, it is mutually agreed between the University and the District as follows:

SPECIAL PROVISIONS

The term of the Agreement is from July 1, 2018 through June 30, 2020.

Pending no further budget reductions, the University shall pay District for such completed services at the RATE AND AMOUNT OF \$100.00 per full-time student teacher (10 or more units).

GENERAL TERMS AND CONDITIONS

1. The District shall provide to Sonoma State University students, teaching experience through practice teaching in schools and classes of the District not to exceed the units of practice teaching set forth in the Special Provisions. Such practice teaching shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University through their duly authorized representative may agree upon.

As required by State law, the student teacher will be completing a teacher performance assessment (e.g. CalTPA, EdTPA) to demonstrate proficiency on the California Teacher Performance Expectations. The terms of this process will be provided to the District in a separate notice.

As required by State law, participating districts and the associated District Employed Supervisors must meet the requirement set forth by the California Commission for Teacher Credentialing with regard to clinical practice* including:

- a. Criteria for School Placements
- b. Criteria for the Selection and Training of District Employed Supervisors
- c. Criteria for the supervision and evaluation of student teachers

*CTC clinical practice criteria is detailed in Addendum A and can be accessed via the following link:

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c_2

The District may, for good cause, refuse to accept for practice teaching any student of Sonoma State University assigned to practice teaching in the District, and upon request of the District, made for good cause, the University shall terminate the assignment of any student of Sonoma State University to practice teaching in the District.

"Practice teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid credentials issued by the State Board of Education authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

2. The University will pay the District for the performance by the District of all services required to be performed under this agreement at the rates set forth in the Special Provisions for each semester unit of practice teaching.

3. An assignment of a student of Sonoma State University to practice teaching in schools or classes of the District shall be, at the discretion of the University, either for approximately nine (9) weeks or for approximately eighteen (18) weeks, but a student may be given more than one assignment by Sonoma State University to practice teaching in such schools or classes. Student teaching must include a minimum of four weeks of solo or co-teaching or its equivalent. Students who are working in private schools and seeking a credential are required to complete a substantive clinical experience in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of the California's student population.

The assignment of a student of Sonoma State University to practice teaching in the district shall be deemed to be effective for purposes of this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given the student by Sonoma State University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

In the event the assignment of a student of Sonoma State University to practice teaching is terminated by Sonoma State University for any reason, the District shall receive payment on account of such student except that if such assignment is terminated before the end of the ninth week of the term of the assignment, the District shall receive payment for an assignment for nine (9) weeks only. If a student is assigned by Sonoma State University to another teacher of the District after an assignment has become effective, this shall be considered for payment purposes as an entirely new and separate assignment.

Absences of a student from assigned practice teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by the District.

4. Within a reasonable time following the close of each semester of Sonoma State University, Sonoma State University shall pay the District at the rate provided herein, for all units of practice teaching provided by the District under and in accordance with this agreement during said semester. The University will pay the amount of such invoice from monies made available for such purpose by or pursuant to the laws of the State of California.

5. Notwithstanding any other provisions of this agreement, the University shall not be obligated by this agreement to pay the District any amount in excess of the total sum set forth in the Special Provisions.

6. Workers' Compensation benefits as required by law. University agrees to provide Workers' Compensation coverage for students during a practice teaching assignment with the District.

7. Before assigning student to District, Sonoma State University will instruct such student on applicable University and federal laws relating to unlawful discrimination (including harassment).

8. Sonoma State University (University) shall be responsible for damages caused by the negligence of its officers, agents and employees occurring in the performance of this event. District shall be responsible for damages caused by the negligence of its officers, agents and employees occurring in the performance of this event. It is the intention of University and School District that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective officers, agents, and employees.

9. All new University credential program admits must present a valid negative TB test, file for a Certificate of Clearance and complete the Legal Seminar requirement prior to beginning the Credential Program and enrolling in participant observation. Proof of a substitute-teaching permit will suffice for Certificate of Clearance and TB requirements.

10. All University students advancing to Full Time Student Teaching, must have a Certificate of Clearance, a valid Negative TB test and documentation of completion of the Legal Seminar requirements on file with University, in the student's record prior to the first day of the semester of Full Time Student Teaching.

Pending no further budget reductions, all District Employed Supervisor (Master Teacher) stipends will be paid at the rate of \$100 per full-time student teacher (10 or more units). Only the following courses will receive stipends:

Program	Course Number	Units	Amount \$
Single Subject	458	12	100.00
Special Education (Mild/Moderate)	465	10	100.00
Special Education (Moderate/Severe)	467	10	100.00
Multiple Subject	482	10	100.00

STATE OF CALIFORNIA

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

SONOMA STATE UNIVERSITY

1801 East Cotati Avenue
Rohnert Park, CA 94928

BY: _____

Jenifer Barnett
Administration and Finance

and

Rincon Valley Union School District
1000 Yulupa Avenue
Santa Rosa CA 95405

BY: _____

TITLE: _____

CERTIFICATION

I, the duly appointed and acting Clerk or Secretary of the Governing Board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meeting of said Board held on _____ (month/day/year)

"It was moved, seconded and carried that the attached contract with Sonoma State University, whereby the University may assign students to the schools in the School District for practice teaching, be approved; and the _____ is hereby authorized to execute the same."

(DISTRICT)

(COUNTY)

By: _____
Clerk, Secretary (strike one) of the Governing Board of the School District

ADDENDUM A

Standard 3: Clinical Practice

A. Organization of Clinical Practice Experiences

The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.

Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

B. Criteria for School Placements

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

C. Criteria for the Selection of Program Supervisors

The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and

should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor)

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

Citation: Preliminary Multiple and Single Subject Credential Program Standards. Commission on Teacher Credentialing Program Handbook. Revised June 22, 2017. Located at:
https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c_2

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE
COUNTY OF SONOMA HUMAN SERVICES DEPARTMENT
AND
RINCON VALLEY UNION SCHOOL DISTRICT
AND
COMMUNITY CHILD CARE COUNCIL OF SONOMA COUNTY**

This Memorandum of Understanding (hereinafter "MOU"), as of July 1, 2018 (hereinafter "Effective Date"), is by and between the County of Sonoma, acting through its Human Services Department (HSD), (hereinafter "County"), Rincon Valley Union School District (hereinafter "District"), and Community Child Care Council of Sonoma County (hereinafter "4Cs").

WHEREAS, District represents that it is a duly qualified school district employing qualified, licensed, and experienced staff who are participating in the County's Road to Early Achievement and Development of Youth (READY) program; and

WHEREAS, 4Cs is contracted with the Sonoma County Office of Education (SCOE) for the procurement of engagement funds/incentives for District staff participating successfully in READY; and

WHEREAS, the parties have a mutual goal of promoting the early achievement and development of children,

Now, therefore, the parties agree as follows:

I. PURPOSE

The Purpose of this MOU is to establish the roles and responsibilities of the parties in the READY program for providing services related to the Kindergarten Student Entrance Profile (KSEP) and Parent Survey.

II. GENERAL PROVISIONS

A. Term of MOU

1. The term of this MOU shall be from July 1, 2018 and continue through June 30, 2019 unless terminated earlier in accordance with the provisions in A.2.
2. Any party may terminate their participation in this MOU by giving the other parties thirty (30) days advance written notice of the effective date of termination.

B. Payment

1. No payment is to be made to 4Cs or District by County.
2. Incentives for District participation in READY will be provided to District in accordance with responsibilities detailed in Section III below.

C. Modification

This MOU may be modified or amended at any time by the mutual written agreement of the parties.

D. Confidentiality

All parties agree to maintain confidentiality of participant information in accordance with all applicable state and federal laws and regulations, including electronic confidentiality.

E. Indemnification

Each party shall indemnify, defend, protect, hold harmless, and release the other, its officers, agents, and employees, from and against any and all claims, loss, proceedings, damages, causes of action, liability, costs, or expense (including attorneys' fees and witness costs) arising from or in connection with, or caused by any act, omission, or negligence of such indemnifying party or its agents, employees, contractors, subcontractors, or invitees. This indemnification obligation shall not be limited in any way by any limitation on the amount or type of damages or compensation payable to or for the indemnifying party under workers' compensation acts, disability benefit acts, or other employee benefit acts. This indemnity provision survives the MOU.

F. Insurance Limits

1. Each party, at its sole expense, shall at all times maintain insurance or self-insure for general liability against personal injury and property damage that may arise from or in connection with their performance of this agreement in the amount not less than one million dollars (\$1,000,000) for any one person injured or killed, two million dollars (\$2,000,000) for injury or death of more than one person, and one million dollars (\$1,000,000) for property damage per occurrence.
2. Each party will name the other party as an additional insured and provide the other parties with a copy of the certificate of insurance and the additional named insured endorsement upon request.
3. Each party, at its sole expense, shall at all times maintain Worker's Compensation Insurance with statutory limits as required by the Labor Code of the State of California and Employers Liability with limits of \$1,000,000 per occurrence.
4. All public liability insurance shall insure performance of the indemnity provisions as set forth in Section IIE of this agreement.

G. Dispute Resolution

If any conflicts or disputes arise between the parties, involved staff shall meet in a timely manner to resolve the conflict or dispute. It is acknowledged by all parties that the purpose of such meeting is to come to a resolution that is in the best interest of all parties.

H. Merger

This writing is intended both as the final expression of the MOU between the parties hereto with respect to the included terms and as a complete and exclusive statement of the terms of the MOU. No modification of this MOU shall be effective unless and until such modification is evidenced by a writing signed by the parties.

III. ROLES AND RESPONSIBILITIES

A. District Responsibilities:

1. Distribute and collect parent surveys from parents of students entering Kindergarten (KG) at the participating schools listed below, aiming for an 80% or higher response rate. Ensure completed surveys are returned to HSD's READY staff for analysis. The survey shall state that all information provided will be disclosed to HSD and 4Cs as part of the READY program.
2. Conduct the Parent Survey and KSEP at the following District Schools:

Austin Creek Elementary	Spring Creek Matanzas School
Binkley Elementary	Spring Creek Campus
Madrone Elementary	Village Elementary
Sequoia Elementary	Whited Elementary
3. Support KG staff at the schools listed above with the following:
 - a. Ensure KG teachers new to the KSEP attend KSEP training;
 - b. During the first three weeks of school, ensure instructional staff are able to conduct KSEP observations of participating KG students;
 - c. During the fourth week of school ensure staff enter KSEP data into the County-provided online database form; and
 - d. Provide opportunities for KG teachers to review KSEP reports and communicate with one another about challenges and successes of using the KSEP.
4. Provide HSD READY staff with the opportunity to provide updates to the school staff, parent groups, and the District's Board of Education in order to increase understanding of READY's program goals and progress towards meeting goals.
5. Upon obtaining appropriate parent/guardian consent from all participating KG students, provide the following deliverables:
 - a. At the beginning of the 2018-19 school year, District will provide HSD READY staff with a list of teachers and KG students enrolled in Kindergarten classes at the schools listed above.
 - b. District will provide HSD READY staff and KG teachers with an electronic version of the KG student profile data set with fields outlined below
 - i. District Name
 - ii. School Name
 - iii. Student's full name (first, middle, and last)
 - iv. Student date of birth
 - v. State ID number
 - vi. Student home language
 - vii. Student gender
 - viii. Individualized Education Program (IEP) status

- c. District will ensure completed parent surveys are returned to HSD READY staff for analysis aiming for an 80% or higher response rate.
- d. District will ensure completion of the KSEP for all KG students at the schools listed above, and ensure staff enters assessment scores into the County-provided online database form within one week after the end of the observational screening period, as per guidance provided by HSD READY staff. Additionally, the District will document reasons for any KG students not receiving a KSEP assessment.
- e. For KG Teachers to receive an incentive for participation, they must achieve the following outcomes:
 - i. KSEP screening is conducted for all participating KG students in the classroom during the first four weeks of school; and
 - ii. KSEP screening data for all participating KG students is entered into the County-provided online database form by September 14th, 2018.

B. 4Cs Responsibilities:

- 1. Pursuant to the Memorandum of Understanding between the County, SCOE, and 4Cs (#PREE-SCOE-4Cs-READY-1819) regarding engagement funds/incentives for the READY program and upon receipt of a document from the County detailing the number of District's KG teachers who have achieved the outcomes required, 4Cs will procure a Three Hundred Dollar (\$300.00) incentive per KG teacher up to a not-to-exceed total of Five Thousand Seven Hundred Dollars (\$5,700).

C. County Responsibilities:

- 1. Assist with the distribution of incentives to District pursuant to the County Memorandum of Understanding with SCOE and 4Cs (#PREE-SCOE-4Cs-READY-1819).
- 2. Provide KG teachers at the schools listed above with training on how to conduct screening observations using the KSEP.
- 3. Provide KG teachers with technical assistance, as needed, to implement the KSEP.
- 4. Analyze data from the KSEP and parent surveys and present schools and the District with reports and updates, as requested.
- 5. Provide updates to school staff, parent groups, and District Board of Education to increase understanding of READY's program goals and progress towards meeting goals.
- 6. Coordinate with 4Cs to provide services related to the READY program and administration of the KSEP/parent survey engagement funds.

IN WITNESS WHEREOF, the parties hereto have executed this MOU as of the Effective Date.

RINCON VALLEY UNION SCHOOL
DISTRICT

By: _____
Tony Roehrick
Superintendent

Date: _____

HUMAN SERVICES DEPARTMENT

By: _____
Karen Fies
Director, Human Services
Department

Date: _____

COMMUNITY CHILD CARE
COUNCIL

By: _____
Melanie Dodson
Executive Director

Date: _____

APPROVED AS TO SUBSTANCE

By: _____
Oscar Chavez,
Assistant Director, Human
Services Department

Includes Purchase Orders dated 05/01/2018 - 06/01/2018

Board Meeting Date 6/12/18

PO Number	Vendor Name	Loc	Description	Order Amount
P18-01034	Amazon	RVP	DIS Office equipment update	1,981.52
P18-01148	AAA Educational Solutions	District Office	Village School-Furniture	52,686.69
P18-01171	Hangsafe Hooks	District Office	coat hooks for Village School	692.90
P18-01172	FASTSIGNS Of Sonoma County	M&O	van decals	226.01
P18-01173	High Noon Books	District Office	Home Study Curriculum- EDavis- Apr 2018	116.25
P18-01174	CASBO	District Office	CSAM/SACS CASBO WORKSHOP	65.00
P18-01175	Party, Tents & Events	Whited	6th grade promotion 2018	474.10
P18-01176	FASTSIGNS Of Sonoma County	M&O	staff parkng sign	271.13
P18-01177	Brelje & Race Engineers	District Office	Oak Park Land Surveying	15,000.00
P18-01178	Emily Davis	District Office	School Photo Shoot 8 campuses	1,500.00
P18-01179	Super Service Plumbing	M&O	Problem with staff bathroom	523.11
P18-01180	Amazon	Matanzas	Radios for each classroom	259.61
P18-01181	Amazon	Whited	Replacement bulbs for overhead projectors	56.22
P18-01182	Amazon	Whited	Books for Mrs. Frey	31.18
P18-01183	Accurate Forklift Inc	M&O	battery replacement on forklift	1,678.03
P18-01184	Amazon	Sequoia	Brooklyn Staff	257.71
P18-01185	California Geological Survey	District Office	Village New Solar car canopies for parking lot	3,600.00
P18-01186	California Financial Services	District Office	Capital Facilities Mgmt-Bond	17,000.00
P18-01187	Benchmark Home Elevator	M&O	Chair lift innsections 2 yr. contract.	2,090.00
P18-01188	CASBO	District Office	CSAM/SACS CASBO WORKSHOP	65.00
P18-01189	Amazon	District Office	Kitchen items	76.77
P18-01190	Amazon	RVP	Safety gate for Spring Creek Clasroom	149.90
P18-01191	Drapery Concepts	M&O	Shades for AC Library	3,220.00
P18-01192	Sun Light & Power	District Office	Design & Install of Solar/Photovoltaic System	688,155.00
P18-01193	Pearson Education	District Office	CELF-5 examiner manual Sarah-Maye	176.75
P18-01194	Amazon	Whited	Replacement battery for Library	42.04
P18-01195	Academic Therapy Publications	District Office	SLDT-E:NU	49.82
P18-01196	University of Norte Dame Engl ish as a New Language	District Office	Purchase order for St. Eugene's	2,350.00
P18-01197	Lou Saare Body Shop	TRNSP	Van repair	5,440.12
P18-01198	Discovery Education	District Office	RVCS-Seq: DE Science Bundle License 2017-18	895.00
P18-01201	Sonoma County Office Of Educ	District Office	Supplemental Time Sheets	275.00
P18-01202	AJ Printing & Graphics Inc	District Office	2017/18 Spring Chalkboard	1,483.02
P18-01204	Schultz Bros Van & Storage Inc	M&O	Move Village Classrooms	14,702.49
P18-01205	New Directions	District Office	NPS Contract 17/18	3,592.77
P18-01206	Precision Wireless Service	Whited	Walkie Talkies for Office and Custodian	325.88
P18-01207	Frontline Placement Technologi es Inc	District Office	18/19 Teacher Sub Calling Service	6,315.39
P18-01208	Sonoma County Office Of Educ	Village	Brown CUM files	19.01
P18-01209	Bellevue Union School District	District Office	2017/18 RVP ADA Revenue Refund	739.00
P18-01210	Bennett Valley Union School	District Office	2017/18 RVP ADA Revenue Refund	25,114.00
P18-01211	Mark West Union School Dist	District Office	2017/18 RVP ADA Revenue Refund	42,371.00
P18-01212	Piner-Olivet U.S.D.	District Office	2017/18 RVP ADA Revenue Refund	65,268.00
P18-01213	Roseland School District	District Office	2017/18 RVP ADA Revenue Refund	68,961.00
P18-01214	Wright School District	District Office	2017/18 RVP ADA Revenue Refund	106,027.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Includes Purchase Orders dated 05/01/2018 - 06/01/2018

Board Meeting Date 6/12/18

PO Number	Vendor Name	Loc	Description	Order Amount
P18-01215	Santa Rosa City School Dist	District Office	2017/18 RVP ADA Revenue Refund	59,628.00
P18-01216	School Annual Publishing	Austin Creek	2016/17 Yearbook Amount Due	3,676.61
P18-01217	Educational Testing Service	District Office	CAASPP Score reports- parent address- May 2018	466.40
P18-01218	Creative Builders	M&O	Repair Burn in Turf	480.00
P18-01219	Party, Tents & Events	RVCS Mat	8th grade promotion	335.00
P18-01220	CDW Government Inc	District Office	Monitor Riser For Debbie Takeda	331.56
P18-01221	Origo Education	Sequoia	Math Curriculum SDC	3,959.34
Total Number of POs			50	Total 1,203,200.33

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	35	705,279.10
03	Spring Creek/Matanzas Charter	1	259.61
04	Village Charter School	1	254,000.00
05	Whited Charter School	5	929.42
09	Rincon Valley Charter School	2	1,011.25
13	Cafeteria Fund	1	76.77
21	Building Fund	4	87,989.18
40	Special Reserve-capital Outlay	3	153,655.00
Total			1,203,200.33

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Checks Dated 05/01/2018 through 06/01/2018

Check Number	Check Date	Pay to the Order of	Check Amount
1638254	05/02/2018	Teresita Purugganan	93.83
1638255	05/02/2018	Debbie Perry	35.00
1638256	05/02/2018	Jennie M. Harriman	614.63
		Unpaid Tax	53.01
		Expensed Amount	667.64
1638257	05/02/2018	Carol Digitale	62.96
1638258	05/02/2018	Lisa K. Calderon	539.04
1638259	05/02/2018	Emily L. Davis	182.15
1638260	05/02/2018	Samantha M. Tuor	68.23
1638261	05/02/2018	Susan E. Sipe	72.61
1638262	05/02/2018	360 Degree Customer Inc	8,106.00
1638263	05/02/2018	AAA Award	360.00
		Unpaid Tax	31.05
		Expensed Amount	391.05
1638264	05/02/2018	Academic Therapy Publications	209.13
1638265	05/02/2018	Accurate Label Designs Inc	81.95
		Unpaid Tax	7.07
		Expensed Amount	89.02
1638266	05/02/2018	AJ Printing & Graphics Inc	744.52
1638267	05/02/2018	AT&T	880.43
1638268	05/02/2018	California Academy of Sciences	287.60
1638269	05/02/2018	Camp Sea Lab	3,044.25
1638270	05/02/2018	CDW Government Inc	4,911.61
1638271	05/02/2018	Classroom Safari	900.00
1638272	05/02/2018	Cooper, Tracy	100.00
1638273	05/02/2018	Courtney, Sandra	100.00
1638274	05/02/2018	DeVeney, Andrew	1,700.00
1638275	05/02/2018	Dharma Trading Co	72.22
1638276	05/02/2018	Economy Lock & Key Inc	424.81
1638277	05/02/2018	Elif Myers	100.00
1638278	05/02/2018	Environmental Discovery Center	300.00
1638279	05/02/2018	Flying Angels Gymnastics	400.00
1638280	05/02/2018	Friedman Bros Hardware Inc	185.96
		Unpaid Tax	.86
		Expensed Amount	186.82
1638281	05/02/2018	Horizon	99.61
1638282	05/02/2018	Rebounderz-Rohnert Park	882.66
1638283	05/02/2018	Rincon Valley Yard & Garden	7.39
1638284	05/02/2018	Rohnert Park Gymnastics	397.50
1638285	05/02/2018	Sac-Val Janitorial Supply	11,175.12
1638286	05/02/2018	Safari West	1,515.00
1638287	05/02/2018	San Carlos Cinemas, Inc.	550.00
1638288	05/02/2018	Siegle, Meher	100.00
1638289	05/02/2018	Sign-a-Rama	192.18
1638290	05/02/2018	Suki Winship	320.00
1638291	05/02/2018	Terah McIntosh	100.00
1638292	05/02/2018	Tri-Counties Officials Assn	1,500.00
1638293	05/02/2018	W.W. Grainger Inc	133.89

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 05/01/2018 through 06/01/2018

Check Number	Check Date	Pay to the Order of	Check Amount
1638294	05/02/2018	Wikiup Tennis & Swim Club Inc	682.50
1638295	05/02/2018	Wikiup Tennis & Swim Club Inc	900.00
1638296	05/02/2018	Wikiup Tennis & Swim Club Inc	465.00
1638297	05/02/2018	Wikiup Tennis & Swim Club Inc	480.00
1639133	05/04/2018	Accurate Forklift Inc	1,678.03
1639134	05/04/2018	Arntz Builders Inc	621,466.21
1639135	05/04/2018	Arntz Builders Inc	453,127.67
1639136	05/04/2018	Benchmark Home Elevator	2,090.00
1639137	05/04/2018	Best Best & Krieger LLP	47.51
1639138	05/04/2018	California Financial Services	4,250.00
1639139	05/04/2018	California Geological Survey	3,600.00
1639140	05/04/2018	CDW Government Inc	2,284.45
1639141	05/04/2018	Division Of State Architect	17,993.65
1639142	05/04/2018	Dunham, Troy	225.00
1639143	05/04/2018	FASTSIGNS Of Sonoma County	497.14
1639144	05/04/2018	Flyers Engery LLC	869.73
1639145	05/04/2018	Hangsafe Hooks	637.88
			Unpaid Tax 55.02
			Expensed Amount 692.90
1639146	05/04/2018	Dan Hardin Architect Inc	160.00
1639147	05/04/2018	Izzy Conterras	100.00
1639148	05/04/2018	Les Schawb Tire Center	319.66
1639149	05/04/2018	M3D	107.04
			Unpaid Tax 9.23
			Expensed Amount 116.27
1639150	05/04/2018	Mansell, Bruce C	8,460.00
1639151	05/04/2018	Office Depot	4,810.22
1639152	05/04/2018	Albertsons/Safeway Inc	218.02
1639153	05/04/2018	Sage Renewables	32,124.98
1639154	05/04/2018	Sonoma County Office Of Educ	475.00
1639155	05/04/2018	Super Service Plumbing	523.11
1639156	05/04/2018	Tag-Ams Inc	86.00
1639157	05/04/2018	Tru Scan Fingerprint Services	242.00
1639932	05/09/2018	Teresita Purugganan	64.44
1639933	05/09/2018	Sarah A. Mones Friedman	595.97
1639934	05/09/2018	Sandra Champie	168.45
1639935	05/09/2018	Stefan Stehling	10.35
1639936	05/09/2018	Rebecca S. Lacefield	16.35
1639937	05/09/2018	Jessica M. Boelter	50.55
1639938	05/09/2018	Sasha Cave	12.54
1639939	05/09/2018	CCC Events Center for the Collaborative	90.00
1639940	05/09/2018	Creative Ceramics	834.84
1639941	05/09/2018	Fitzgerald, Kathleen	100.00
1639942	05/09/2018	Illuminate Education Inc	3,000.00
1639943	05/09/2018	Pacific Gas & Electric	46,033.45
1639944	05/09/2018	Sodexo American Inc &	67,990.75
1639945	05/09/2018	Wild Oak Saddle Club Inc	958.40
1639946	05/09/2018	Zions First National Bank	115,632.39

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Checks Dated 05/01/2018 through 06/01/2018

Check Number	Check Date	Pay to the Order of	Check Amount
1641552	05/16/2018	Teresita Purugganan	76.22
1641553	05/16/2018	Jill Stewart	37.71
1641554	05/16/2018	Asia S. Teixeira	35.43
1641555	05/16/2018	Deborah Perry	80.77
			Unpaid Tax 6.97
			Expensed Amount 87.74
1641556	05/16/2018	Kristin Thornton	38.89
1641557	05/16/2018	Candace Corwonski	423.91
1641558	05/16/2018	All City Management	4,370.40
1641559	05/16/2018	Anova Education And Behavior	38,373.33
1641560	05/16/2018	AT&T	990.88
1641561	05/16/2018	Bus West LLC	953.53
1641562	05/16/2018	Center for Educational	2,775.00
1641563	05/16/2018	City Of Santa Rosa	7,379.95
1641564	05/16/2018	Country Linen Service	691.60
1641565	05/16/2018	Discovery Education	895.00
1641566	05/16/2018	Discovery Office Systems	7,296.15
1641567	05/16/2018	Discovery Office Systems	149.75
1641568	05/16/2018	Discovery Office Systems	689.13
1641569	05/16/2018	Discovery Office Systems	395.29
1641570	05/16/2018	Discovery Office Systems	843.38
1641571	05/16/2018	Discovery Office Systems	5,431.25
1641572	05/16/2018	Global Materials Recovery Serv	213.08
1641573	05/16/2018	Hitmen Termite & Pest Control Inc	1,019.99
1641574	05/16/2018	Home Depot Credit Services	573.26
1641575	05/16/2018	Lou Saare Body Shop	5,440.12
1641576	05/16/2018	Mobile Modular Mgmt Corp	84.29
1641577	05/16/2018	Montecito Hardware	204.79
1641578	05/16/2018	New Directions	3,307.50
1641579	05/16/2018	Pacific Gas & Electric	9,256.88
1641580	05/16/2018	Protel Communications Inc	299.00
1641581	05/16/2018	Ready Refresh by Nestle	75.79
1641582	05/16/2018	Rincon Valley USD- Matanzas	250.00
1641583	05/16/2018	Sodexo American Inc &	243.64
1644173	05/25/2018	Robert Leonhardt	29.83
1644174	05/25/2018	Deborah Perry	14.06
1644175	05/25/2018	Alison H. Smith	547.49
1644176	05/25/2018	Jeannie Behr	376.73
			Unpaid Tax 32.49
			Expensed Amount 409.22
1644177	05/25/2018	Alicia De La Cruz	22.96
1644178	05/25/2018	Susan E. Sipe	59.97
1644179	05/25/2018	All for Kidz	2,646.00
1644180	05/25/2018	Custom Ink	367.50
			Unpaid Tax 31.70
			Expensed Amount 399.20
1644181	05/25/2018	Demco	2,277.82
1644182	05/25/2018	Fagen Friedman & Fulfro	340.00

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 05/01/2018 through 06/01/2018

Check Number	Check Date	Pay to the Order of	Check Amount
1644183	05/25/2018	Flying Angels Gymnastics	365.00
1644184	05/25/2018	Hazelig, Robert	325.00
1644185	05/25/2018	Language People	173.98
1644186	05/25/2018	Mystery Science Inc	499.00
1644187	05/25/2018	Ngo, Yen	500.00
1644188	05/25/2018	Now Interpreters Inc	390.00
1644189	05/25/2018	Porter, Mickey	450.00
1644190	05/25/2018	Refrigeration Supplies Distrib	81.23
1644191	05/25/2018	Rossi, Emily	80.00
1644192	05/25/2018	Scholastic Book Fairs-13	2,725.22
1644193	05/25/2018	Scholastic Book Fairs-13	3,999.96
1644194	05/25/2018	Scholastic Book Fairs-13	2,958.78
1644195	05/25/2018	School Garden Network	125.00
1644196	05/25/2018	Sodexo American Inc &	191.55
1644197	05/25/2018	Sonoma County Office Of Educ	47,500.00
1644198	05/25/2018	State Of California	160.00
1644199	05/25/2018	TargetSuccess Inc	433.00
1644200	05/25/2018	Verizon Wireless	269.72
1644201	05/25/2018	Andrew W. Darrow	1,051.00
1644202	05/25/2018	Kristin Thornton	75.33
1644203	05/25/2018	Mathew A. Roehrick	89.93
1644204	05/25/2018	Karen H. Caskey	683.70
1644205	05/25/2018	Westamerica Bank Trust Dept	7,847.84
1644206	05/25/2018	Business Card	301.03
1644207	05/25/2018	Business Card	583.55
1644208	05/25/2018	Business Card	81.61
1644209	05/25/2018	Business Card	84.95
1644210	05/25/2018	Business Card	519.19
1644211	05/25/2018	Business Card	767.09
1644212	05/25/2018	California's Valued Trust	29,138.69
1644213	05/25/2018	DK Embroidery	455.38
			Unpaid Tax 2.11
			Expensed Amount 457.49
1644214	05/25/2018	Gateway Learning Group	11,533.61
1644215	05/25/2018	Jostens Inc	2,338.15
1644216	05/25/2018	Lattice Education Services	6,337.41
1644217	05/25/2018	MetLife Small Market	985.43
1644218	05/25/2018	North Valley Schools Inc	3,373.35
1644219	05/25/2018	Restorative Resources	100.00
1644220	05/25/2018	Sonoma County Office Of Educ	846.00
1645452	06/01/2018	Elizabeth Ackerman	35.75
1645453	06/01/2018	Maria G. Rivas	160.88
1645454	06/01/2018	Robert Leonhardt	27.98
1645455	06/01/2018	Kelly Ryan-Lister	162.44
1645456	06/01/2018	Diane Corby	30.47
1645457	06/01/2018	Vicki R. Harris	14.39
1645458	06/01/2018	Amy M. Wiese	112.08
1645459	06/01/2018	Ellen S. Featherly	29.71
1645460	06/01/2018	Julianne V. Hendricks	26.92

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.

ESCAPE ONLINE

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Checks Dated 05/01/2018 through 06/01/2018

Check Number	Check Date	Pay to the Order of	Check Amount
1645461	06/01/2018	Jay J. Juhl	77.50
1645462	06/01/2018	Kathryn A. Westrich	356.56
1645463	06/01/2018	Tahryn Anderson	23.00
1645464	06/01/2018	Beth A. Acosta	539.82
1645465	06/01/2018	Claire S. Urquhart	42.33
1645466	06/01/2018	Annette Ceballos	51.44
1645467	06/01/2018	Joan M. Boyce	357.50
1645468	06/01/2018	Daniel P. Albert	62.35
1645469	06/01/2018	Ana C. Mojica Castro	44.47
1645470	06/01/2018	360 Degree Customer Inc	16,047.50
1645471	06/01/2018	Air & Water Sciences	622.50
1645472	06/01/2018	American Storage	460.00
1645473	06/01/2018	Anova Education And Behavior	26,090.83
1645474	06/01/2018	Aramark Uniform Services	1,074.69
1645475	06/01/2018	At Home Nursing	1,499.08
1645476	06/01/2018	Bus West LLC	593.56
1645477	06/01/2018	CASBO	65.00
1645478	06/01/2018	CDW Government Inc	331.56
1645479	06/01/2018	City Electric Supply	640.50
1645480	06/01/2018	Dannis Woliver Kelley	8,688.00
1645481	06/01/2018	Discount Best Blinds-SP	430.00
1645482	06/01/2018	Economy Lock & Key Inc	235.79
1645483	06/01/2018	Friedman Bros Hardware Inc	639.75
1645484	06/01/2018	Hardware Tech Inc	60.00
1645485	06/01/2018	Hitmen Termite & Pest Control Inc	2,017.84
1645486	06/01/2018	Horizon	63.06
1645487	06/01/2018	Kelly-Moore Paint Company Inc	668.38
1645488	06/01/2018	LACO Associates	868.50
1645489	06/01/2018	LACO Associates	3,911.25
1645490	06/01/2018	Lattice Education Services	18,135.98
1645491	06/01/2018	Pacific Gas & Electric	13,027.27
1645492	06/01/2018	Paradigm Health Services LLC	8,978.33
1645493	06/01/2018	Pioneer Electric & Telecom Inc	4,752.00
1645494	06/01/2018	Red Light Learning	122.50
1645495	06/01/2018	Sac-Val Janitorial Supply	3,367.56
1645496	06/01/2018	Sage Renewables	2,100.12
1645497	06/01/2018	Sequoia Landscape Materials	49.00
1645498	06/01/2018	Sodexo American Inc &	147.13
1645499	06/01/2018	Stanroy Music Center	241.69
1645500	06/01/2018	TPx Communications	947.94
1645501	06/01/2018	United Parcel Service	109.10
1645502	06/01/2018	W.W. Grainger Inc	1,449.85
1645503	06/01/2018	Wibe, Bodil	5,445.00
Total Number of Checks			216
			1,790,065.36

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	166	422,836.12

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.

ESCAPE

ONLINE

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Checks Dated 05/01/2018 through 06/01/2018

Check Number	Check Date	Pay to the Order of	Check Amount
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Fund Recap

Fund	Description	Check Count	Expensed Amount
02	Binkley Charter School	6	1,488.31
03	Spring Creek/Matanzas Charter	7	2,928.23
04	Village Charter School	2	2,394.51
05	Whited Charter School	16	4,021.63
09	Rincon Valley Charter School	9	4,507.54
12	Child Development Fund	6	667.11
13	Cafeteria Fund	1	67,990.75
21	Building Fund	9	1,121,525.12
25	Capital Facilities Fund	1	115,632.39
40	Special Reserve-capital Outlay	6	46,303.16
Total Number of Checks		216	1,790,294.87
Less Unpaid Tax Liability			229.51
Net (Check Amount)			1,790,065.36

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.

ESCAPE ONLINE

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

Meeting Date: June 12, 2018
Agenda Item: Information Item 11.1a
Subject: ELA/Math Report
Submitter: Dr. Terry Metzger, Assistant Superintendent, Curriculum

Background: Included in the Board packet are the end-of-year results for our local benchmark assessments. For ELA, this includes DIBELS and STAR Reading. For Math we are reporting student achievement on the End of Module (EOM) assessments.

Highlights: In ELA, student achievement is showing moderate gains, especially for English learners. What the “met benchmark” DIBELS results don’t show is that 40% of our English learners moved from “well below benchmark” to “below benchmark.” In Math, student performance in grades 1-2 was very strong. Almost every second grade teacher was able to finish the entire program and other grades got further along than previous years.

Challenges: For many of our English learners, scoring well on STAR Reading is a huge struggle. Our EL Coordinator worked with intermediate/middle school teachers and EL Assistants to provide more directed and consistent reading practice and we did see gains for specific students. We continue to have concerns about math performance in grades 5-8, overall and for our ELs.

Next Steps: Our Year 2 *Benchmark Advance* summer trainings are underway and support a deeper implementation of the program, including Integrated and Designated ELD.

We are working over the summer and in the fall with two math trainers. One is focusing on how to maximize the *ENY Math* program components for student learning and the other is focusing on assessment, planning, and student error analysis. Middle school teachers and administrators are actively examining four math programs and will likely select two to pilot in the fall.

Attachments: End of Year 2017-18 ELA and Math Reports

Fiscal Impact: None at this time, but there will be a cost to pilot new middle school Math materials

Recommendation: For discussion only

End of Year 2017-18
English Language Arts
Percent of Students Meeting Benchmark

District Results by Grade

	DIBELS	STAR Rdg
K All	67	--
K EL	39	--
K ED	46	--
1 All	73	--
1 EL	58	--
1 ED	67	--
2 All	74	77
2 EL	35	28
2 ED	63	61
3 All	--	75
3 EL	--	29
3 ED	--	61
4 All	--	75
4 EL	--	28
4 ED	--	61
5 All	--	62
5 EL	--	28
5 ED	--	61
6 All	--	59
6 EL	--	8
6 ED	--	50
7 All	--	67
7 EL	--	10
7 ED	--	51
8 All	--	77
8 EL	--	40
8 ED	--	72

School Results

	DIBELS			STAR Rdg
	K	Gr 1	Gr 2	Gr 2-8
Austin Creek All	79	84	95	85
Austin Creek EL	40	63	100	44
Austin Creek ED	55	67	80	79
Binkley All	60	63	75	67
Binkley EL	36	50	0	25
Binkley ED	41	60	59	56
Madrone All	79	93	59	70
Madrone EL	57	100	29	31
Madrone ED	71	91	50	61
SC-Mtz All	48	69	64	63
SC-Mtz EL	29	56	0	18
SC-Mtz ED	31	68	52	58
Sequoia All	79	75	85	77
Sequoia EL	33	67	--	37
Sequoia ED	57	67	100	66
Village All	50	63	67	66
Village EL	10	54	33	20
Village ED	25	58	67	59
Whited All	73	64	83	68
Whited EL	56	52	75	46
Whited ED	60	60	78	62
RVCS-M All	--	--	--	71
RVCS-M EL	--	--	--	14
RVCS-M ED	--	--	--	60
RVCS-S All	--	--	--	74
RVCS-S EL	--	--	--	25
RVCS-S ED	--	--	--	68

2017-18 LCAP ELA Goals ("Percent Met Standard" on CAASPP):

Gr 3 All 70
Gr 3 EL 40
Gr 3 ED 60

EOY STAR District Wide:

ALL 70
EL 24
ED 60

2017-18
Mathematics, End of Module Assessments
Percent of Students Meeting Benchmark (80% correct)

District Results by Grade

	EOM 1	EOM 2	EOM 3	EOM 4	EOM 5	EOM 6	EOM 7	EOM 8
K All	--	--	--	--	--	--		
K EL	--	--	--	--	--	--		
K ED	--	--	--	--	--	--		
1 All	66	65	60	74	86	*		
1 EL	47	42	23	60	76	*		
1 ED	59	59	51	68	82	*		
2 All	53	67	77	68	69	80	75	67
2 EL	35	40	51	48	41	57	41	42
2 ED	49	56	63	57	56	75	66	62
3 All	59	50	66	61	65	58	*	
3 EL	20	12	45	35	42	23	*	
3 ED	48	40	60	53	59	50	*	
4 All	29	38	40	43	35	45	*	
4 EL	11	17	12	16	6	21	*	
4 ED	23	33	31	34	26	35	*	
5 All	10	17	36	28	20	*		
5 EL	0	0	17	4	5	*		
5 ED	9	15	32	20	9	*		
6 All	32	35	40	19	*	*		
6 EL	5	14	10	3	*	*		
6 ED	23	28	32	11	*	*		
7 All	27	43	27	23	*	*		
7 EL	0	10	0	0	*	*		
7 ED	22	30	16	24	*	*		
8 All	27	23	48	33	6	5	*	
8 EL	0	0	20	0	0	0	*	
8 ED	16	23	31	18	5	3	*	

2017-18 LCAP Math Goals ("Percent Met Standard" on CAASPP):

All 55
 EL 55
 ED 35

*less than 50% of students completed this assessment

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

Meeting Date: June 12, 2018

Agenda Item: Information Item 11.1b

Subject: EL Report

Submitter: Dr. Terry Metzger, Assistant Superintendent, Curriculum

Background: This year we administered the summative English Language Proficiency Assessments for California (ELPAC) for the first time. 383 RVUSD English learners participated in the spring administration of the assessment. 63 ELs (including 18 who are in special education) were reclassified this year and therefore did not have to take the ELPAC.

Highlights: Kudos to our Support Coordinator team, led by Janet Pawlan and Hilary Kjaer, who mobilized teams of credentialed teachers and interventionists to administer the assessments district-wide. We completed testing before spring break and the results arrived the last week of school.

Challenges: We are learning the new assessment and how to interpret the results. Criteria has not yet been established for using the results of this assessment for reclassification purposes. We expect state regulations in the fall.

Analysis: ELPAC Overall scores range from a low of 1 to a high of 4. There are no labels for the performance bands yet. Of the 383 test takers,

Performance Band	Number	Percent
4 (high)	147	38%
3	129	34%
2	76	20%
1 (low)	31	8%

Next Steps: We will examine the ELPAC results in comparison to CAASPP (SBAC) results, cautiously using prior CELDT results to help us make sense of how our ELs are performing in both language acquisition and academic achievement.

In addition to learning how to interpret and use the results of the ELPAC, we will need to update our English Learner Master Plan next year to include new tests and new state laws and regulations. This will be the first significant revision to the EL Master Plan since 2012.

Attachments: None

Fiscal Impact: None

Recommendation: For discussion only

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

Meeting Date: June 12, 2018

Agenda Item: Information Item 11.1c

Subject: Technology

Submitter: Dr. Terry Metzger, Assistant Superintendent, Curriculum

Background: This spring, the District Curriculum Committee recommended that the district survey teachers about their instructional technology needs before making a decision about purchases for 2018-19. We completed that survey at the end of April and have put together an order based on the response, as well as conversations with cabinet, administrators, and the tech department.

Highlights: For 2018-19 we will have a 1:1 student to device ratio in grades 3-8. In grades K-2, we will have a 3:1 student to device ratio. Students in grades 2-8 will use Chromebooks and we are looking at a couple of devices for grades K and 1. Kindergarten teachers overwhelmingly want touch devices with no keyboard, while first grade teachers are almost evenly split between touch devices and Chromebooks. We are looking for devices that best serve the needs of the classroom.

Challenges: The transitions in the business, technology, and curriculum offices mean that there are many opportunities for things to fall through the cracks. We are all trying to keep good notes and records so that deployment of the devices will go as scheduled. We are considering some summer tech help for July/early Aug.

Next Steps: We have scheduled additional/refresher professional development for the instructional software/programs we use (Google Suite, Lexia, MobyMax, Typing Agent, etc) so that teachers can efficiently provide practice time or present meaningful lessons using the technology that is available to them.

Attachments: None

Fiscal Impact: ~ \$250K from reserves

Recommendation: For discussion only

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

Meeting Date: June 12, 2018

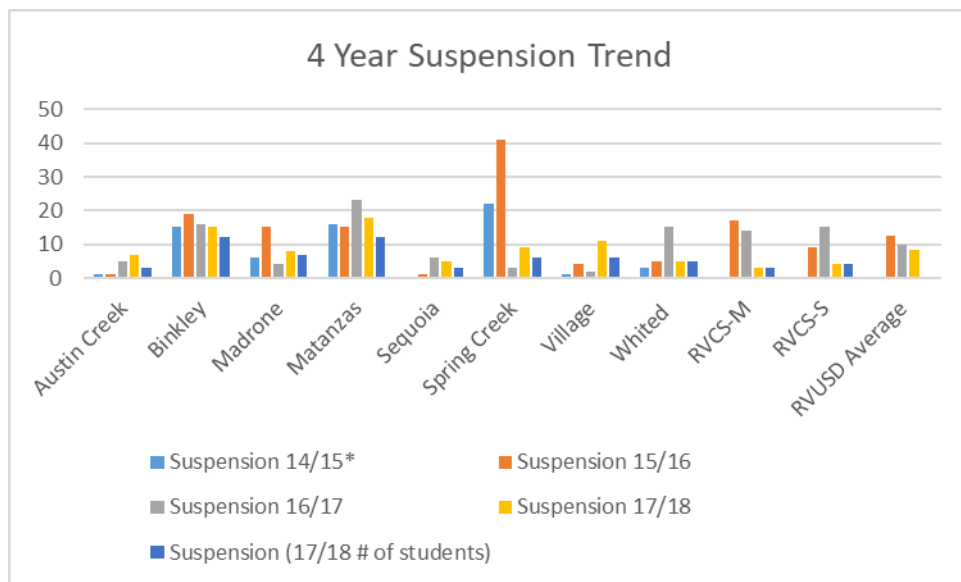
Agenda Item: Information Item 11.2a

Subject: Student Discipline

Submitter: Mrs. Cathy Myhers, Assistant Superintendent, Student Services

Background: This year the District formed a Behavior Committee to review the Social Emotional Learning Programs that are being used and to identify ways to better support students and teachers with student behavioral challenges. The Committee will continue to meet in order to create an In-School Suspension Program.

Highlights: The Committee was able to come up with a plan and system of support. Information on the process for getting support will be shared with staff in August. The overall number of incidents of Suspension have decreased as we have used restorative practices and other means of intervention. Additional information had been requested on the number of students per site in relation to the number of incidents, as some students may have been involved in more than one incident. The final bar on the graph below, indicates the number of students who were involved in the number of incidents listed. (Example- Austin Creek, had 7 incidents of suspension this year with 3 different students.



The * on the 14/15 school year, is a reminder that incidents were not documented consistently during that school year.

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

- Challenges:** Supporting the needs of all students within a classroom, continues to be the biggest challenge. When determining a consequence for a behavior, teachers and principals must choose a consequence that will reduce the probability of the behavior happening again. This takes time and an understanding of the student.
- Analysis:** Suspension rates continue to fluctuate with an overall decrease across the district. Data on the number of individual student involved is being monitored in addition to the total number of incidents.
- Next Steps:** Next steps include- Implementing the Social Emotional Learning Programs consistently to build student skills. Creating an In-School Suspension Program for students. All Principals will be trained in Restorative Conferencing as an additional way to decrease out of school suspensions.
- Attachments:** Steps of Behavioral Support-Flow Chart
- Fiscal Impact:** None at this time
- Recommendation:** For discussion only

STEPS OF BEHAVIORAL SUPPORT

TIER 1 ALL STUDENTS

- **Step 1 -- Implement all Tier 1 interventions with fidelity**
 - Kimochis (TK – Grade 3)
 - Restorative Practices (Grades 4 – 8)
 - Time to Teach (Grades TK – 8; *explicit instruction of behavioral expectations*)
 - Playworks (Grades TK – 8; *provides organized and structured recess activities*)
- **Step 2 -- Submit a “Help Form”**
 - Submit “Help Form” early while collecting behavioral data
 - Team consultation (e.g. record review, observation from a specialist)
 - Collaboration with peers

TIER 2 SMALL GROUPS OF STUDENTS (Site staff)

- **Step 3 -- A Multi-Tiered Systems of Support (MTSS) meeting will be held**
 - MTSS team will create a plan of action for the student
 - Plan will include measurable steps/goals
 - Plan will include classroom and small group intervention
 - Parental involvement will be part of the MTSS team meeting process
- **Step 4 -- Implement the plan for a minimum of 3 – 4 weeks**
- **Step 5 -- Continue to meet and review student progress with data**

TIER 3 TARGETED, Individual student supports and expanded staff support.

- **Step 6 -- Psychologist collaborates with general education teacher to create an individualized behavior plan**
 - Support is provided to teach the student and collect behavioral data
- **Step 7 -- Psychologist submits request to have a behaviorist become involved in the case**
 - Behaviorist reviews behavior plan and makes necessary changes

Goal: to develop the social and academic skills of ALL students

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

Meeting Date: June 12, 2018

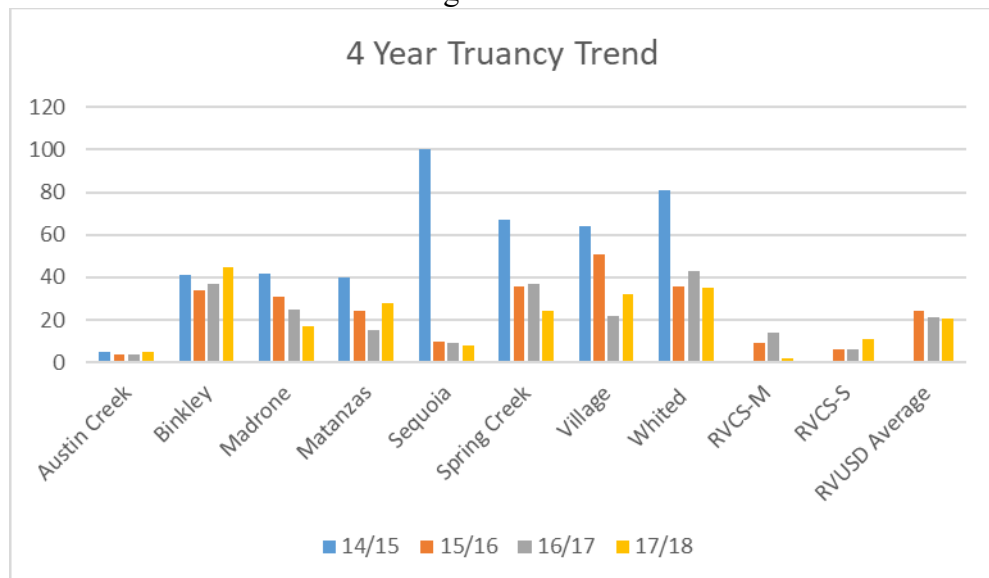
Agenda Item: Information Item 11.2b

Subject: Student Attendance

Submitter: Mrs. Cathy Myhers, Assistant Superintendent, Student Services

Background: The Rincon Valley School District's attendance trend has remained positive. School Counselors, Office Staff and Principals have all worked together to help parents understand the importance of consistent school attendance. This year, schools began to track students who left school early, as leaving school early (30 minutes or more) is the same as arriving to school late. These "Early Outs" were not counted in the data below, as it is a new data point for us this year and families are still being educated on the change.

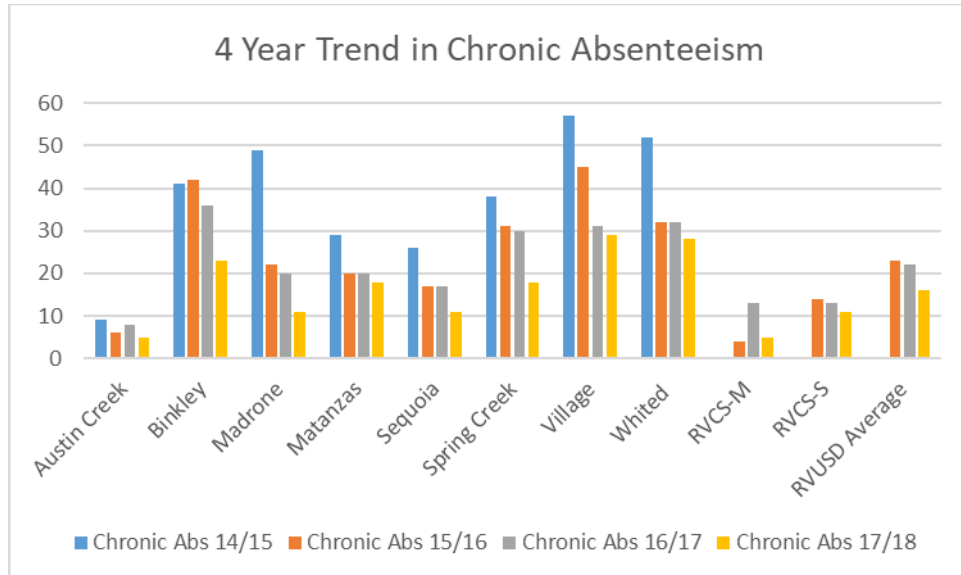
Highlights: The District has maintained strong attendance.



Truancy is defined as having a combination of 5 or more unexcused absences and unexcused tardies of more than 30 minutes.

The impact of the October Wildfires will continue to be monitored. Data from the 17/18 school year, should be used with caution, as we know that there were families who missed school days, beyond the time when schools were closed. Despite the impact of the wildfires, school attendance has stayed strong.

Rincon Valley Union School District
Board of Trustees
Agenda Item Summary



In addition to truancy, site teams continue to monitor Chronic Absenteeism. Chronic Absenteeism is described as missing 10% or more of a school year for any reason. With parent education as a focus, we have continued to see a decline in family vacations during the school year and a continued reduction in student absences.

Challenges:

The challenges this year, have been primarily around supporting families after the wildfires. Students have moved and been in temporary housing, all of which impacted their ability to attend school regularly. At the end of the school year, we believe that most families were stabilized, and that some will be leaving the area over the summer.

Analysis:

Through the monitoring of student attendance, 13 students were placed on SARB contracts this school year. That is one more than was referred to SARB last year. Three families were referred to the District Attorney's Office this year for SARB contract violations.

Next Steps:

Next steps include continuing to monitor student attendance and working with parents. Counselors will host a Kinder Parent workshop in the fall, where they will share information on school attendance, in addition to information on how parents can navigate the school system.

Attachments:

None

Fiscal Impact:

None at this time

Recommendation:

For discussion only

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

Meeting Date: June 12, 2018

Agenda Item: Information Item 11.3

Subject: District Director of Technology Position

Submitter: Dr. Tony Roehrick, Superintendent

Background: Joe Silveira, the District's Director of Technology, has taken a position in another Sonoma County District. While this presents a tremendous opportunity for Mr. Silveira, it also presents the District with an opportunity to think differently about this position. Our current main responsibility for this position is to "keep the lights on" with regard to our technology infrastructure. This is an important job function. However, we do not have anyone who is leading the district's technology efforts on the instructional side. If we are committed to pushing the integration of technology more deeply into the classrooms; and if we are committed to re-envisioning the computer labs to become multi-media centers that blend creativity, tech-based and communication skills, then we should expand the responsibility for this position to include infrastructure, data management, and instructional technology support and leadership.

Highlights: There are three salary schedules included, those for the current position, one we could model for a classified employee, and one we could model for a certificated employee. Good candidates could come from the classified and certificated pools.

Challenges: The most obvious challenge is our ability to recruit and hire an individual capable of performing the job functions of the proposed job description. However, we should define what we want and then see if such a candidate is available. If we are unable to hire a qualified individual, we could always fall back to our current expectations for the position and repost.

Analysis: N/A

Next Steps: If the Governing Board supports moving in this direction, the next step would be to post the position. We will return the job description, salary schedules, and selected candidate to the Board for approval in August.

Attachments: *Draft Job Description for Director of Learning and Innovation Technology*
Job Description for Director of Technology
2017-18 Supervisory Salary Schedule
2017-18 Director of Fiscal Services Salary Schedule
2017-18 Director of Student Services Salary Schedule

Fiscal Impact: None

Recommendation: For discussion only

DRAFT

Rincon Valley Union School District Job Description

Job Title: Director Of Learning and Innovation Technology
Department: Technology
Reports to: Deputy Superintendent, Business and Assistant Superintendent,
Curriculum and Instruction

Summary:

Under the direction of the Deputy Superintendent Business and in consultation with the Assistant Superintendent Curriculum and Instruction, the Director of Learning & Innovation Technology plans, organizes and directs the district's technological services, digital learning program and data management and analysis. Serves as a technical resource and coordinates technical support for district personnel; Participates and advises amendments to the districts educational technology plan; Designs and implements district professional development for Educational Technology; Coordinates, develops, installs and maintains a variety of software, hardware, and information systems and applications for academic and administrative activities; Trains and supervises the performance of assigned personnel including the creation of training programs and tutorials for staff; Manages district data systems, including the district's student information system and student assessment platform; Designs and implements data automation systems and strategic data analysis of various metrics relating to the district; creates and maintains data management and analysis systems and reports for use in the district strategic plan, Local Control Accountability Plan (LCAP), instructional program design, and related needs.

Essential Duties and Responsibilities:

Student Information Management:

- In coordination with the Curriculum Department, manages the student information system, including the student information system, student data system (assessment system) and any other relevant student databases.
- Oversees the operation of district created benchmarks and trains staff and teachers on any changes to the platform and its function.
- Assists in the coordination of the State CAASPP assessment and Physical Fitness testing.

- Designs and runs various reports analyzing the results of student outcomes using data in local and state databases.

Technology:

- Plans, implements and directs the district's technology services and activities; develops and maintains district technological systems and equipment; within assigned fiscal resources, assures information technology are deployed and available to meet the needs of the district.
- Coordinates, develops and maintains a variety of software and information systems and develops procedures and policies regarding these systems; develops and maintains the Local Area Network (LAN) and Wide Area Network (WAN) for the district. Including managing network monitoring software, programming of switches and routers and managing network service servers.
- Acts as a technological resource and coordinates technological support for all district personnel including: responding to inquiries and support requests from staff; providing technology support, training and reference materials to all district staff; coordinating communication between the district and State and Local government agencies, outside consultants, and vendors in regards to technology and educational technology.
- Makes recommendations to Senior Cabinet in regards to equipment purchases and upgrades necessary to ensure effective implementation of district's education technology goals and maintaining network reliability.
- Generates statistical and narrative reports in regards to current equipment allocation, network resource usage and educational technology trends and makes recommendations based on these reports.
- Plans, organizes and implements long and short-term technology plans and activities designed to enhance assigned programs and services.
- Develops and prepares the annual preliminary budget for the Department; analyzes and reviews budgetary and financial data; controls and authorizes expenditures in accordance with established limitations.
- Provides expertise and training on digital security practices and maintains district digital security policy and guidelines.
- Oversees district electronic programs and efforts, such as electronic locking and camera systems, to ensure safety and security of its facilities.
- Provides automation of database and reporting systems through the use of programming and database tools such as python, javascript, SQL, spreadsheets etc.

DRAFT

Educational Technology:

- Develops audio/visual and written tutorials for teachers and staff on technology in the classroom
- In coordination with Curriculum Department, develops plan integration of educational technology into the classroom
- Provides data analysis of student outcomes to support curricular and district goals for students.
- Creates and delivers training sessions on educational technology to teaching staff
- Works with the curriculum department, principals, and staff to further develop educational technological capabilities to coincide with the current curriculum and implementation of State standards.
- Manages the integration of digital learning into the curriculum by leading staff development sessions.

Other:

- Supports district goals and departments by designing data collection and analysis tools to inform development of the strategic goals of the district.
- Attends district meetings as needed to provide alignment with student educational goals and the district educational technology plan.
- Performs related duties as assigned

Knowledge, Skills and Abilities:

Knowledge of:

- Planning, organization and direction of technology services and activities.
- Installation and maintenance of LAN, WAN and telephone systems.
- Network components including bridges, routers, hubs, and cabling.
- Technical aspects of computer training and support.
- Budget preparation and control.
- Oral and written communication skills.
- Principles and practices of administration, supervision and training.
- Applicable laws, codes, regulations, policies and procedures.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software, including but not limited to Mac OSX and iOS, Windows standard and server editions, and video editing software.
- Programming languages for data automation such as SQL, R, Python, Javascript etc.

DRAFT

Ability to:

- Plan, organize, control and direct district technology services and activities.
- Coordinate, develop, install and maintain a variety of software and information systems and applications for various departments.
- Supervise the performance of assigned personnel.
- Serve as a technical resource and coordinate technical support for district personnel.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines.
- Work independently with little direction.
- Plan and organize work.
- Prepare comprehensive narrative and statistical reports.
- Direct the maintenance of a variety of reports and files related to assigned activities.
- Maintain consistent, punctual and regular attendance.

Education and Experience Required:

- Any combination equivalent to: bachelor's degree with computer-related coursework.
- Minimum three years training or experience in the IT field.
- The following certification(s) are highly desirable:
 - Certified Network Associate (CCNA).
 - Microsoft Certified Solutions Expert (MCSE).
 - Technology Association A+ Certification.
- Multi-subject or Science/Math Single Subject California Teaching credential is highly desirable (Assignment on a salary schedule is dependent on whether or not the employee is certificated).

Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The district encourages persons with disabilities who are interested in employment

in this class and need reasonable accommodation of those disabilities to contact the Human Resources department.

While performing the duties of this job, the employee may lift and/or carry equipment and supplies weighing up to 30 pounds on a routine basis and occasionally lift/carry equipment and supplies weighing up to 75 pounds. Bend, crouch, kneel, crawl, twist, and stoop in confined spaces while installing computer equipment and cables. Push/pull equipment and cables, reaching in all directions. Sit at a desk for extended periods of time.

Compensation:

The individual in this position shall be assigned to the step on the appropriate salary schedule that meets their years of experience in a like or similar position. The salary schedule options are the Classified Director Salary Schedule for non-certificated employees or the Certificated Director Salary Schedule for certificated employees.

Rincon Valley Union School District
Job Description

Job Title: Director of Technology Services
Department: Technology
Reports to: Assistant Superintendent, Business

Summary:

Under the direction of the Assistant Superintendent, Business, the Director of Technology Services shall be responsible to direct, manage, supervise, plan and coordinate the activities and operations of the Technology Department. Provide leadership and guidance in the implementation of district wide educational technology. Create and maintain vision and budgets for the Technology Department that creates an environment in which advanced technology supports all aspects of district business and educational endeavors.

Essential Duties and Responsibilities:

- Maintains communication and works in a collaborative manner with district administrators, principals, and directors to facilitate decision-making and problem solving in the areas of computer and technology services.
- Provides leadership in developing and fulfilling district Technology Plan
- Participate in development and implementation of departmental goals, objectives, policy priorities, standards, and procedures.
- Directs and coordinates staff development in technology.
- Supervises and evaluates all Technology Department personnel.
- Maintains Technology Department budget ensuring efficient program operations and complying with established fiscal guidelines.
- Evaluates hardware and software to ensure suitability, compatibility and economy prior to purchase.
- Coordinates the assessment of current and future technology requirements of the District.
- Directs and helps maintain the District website.
- Serves as network administrator responsible for documentation, backup and restoration, security, virus protection, performance monitoring and user access rights.
- Plans, installs, configures, maintains and updates network or application software including operating systems, security, utilities and file management.
- Maintains software site licenses and supervises proper legal and software usage.

- Works to set standards for technology use for students and instructional staff.
- Creates and maintains staff user accounts.
- Coordinates departmental and district training needs relative to technology.
- Delegates responsibilities and tasks as necessary to ensure highest departmental organization and response to user needs.
- Contributes to the leadership and direction in technology planning, assessment programs, equipment acquisition, applications development, and establishment of standards for hardware and software.
- Prepares bid request, evaluates proposals, and oversees vendor contacts.
- Manages and implements technology grants and related budgets.
- Plans, install, configures, maintains and troubleshoots network hardware including cabling, servers, workstation network interface cards, hubs, tape back-up units, bridges and routers.
- Maintains a variety of records and logs related to installation configurations, inventory, cabling and equipment maintenance and licenses.
- Interfaces with vendors for support of computer hardware and software.
- Coordinates with District/Site Technology committees.
- Coordinates with County Office of Education in technology matters.
- Performs other related duties as assigned.

Qualifications:

Understanding of the technical support needs of a school district as they apply to administration and instruction. Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and control Act.

Knowledge, Skills and Abilities:

- Knowledge of current K-12 instructional practices; principles and techniques of education technology; principles and techniques for project planning, scheduling, and control; broad knowledge of public sector business practices; emerging trends in instructional technology, and management of budgets.
- Detailed knowledge of Windows, Mac, iPad, ChromeBook, Android and other related hardware software.
- Knowledge and experience with Student Information Systems.
- Detailed knowledge of Windows 7, 8, Server 2008, Server 2012, OSX10.6+, OSX Server, iOS 6 +, Chrome OS, Android OS.
- Knowledge and experience with mobile deployments including iPads and Chromebooks.

- Knowledge and experience with Google Apps for Education and Google Management Console.
- Knowledge and experience with Apple Volume Purchasing Program, Apple Configurator and Mobile App Deployments.
- Knowledge and experience with current industry networking systems and connectivity such as Cisco Meraki wireless access point and switches.
- Knowledge of cross platform solutions and cabling strategies.
- Knowledge of principles and procedures of record keeping and computer data back-up methodologies.
- Ability to interpret and implement rules relating to district policies.
- Ability to supervise department staff.
- Ability to establish and maintain cooperative working relationships and to work as part of a team.
- Utilize appropriate professional channels for communicating personal/professional concerns.

Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The district encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Human Resources department.

While performing the duties of this job, the employee may lift and/or carry equipment and supplies weighing up to 30 pounds on a routine basis and occasionally lift/carry equipment and supplies weighing up to 75 pounds. Bend, crouch, kneel, crawl, twist, and stoop in confined spaces while installing computer equipment and cables. Push/pull equipment and cables, reaching in all directions. Sit at a desk for extended periods of time.

Experience and Education:

- Two to five years of directly related experience, including overseeing technology implementation, system development and computer/data processing training.
- Equivalent to completion of Bachelor Degree in computer Science or related field.
- Recent training in systems environments.

RINCON VALLEY UNION SCHOOL DISTRICT
2017-2018 SALARY SCHEDULE
SUPERVISORY

	<u>TRANSPORTATION/AFTER SCHOOL</u>	<u>MAINT. & OPERATIONS/TECHNOLOGY</u>
1	\$ 57,338	\$ 60,291
2	\$ 58,778	\$ 61,807
3	\$ 60,224	\$ 63,325
4	\$ 61,758	\$ 64,939
5	\$ 63,277	\$ 66,538
6	\$ 64,842	\$ 68,183
7	\$ 66,138	\$ 69,547
8	\$ 67,460	\$ 70,939
9	\$ 68,811	\$ 72,357
10	\$ 70,246	\$ 73,865

Longevity: 5% beginning 12 years of service; 10% beginning 17 years of service; 15% beginning 22 years of service

Health Cap Effective: 5/12/2015
Board Approved: 3/14/2017
2016/17 – 2% on, 2% off (3/14/17)
2017/18 – 1% increase

RINCON VALLEY UNION SCHOOL DISTRICT
2017-2018 SALARY SCHEDULE
DIRECTOR, FISCAL SERVICES

1	\$ 87,567
2	\$ 89,626
3	\$ 91,732
4	\$ 93,887
5	\$ 96,093
6	\$ 98,352
7	\$ 100,663
8	\$ 103,029

Health Cap Effective: 5/12/2015
Board Approved: 3/14/2017

2016/17 – 2% on, 2% off (3/14/17)
2017/18 – 1% increase

RINCON VALLEY UNION SCHOOL DISTRICT

2017-2018 SALARY SCHEDULE

DIRECTOR, STUDENT SERVICES

1.	\$117,619
2.	\$120,301
3.	\$123,100
4.	\$125,923
5.	\$128,864
6.	\$131,797
7.	\$134,798
8.	\$137,869
9.	\$140,938
10.	\$144,006

Work Days: 220 days

*

Degrees:

Masters \$1,000

Doctorate \$1,000

Car Allowance \$1,430 Annually

District-Paid Health Benefits for Retired Management:

- After twenty-five (25) years of service and upon reaching age fifty-five (55), the employee only shall receive his or her medical premium at the same rate and with the same caps as paid to working management employees until age seventy (70).
- After twenty (20) years of service and upon reaching age fifty-five, the employee only shall receive his or her medical premium at the same rate and with the same caps as paid to working management employees until age sixty-five (65).

* For further information regarding retirement benefits, please refer to board policy 4355.1.

Health Cap Effective: 02/01/2014

Board Approved: 3/14/2017

2016/17 – 2% on, 2% off (3/14/17)

2017/18 – 1% increase

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

Meeting Date: June 12, 2018

Agenda Item: Information Item 11.4

Subject: Classroom Capacity – Draft Resolution

Submitter: Dr. Tony Roehrick, Superintendent

Background: The enclosed resolution concerning classroom capacity has been recommended by the Sonoma County Office of Education. Included is a memo from Sonoma County Office of Education Superintendent, Dr. Steve Herrington. The basis for districts establishing enrollment capacity is to ensure there is fair and defined criteria for approving and denying inter-district attendance requests based on availability of space.

Highlights: The essence of this resolution is to protect the district against potential Office of Civil Rights (OCR) complaints based on the district exercising its right to deny a student requiring a unique program enrollment based on a lack of space.

Challenges: N/A

Analysis: The resolution sets classroom capacity for regular and special education programs. By adhering to these criteria in approving or denying interdistrict requests on the basis of space, the district will be positioned to defend itself against a potential claim with OCR or an appeal to the Sonoma County Office of Education Board of Trustees.

Next Steps: With Governing Board direction, this item will return in August as an action item for the Board's consideration to approve.

Attachments: *Memo from Dr. Steve Herrington, County Superintendent re: Proposed Resolution: Classroom Capacity
Proposed Resolution: Classroom Capacity*

Fiscal Impact: None

Recommendation: For discussion only

MEMO

May 7, 2018

To: Sonoma County District Superintendents

From: Steve Herrington, PhD., Sonoma County Superintendent of Schools

RE: Proposed Resolution: Classroom Capacity

Attached is a proposed resolution, which the Sonoma County Office of Education strongly recommends your governing boards adopt. The purpose of this resolution is to establish, on a yearly basis, capacities for various grades, special classrooms, and special programs.

The purpose of adoption of such a resolution is to assist our districts, when granting or denying interdistrict transfers, so that the districts have established capacities prior to making determinations about space. While cost exceeding the income brought in by a student has been found by the Office of Civil Rights (“OCR”) to not be a legitimate basis for denying an interdistrict permit if this disproportionately impacts a protected class, such as students with disabilities,¹ a lack of space for the student has been accepted by OCR as non-discriminatory and permissible reason for a denial. In the case of special day classes, resource programs, and other special programs, it is particularly helpful to have capacities established, so that a district’s denial of an interdistrict transfer due to lack of capacity is supported by a concrete determination based on reality, not speculation. While some districts may proceed to adopt a policy establishing capacity limits, a resolution may be adopted on a year-to-year basis to reflect new capacities each year – both limits and growth – which may fluctuate on a yearly basis.

Establishing capacity is helpful evidence for a district to present in the context of resolving OCR complaints where the complainant has asserted that a student who is a member of a protected class of people was subjected to discriminatory denial of an interdistrict transfer request. OCR has stated that it is not discriminatory, for example, to deny a special education student a placement at a district school due to lack of space.² However, if a district uses this basis for a rejection, there must genuinely be lack of space for the student. OCR will look to evidence to support this determination. Furthermore, this criterion must be applied uniformly to all students and not only to students with a disability.³ In addition, note that an interdistrict transfer may not

¹ *Morango (CA) Unified Sch. Dist.*, 101 LRP 877 (1999).

² *Evergreen (WA) Sch. Dist., No. 114*, 107 LRP 26762 (2007).

³ *Sonoma Cty (CA) Office of Educ.*, 107 LRP 72287 (2007).

be *revoked* due to lack of capacity for services that are provided to students who are residents of the district.⁴

Therefore, we are advising all Sonoma County school districts' governing boards to review and adopt the enclosed resolution. This would be accomplished by agendizing the matter for Open Session discussion at a Board meeting, as "Review and Consideration of Resolution to Establish Capacity Limits for Class Sizes and Special Programs for the 2018-2019 School Year."

Should you have any questions, do not hesitate to contact your attorney or Kristen Johnson at (707) 524-8402 or kjohnson@scoe.org.

Sincerely,



Steve Herrington
Sonoma County Superintendent of Schools

⁴ *Santa Monica-Malibu (CA) Unified Sch. Dist.*, 108 LRP 66785 (2003).

**BEFORE THE GOVERNING BOARD OF THE
RINCON VALLEY UNION SCHOOL DISTRICT
SONOMA COUNTY, CALIFORNIA**

In the Matter of School and)
Classroom Capacity Limits)
for Purposes of Granting or)
Denying an Interdistrict)
Transfer Request)

RESOLUTION NO. XX-XX-XX

WHEREAS the Board hereby finds that it is in the best interest of the RINCON VALLEY UNION SCHOOL DISTRICT that the District meet its obligation to serve residents before using its resources to serve new students who transfer into the District through an interdistrict transfer agreement and/or permit;

WHEREAS the Governing Board of this District supports providing out-of-District students with an in-District placement where possible pursuant to an interdistrict transfer agreement and/or permit;

WHEREAS to accomplish these goals, it is necessary for the District to determine whether there is space for new students in all classroom settings, ranging from general education to special education;

WHEREAS, determination of limitations on capacity for purposes of interdistrict transfers exist to allow for in-District residential growth after interdistrict transfer requests have been processed;

WHEREAS, lack-of-space is a recognized, legitimate basis for denying a new interdistrict transfer request;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the RINCON VALLEY UNION SCHOOL DISTRICT that the District hereby sets forth criteria for denying an interdistrict transfer request due to lack of space for the 2018-2019 school year:

1. Classes at the relevant grade level may be deemed to be full for purposes of interdistrict transfers when the class ratios in the following grade spans reach 21:1 (transitional Kindergarten and Kindergarten); 19:1 (first through third grades); 28:1 (fourth through sixth grades); and 30:1 (seventh and eighth grades).
2. When the total number of enrolled students in the District reaches 90% of total capacity, the District may be deemed full for purposes of interdistrict transfers
3. For resource specialist programs, in addition to considerations of grade level and district capacity, a resource specialist program may be deemed full when all 1.0 full time equivalent (“FTE”) RSP case managers’ caseloads are higher than 20:1 or, where a RSP is not 1.0 FTE, a prorated ratio based upon the fraction of FTE the RSP is hired to teach;
4. For special day class (“SDC”) students, in addition to considerations of grade level and district capacity:
 - a. A Mild-to-Moderate SDC may be deemed full for purposes of interdistrict transfers when the student to teacher ratio reaches 8:1.
 - b. A Moderate-to-Severe SDC may be deemed full for purposes of interdistrict transfers when the student to teacher ratio reaches 8:1.
 - c. A Preschool SDC may be deemed full for purposes of interdistrict transfers when the student to teacher ratio reaches 6:1.
6. For new programs or classes, the Superintendent or his/her designee may establish capacities for purposes of interdistrict transfers.

The foregoing Resolution was adopted by the Governing Board of the RINCON VALLEY UNION SCHOOL DISTRICT on the 14th day of August 2018, by the following vote:

AYES:

NOES:

ABSENT:

Cynthia Evers, President, Governing Board

I, Jeff Gospe, Clerk of the Governing Board of the RINCON VALLEY UNION SCHOOL DISTRICT do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on August 14, 2018.

Jeff Gospe, Clerk, Governing Board

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

Meeting Date: June 12, 2018
Agenda Item: Action Item 12.1
Subject: Local Control Accountability Plan – RVUSD
Submitter: Dr. Tony Roehrick, Superintendent

Background: The District has followed an extensive process to assess our progress in meeting the current year's Local Control Accountability Plan (LCAP) goals, to gather input from stakeholders on our goals, and on shaping the revised LCAP. Our Annual Update began in August with the release of the new state testing results. Principals held a series of site-based meetings to gather initial stakeholder input. The results were analyzed to identify emerging themes. The first draft of the new LCAP was then developed incorporating stakeholder input. During February and early March, we held another series of site-based and employee group meetings to share the draft and gather additional input. This year, we added a family, staff, and student survey which greatly expanded stakeholder input on our proposed actions and services.

The next draft of the LCAP was presented to the Governing Board on April 10, 2018 for their consideration and discussion. Our Trustees suggested no changes.

The LCAP returned to Trustees for a public hearing on May 8, 2018. No additional changes have been made to the document as no members of the public provided comments or suggestions.

Highlights: The stakeholder input survey that was added this year increased participation by our employees, families, and students.

Challenges: The primary challenge in the development of this year's LCAP involved the decision by the State to change the LCAP from a rolling three-year document to a fixed three year document without informing the field of this change. This impacted our LCAP as it was our intent to collapse our prior six goals into four goals. We were able to collapse one goal, but were compelled to keep both academic goals as collapsing would have created a cumbersome and difficult to read document.

Analysis: The revised LCAP continues our key actions and services have demonstrated their effectiveness in forwarding the plan's goals.

Next Steps: Once approved, the LCAP will be submitted to the Sonoma County Office of Education for its analysis and approval. If edits are required, these will be returned to the Trustees in August. Once revised, the documents will be translated and posted to the district website.

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

Attachments: ***RVUSD Proposed LCAP for 2018-19 and 2019-20 School Years***

Fiscal Impact: None

Recommendation: For approval

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Rincon Valley Union School District

Contact Name and Title

Tony Roehrick, Ed.D.
Superintendent

Email and Phone

troehrick@rvusd.org
(707) 542-7375

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Rincon Valley Union School District is primarily a TK through 6th grade elementary district. The district also operates a charter 7-8 middle school program housed on two campuses. The district is located in the eastern portion of Santa Rosa. The district community consists of mostly residential housing, with the typical commercial properties to support residential living. The significant business, shopping, and industrial portions of Santa Rosa are located outside of the district's boundaries. Santa Rosa is the county seat for Sonoma County and is located in the North Bay Area, approximately 54 miles north of San Francisco. Sonoma County is well known for its wine and tourism industries.

Enrollment for district in 2017-18 was 3,442 students. Of these, 56% self-identified as White, not Hispanic, 28% self-identified as Hispanic, 5% self-identified as Asian, not Hispanic, and 3% self-identified as African American, not Hispanic. The remaining 8% of students self-identified as other ethnicities. In terms of language demographics, 78% of students are English only, 13% are English learners, 6% are reclassified English learners, and 3% are initial reclassified English learners. 49% of the district's students are eligible for the free and reduced lunch program.

The district operates ten school programs located on eight campuses. Seven of the programs are organized as district operated charter schools. The schools include Austin Creek (K-6), Binkley Charter (TK-6), Madrone (TK-6), Sequoia (K-6), Spring Creek/Matanzas Charter (TK-6, operated on two campuses), Village Charter (K-6), Whited Charter (K-6), Rincon Valley Charter School-Matanzas (7-8), and Rincon Valley Charter School-Sequoia (7-8). The district maintains TK-3 class sizes under 24 and staffs grade 4-8 class size at 30:1. The district does not configure combination classes, resulting in all general education classes of a single grade level. Each school is provided with a site administrator, an office manager, office support staff (TK-6 schools), bilingual family liaison, a support coordinator to manage interventions programs, a dedicated counselor and a

counselor intern. Special Education support includes RSP teachers and support staff, Special Day Classes (K-6), school psychologists, behaviorists, speech and language teachers, and other ancillary support staff as designated by student IEPs. Schools are also provided English learner instructional support and interventions specialists. The district employs a number of Consulting Teachers to provide support for teachers in ELA, math, technology, GATE, and English learner services.



LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The 2017-18 RVUSD LCAP builds upon our prior year goals and initiatives. We have consolidated two goals (Basic Supports with Full Range of Courses), though have retained the essence of our original six that address the State's eight priority areas. In doing so, we have made adjustments to our annual measurable outcomes to incorporate the new California School Dashboard accountability metrics. RVUSD has taken the approach to weave parent involvement throughout our goals. We have defined parent involvement to comprise of three components:

1. Parents as leaders (e.g., site council, ELAC/DELAC, Parent Advisory)
2. Parents as partners (e.g., attending parent/teacher conferences, parent organizations)
3. Parents as learners (e.g., parent education)

Goal #1 addresses the foundational aspects of effective schools (Basic Supports) to include:

1. Highly qualified teachers
2. Standards aligned instructional materials
3. Facilities in good repair
4. Access to the full range of core courses
5. Deep involvement of parents as leaders

Items 1 - 3 above are required by the State to address. Item #4 is our former Goal #2. Access to the full range of core courses has been folded in this goal because we consider this to as foundational as the other items included in Goal #1. RVUSD has added parent leadership as an additional foundational pillar because we know that deep involvement by parents in leadership roles is a key indicator of a healthy and vibrant learning community. In the prior LCAP year, our outcome was to ensure each school had a functioning parent organization, a site council, and for those schools with 50 or more English learners, an English Learner Advisory Council (ELAC). This LCAP year requires schools to have these leadership groups fully constituted as measured by each groups' bylaws.

Goal #3 addresses safe and positive school environments. This has been an area of emphasis for the District. In 2015-16, we committed extensive fiscal resources to bring full-time counselors to our schools. We also created an office clerk position to assist us better monitor and address attendance issues. Other efforts include expanding school-wide programs that intentionally provide students with the tools they need to be thoughtful and respectful members of our society. We believe we have made tremendous progress in this area. We are now moving beyond the implementation phase of our efforts to fine-tuning how we use our new resources to ensure students continue to experience safe and nurturing learning environments.

Goal #4 addresses our expectations concerning language arts achievement. Our metrics include State assessment results on the CAASPP, as well as local benchmark assessments. Though we are attentive to the progress of all of our students, we have specifically identified being at grade level at the end of 3rd grade as our overarching goal. We have done this because of the extensive research clearly linking end of 3rd grade status in reading as an indicator of future success as learners.

Goal #5 addresses our expectations concerning mathematics achievement. Our metrics include State assessment results on the CAASPP, as well as local benchmark assessments. Though we are attentive to the progress of all of our students, we have specifically identified being at grade level at the end of 6th grade as our overarching goal. We know that if students are not at grade level by the end of 8th grade, they will be unable to complete all of the required math coursework in high school to be eligible for a four year college. However, since our middle school population represents only a small percentage of our elementary students (most attend the comprehensive middle schools in the secondary district) we are using 6th grade as our key grade.

Goal #6 addresses the progress of our English learners in attaining English proficiency. In the prior LCAP year, our metrics were tied to the former State English learner accountability model. We have adjusted our metrics to align with the California Dashboard. However, with the change in the State assessment that measures English learner progress in attaining English, the California School Dashboard will be in a holding pattern during much of the three years this LCAP represents.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The LCFF Rubrics that are the underpinning of the California School Dashboard provide status and change information based on the spring 2016 and 2017 results. As a district, we are in the Green zone for English language arts (ELA) for all students with a Status of High (33.8 pts. above Level 3) and a Change of Maintained (-0.24 pts.). For ELA, our socio-economically disadvantaged students Maintained. In Mathematics, we are in the Green zone for all students with a Status of High (18.4 pts. above level 3) and a Change of Increased (+ 3.5 pts.). In Mathematics, all of our subgroups either Maintained or Increased over the following year.

Our California School Dashboard results for English learner progress was also promising. This measure the percent of students who have made increased one level on the CELDT from the prior year. Our Status was High (84.3%) and our Change was Increased Significantly (19.2%). This placed us in the Blue zone on the LCFF Rubric. Other measures attest to our solid gains in English learner progress. Our reclassification rate, based on the October 2017 census, shows 14.8% of English learners were reclassified. Our LCAP goal for 2017-18 was 15%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

For English Language Arts, there are four subgroups in the Orange zone (English learners, socio-economically disadvantaged, students with disabilities, and Hispanic students). We have adopted a new ELA program that includes a comprehensive ELD component. This program includes specific materials and strategies for differentiation of curriculum for varying groups of students. We have provided extensive professional development for our teachers and will provide additional professional development this summer.

In Mathematics, English learners are in the Orange zone. We identified improvement in Mathematics as a key initiative for the LCAP years this plan addresses. Additional Professional development designed to ensure greater consistency in instruction occurs. We have also provided extensive professional development for our principals in both the components of our math program and also in strategies to collect data on program implementation and coaching for teachers. Our overall focus on increasing principal capacity as instructional leaders is a key aspect of our efforts.

For Suspension /Rate, here are two subgroups in the Orange zone (socio-economically disadvantaged and two or more races). The increases in suspensions from year to year is due to an internal recording protocol of suspensions. Suspensions were over-reported last year. We expect this area to rectify itself in future years.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

For English Language Arts, there are four subgroups in the Orange zone (English learners, socio-economically disadvantaged, students with disabilities, and Hispanic students) that are two levels below the all students result of being in the blue zone. We have adopted a new ELA program that includes a comprehensive ELD component. This program includes specific materials and strategies for differentiation of curriculum for varying groups of students. We have provided extensive professional development for our teachers and will provide additional professional development this summer.

In Mathematics, English learners (Orange zone) are the only subgroup to be two levels below the all students in the Green zone. We identified improvement in Mathematics as a key initiative for the LCAP years this plan addresses. Additional Professional development designed to ensure greater consistency in instruction occurs. We have also provided extensive professional development for our principals in both the components of our math program and also in strategies to collect data on program implementation and coaching for teachers. Our overall focus on increasing principal capacity as instructional leaders is a key aspect of our efforts.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The key improved service for English learners is the provision of a comprehensive and daily designated ELD program that will be delivered to English learners based on their current status on the continuum of acquiring English. Extensive professional development for all teachers occurred last the summer. Site and district administrators have also received this training and are therefore, better equipped to guide the implementation of our new new ELA/ELD curriculum. We also have two full-time consulting teachers that will assist teachers. Our administrative team will continually review their observations of practice so we understand the success of our implementation. While none of this improved service is funded through supplemental funding, it does demonstrate the District's commitment to closing our achievement gap and accelerating reclassification for our English learners.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$31,888,827.00

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$8,599,450.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All of the district's expenditures that support our LCAP goals are embedded with each goal. Additional General Fund expenditures support our core mission as an educational organization. these include, but are not limited to clerical, custodial, maintenance, food service, and other related administrative costs.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$12,048,246

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Every student has access to highly qualified teachers, standards aligned instructional materials, and facilities in good repair (Basic Supports).

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)
- Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator 1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria and measured by an audit of all teacher credentials. 2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher. 3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections. 4. Each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 50 or more English learners, as defined by each groups bylaws.</div>	<div>1. Every student received all core instruction from highly qualified teachers as defined by the State of California's Highly Qualified teacher criteria and measured by an audit of all teacher credentials. 2. Every student was provided standards aligned instructional materials in all core subject areas as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher. 3. Every student was housed in facilities that meet the State criteria for being in good repair as verified by annual FIT site inspections. 4. Parents participate in a number of site-based decision-making groups that include Site Council, PTA/PTO, and ELAC. The percent of parent participation in Site Council, as defined by their bylaws, is 100%. The percent of parent participation in PTA/PTO, as defined by their bylaws, is 100%. The percent of parent participation in ELAC, as defined by their bylaws, is 100%.</div>

Expected

17-18

1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria and measured by an audit of all teacher credentials.
2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.
3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.
4. Parent groups have multiple opportunities to advise individual schools and the District as evidenced by school and district calendared events.

Baseline

1. Every student received all core instruction from highly qualified teachers as defined by the State of California's Highly Qualified teacher criteria and measured by an audit of all teacher credentials.
2. Every student was provided standards aligned instructional materials in all core subject areas as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.
3. Every student was housed in facilities that meet the State criteria for being in good repair as verified by annual FIT site inspections.
4. Parents were provided multiple opportunities to participate in leadership groups including PTA/PTO, School Site Council, School and District Advisory Committees, and ELAC/DELAC, that consult and advise individual schools and the District.

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure every student receives all core instruction from highly qualified teachers.	Every student received all core instruction from highly qualified teachers.	Kindergarten Assistants salary and benefits (mgmt KIND, OBJ 2-	Kindergarten Assistants salary and benefits (mgmt KIND, OBJ 2-

		3) 0000: Unrestricted LCFF \$52,000	3) 0000: Unrestricted LCFF \$47,869
		Maintain highly qualified teachers and site staff– salary and benefits (Mgmt 0100, Obj. 11-3) 0000: Unrestricted LCFF \$5,800,000	Maintain highly qualified teachers and site staff– salary and benefits (Mgmt 0100, Obj. 11-3) 0000: Unrestricted LCFF \$5,871,700
		District staff salary and benefits (MGMT 5100, obj. 1-3) 0000: Unrestricted LCFF \$208,000	District staff salary and benefits (MGMT 5100, obj. 1-3) 0000: Unrestricted LCFF \$224,643

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure every student is provided with standards aligned instructional materials in all core subject areas.	Every student was provided standards aligned instructional materials in all core subject areas.	Obj 4110 MGMT 5200 0000: Unrestricted LCFF \$100,000	Obj 4110 MGMT 5200 0000: Unrestricted LCFF \$73,297

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure every student is housed in facilities that meet the State criteria for being in good repair.	Every student was housed in facilities that meet the State criteria for being in good repair.	8150 LCFF \$1,500,000	8150 LCFF \$1,493,140

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 50 or more English learners.	Every school had a site council, an active parent group, and for those sites with the requisite number of English learners, an ELAC. In addition, every school's parent group described above was fully constituted with parent participation as defined by each group's bylaws.	No additional costs	No additional costs

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for this goal were fully implemented and every goal achieved. Our annual analysis of teacher assignments revealed that all teachers are highly qualified and possess the appropriate credentials for their assignments. Our annual sufficiency resolution, as adopted by the Governing Board verified that every student was in possession of all adopted core instructional materials. This was after each teacher verified they had sufficient instructional materials for every one of their assigned students. Our annual inspections of individual school facilities noted that all campuses were in either good or exceptional condition. As in past years, individual schools and the district have been successful in garnering parent participation on school and district leadership committees and groups.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district's actions and services to meet this goal and metrics have been fully met, therefore, the stated actions and services were highly effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference is for action #2 whereby we budgeted \$100,000 for standards aligned instructional materials. Our estimated actual expenditures were \$73,297, which is \$26,703 less than budgeted and is 73% of what was anticipated. This was due to our ability to purchase more of the anticipated items in the prior fiscal year than was anticipated during the LCAP development process.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis: The District has met all of the its Williams Act indicators. As a result, the district can assert that it continues to attract and hire highly qualified and appropriately credential teachers for all vacancies. Core adopted instructional materials are available in sufficient supply to ensure each student is provided with all core adopted materials. The district continues to provide school facilities that are in great condition as evidenced by our annual site inspections and lack of concern as reported by our greater community. Parents continue to be deeply involved in site and district leadership committees and groups.

Change: Since the District is meeting its Williams Act indicators, no changes to the revised LCAP have been made in these areas. However, for 2018-19, the current goal #2 has been collapsed within Goal #1. The reasons for this are outlined in the 2018-19 goals section.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Every student has access to the full range of courses offered by the District.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Participation of students in the District's GATE, special education, and advanced coursework programs mirror the demographics of the District's students, especially for English learner and socio-economically disadvantaged students as measured by an audit of the sub-group participation in each program.</p> <p>17-18 Participation of students in the District's GATE, special education, and advanced coursework programs mirror the demographics of the District's students, especially for English learner and socio-economically disadvantaged students as measured by an audit of the sub-group participation in each program.</p>	<p>The District has mistakenly interpreted the State's definition of course access to include specialized programs, rather than limit to subject matter courses. The programs in this goal are provided based on district, state, and federal criteria for participation, therefore not all students will have access to our special education or GATE programs. The advanced coursework referenced for our middle school was a one year experiment (2016-17) and was not continued in the current year. As noted in the goals section, this goal as been collapsed into Goal #1 for the 2018-19 school year. Therefore, the actions and services noted in this section were discontinued for the 2017-18 school year.</p>

Expected

Actual

Baseline

Every student in the Rincon Valley Union School District has access to the full range of courses offered by the District. As a core K-6 district, courses are provided through grade level classes. In the charter middle school (grades 7-8), every student maintains a similar schedule, differing by elective choice. Programs such as GATE, advanced coursework (grades 7-8), and special education are only offered to students who meet predefined criteria.

An examination of students who are identified as gifted revealed three subgroups are underrepresented based on the demographics of our district as a whole: Hispanic/Latino (27% of our total population, 11% of the GATE population), English Learners (10% of our total population, 0% of the GATE population), and Economically Disadvantaged students (33% of our total population, 14% of the GATE population).

An examination of students who have been identified as being eligible for special education and related services revealed over representation of two subgroups of students: English Learners (10% of the total population, 18% of the special education population) and Economically Disadvantaged students (33% of the total population, 44% of the special education population). The examination also identified an under represented group: White (58% of our total population, 43% of our special education population).

An examination of students who were identified for Advanced Coursework in middle school revealed two subgroups are underrepresented based on the demographics of the school as a whole: Hispanic/Latino (27% of our total population, 8% of the Advanced Coursework population) and Economically Disadvantaged students (27% of our total population, 11% of the Advanced Coursework population).

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Implement any changes to the District's GATE identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background.

This action and/or service noted was discontinued for the 2017-18 school year.

No additional costs

No additional costs

Action 2

Planned Actions/Services

Implement any changes to the District's special education identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background.

Actual Actions/Services

This action and/or service noted was discontinued for the 2017-18 school year.

Budgeted Expenditures

No additional costs

Estimated Actual Expenditures

No additional costs

Action 3

Planned Actions/Services

Implement any changes to the District's special education identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background.

Actual Actions/Services

This action and/or service noted was discontinued for the 2017-18 school year.

Budgeted Expenditures

No additional costs

Estimated Actual Expenditures

No additional costs

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Identify middle school students eligible for advanced coursework at the beginning of each school year based on quantitative (placement test) and qualitative (prior teacher recommendation, observation of student critical thinking/problem solving) measures.

This action and/or service noted was discontinued for the 2017-18 school year.

No additional costs

No additional costs

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Section N/A: The actions and services noted in this goal are irrelevant to the State's intend of course access as special education and GATE are programs with defined access criteria. In addition, the advanced coursework planned for this LCAP year was not provided. Therefore, this goal has been collapsed into Goal #1 and the actions and services listed in this section were discontinued.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

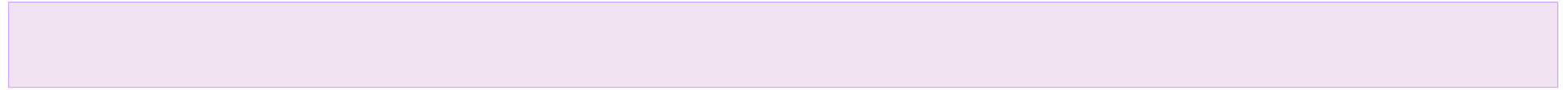
Section N/A: The actions and services noted in this goal are irrelevant to the State's intend of course access as special education and GATE are programs with defined access criteria. In addition, the advanced coursework planned for this LCAP year was not provided. Therefore, this goal has been collapsed into Goal #1 and the actions and services listed in this section were discontinued.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Section N/A: The actions and services noted in this goal are irrelevant to the State's intend of course access as special education and GATE are programs with defined access criteria. In addition, the advanced coursework planned for this LCAP year was not provided. Therefore, this goal has been collapsed into Goal #1 and the actions and services listed in this section were discontinued.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Section N/A: The actions and services noted in this goal are irrelevant to the State's intend of course access as special education and GATE are programs with defined access criteria. In addition, the advanced coursework planned for this LCAP year was not provided. Therefore, this goal has been collapsed into Goal #1 and the actions and services listed in this section were discontinued.



Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected

Metric/Indicator

- 1. Maintain district-wide P-2 attendance rate at 96% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
- 2. Reduce district-wide 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.
- 3. Maintain district-wide 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.
- 4. Reduce district-wide P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
- 5. Maintain district-wide P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
- 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 (79% of students report "often"/"always" feeling safe at school and 82% of students reported being happy at school "often/always").

As an elementary district, high school drop-out and graduation rates do not apply.

Actual

- 1. P-2 attendance rates are not available at this time. This information will be added once the data is available.
It is expected that P-2 data is collected in April and will applied to actual outcomes once it is available.
- 2.Same
- 3.Same
- 4.Same
- 5.Same
- 6. Students self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey (77% of students report "often"/"always" feeling safe at school and 80% of students reported being happy at school "often/always").

Expected

17-18

1. Increase district-wide P-2 attendance rate to 96.5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
2. Reduce district-wide 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.
3. Maintain district-wide 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.
4. Reduce district-wide P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
5. Maintain district-wide P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
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 (79% of students report "often"/"always" feeling safe at school and 78% of students reported being happy at school "often/always").

As an elementary district, high school drop-out and graduation rates do not apply.

Baseline

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 was 79% of students report "often"/"always" feeling safe at school and 78% of students reported being happy at school "often/always".

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Maintain counseling programs at each school.

Counseling programs have been maintained at each school

MNGMT 6150 0000: Unrestricted
LCFF \$165,000

MNGMT 6150 0000: Unrestricted
LCFF \$119,525

Action 2

Planned Actions/Services

Maintain clerical attendance support for each school.

Actual Actions/Services

Clerical support for attendance has been maintained at each school

Budgeted Expenditures

MGMT OFFC 0000: Unrestricted
LCFF \$235,500

Estimated Actual Expenditures

MGMT OFFC 0000: Unrestricted
LCFF \$240,106

Action 3

Planned Actions/Services

Expand school site participation in Restorative Practices.

Actual Actions/Services

Restorative Practices and Restorative Conferencing have been expanded to include training for classified staff and new teachers to 4th-6th grade.

Budgeted Expenditures

MGMT MAAD 0000: Unrestricted
Supplemental \$30,000

MGMT MAAD 0000: Unrestricted
LCFF \$14,005

Estimated Actual Expenditures

MGMT MAAD 0000: Unrestricted
Supplemental \$30,000

MGMT MAAD 0000: Unrestricted
LCFF \$564

Action 4

Planned Actions/Services

Maintain the PlayWorks program to increase student participation.

Actual Actions/Services

Playworks continues to be an area of need and focus. Staffing has been the biggest challenge to this action.

Budgeted Expenditures

Part of designated reserve 0000:
Unrestricted LCFF 0

Estimated Actual Expenditures

Part of designated reserve 0000:
Unrestricted LCFF 0

Action 5

Planned Actions/Services

Provide ongoing school-based activities that promote school to home/school collaboration such as Back to School Night, Open House, Family Math Night, Family Literacy Night, and other site-based community events.

Actual Actions/Services

The District has continued to offer Back to School Nights, Open House, Math Nights and Gate Camp. A large district-wide parent event had been planned for the fall of 2017 and was displaced due to the October Wildfires and the need

Budgeted Expenditures

No additional costs

Estimated Actual Expenditures

No additional costs

to provide resources to our community.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue district-wide efforts to implement culturally responsive teaching practices.	Schools showcase their cultural diversity through events and providing families opportunity to participate in parent organizations. Teachers embed culturally relevant material into their instruction and projects throughout the year.	MGMT 5200 OBJ 5200 0000: Unrestricted LCFF \$12,000	MGMT 5200 OBJ 5200 0000: Unrestricted LCFF \$9,860

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions/services were implemented during the 2017-18 LCAP year. Counseling and attendance clerk positions were maintained. Restorative practices training was expanded to classified employees. Schools continue to provide many opportunities for enhancing cultural awareness and celebrations. Our challenges have been to hire classified staff to fill all of the Yard Duty II positions to provide the PlayWorks program. The October fires canceled our hallmark parent engagement event, though several other trainings were held.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This section to be updated once P-2 data is available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were two material difference between budgeted expenditures and estimated actual expenditures for Goal #3. The first was in action #1 where \$165,000 was allocated, though only \$119,525 was expended. This is a difference of \$45,475 and 72% of the budgeted amount. The reason for the material difference was there were classified counseling stipends budgeted in unrestricted for \$56,000 in the prior year. In 2017/18 we decreased the stipend amount to \$27,000 and are paying it out of Medi-Cal funds. The second was in action #3 where \$14,005 was allocated, though only \$564 was expended. This is a difference of \$13,441 and 4% of

the budgeted amount. The reason for the material difference was there were originally teacher extra duties that were budgeted for that were not needed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This section to be updated once P-2 data is available.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP English language arts standard with special attention to 3rd grade students.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ol style="list-style-type: none">1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard for language arts to 60%.2. Increase the percent of English learner 3rd students grade meeting or exceeding the CAASPP standard for language arts to 30%.3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 50%.4. 60% of students will meet or exceed local benchmarks at each trimester. <p>The Academic Performance Index, UC/CSU/CTE courses, AP test participation, and EAP do not apply as the district does not serve high school students.</p>	<ol style="list-style-type: none">1. 61% of all 3rd grade students met or exceeded the 2017 CAASPP standard for language arts.2. 19% percent of English learner 3rd grade students met or exceeded the 2017 CAASPP standard for language arts.3. 38% percent of socio-economically disadvantaged 3rd grade students met or exceeded the 2017 CAASPP standard for language arts.4. 79% percent of 3rd grade students met or exceeded local reading benchmarks at Trimester 2. <p>The Fall 2017 update of the California Dashboard designates the District as High (33.8 pts. above Level 3) for our Status and Maintained (-2.4 pts.) for our Change. Our rubric color is Green.</p> <p>The Academic Performance Index, UC/CSU/CTE courses, AP test participation, and EAP do not apply as the district does not serve high school students.</p>

Expected

17-18

1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard for language arts to 70%.
2. Increase the percent of English learners 3rd students grade meeting or exceeding the CAASPP standard for language arts to 40%.
3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 60%.
4. 65% of students will meet or exceed local benchmarks at each trimester.

Baseline

Spring 2017 CAASPP results are unavailable at the time the LCAP was adopted, therefore the districts progress in meeting the expected annual outcomes will be included in the 2016-17 Annual Update that is incorporated into the 2018-19 LCAP.

Based on CAASPP results, the California School Dashboard report designates the District as Medium (8.2 pts. above Level 3) for our Status and Maintained (+0.2 pts.) for our Change. Our rubric color is Yellow. However, these results are relevant to the 2015-16 LCAP year, not the 2016-17 LCAP year this update is intended to address.

Trimester 2 local benchmark (STAR Reading) data:

District-wide: 68% of all students met benchmark; 29% of English learners met benchmark; 53% of economically disadvantaged students met benchmark.

Third grade: 64% of all students met benchmark; 40% of English learners met benchmark; 57% of economically disadvantaged students met benchmark.

Early literacy screening (DIBELS) data for K-1:

70% of all students ready for "core" instruction, 51% of English learners ready for "core instruction; 56% of economically disadvantaged students ready for "core" instruction.

Kindergarten Readiness (READY) data: 52% of all students entered Kindergarten "ready to go", 28% of English learners entered Kindergarten "ready to go"; (economically disadvantaged status was not tracked for this data.

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a systematic reading instructional program (K-3 SIPPS).	SIPPS has been fully implemented across the district. This year all schools provided refresher courses for SIPPS to grade K-3 teachers to re-calibrate the instructional routines and procedures.	No additional Cost	No additional Cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain and utilize a Multi-tiered System of Support (MTSS) for students not meeting CAASPP and/or local benchmark assessment targets.	Each school operates a Multi-Tiered System of Support (MTSS) to identify students who do not meet state and/or local benchmarks. Schools are assigned a Student Support Coordinator who trains/manages a team of interventionists to provide support for students.	Intervention Budgets (MGMT 0652-0653) 0000: Unrestricted Supplemental \$240,000	Intervention Budgets (MGMT 0652) 0000: Unrestricted Supplemental \$221,523

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.	All kindergarten teachers participated in the READY project in Aug/Sept 2017. Teachers used the information to communicate with parents and provide additional support for students who scored in the "not ready" zone on the assessment/observation tool.	No additional Cost	No additional Cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a summer school program for primary grade students not on track to meet 3rd grade CAASPP ELA targets.	Due to construction projects across the district (which created unsafe conditions for students on campuses), we did not offer summer school in July 2017. It is our intent to continue this action, pending the availability of safe campuses, in 2018 or 2019.	MGMT 0650 0000: Unrestricted Supplemental \$35,000	MGMT 0650 0000: Unrestricted Supplemental \$9,203
		MGMT 0650 0000: Unrestricted LCFF \$8,000	MGMT 0650 0000: Unrestricted LCFF \$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State ELA/ELD standards.	We have provided professional development towards full ELA/ELD standards alignment through buyback days, District Wednesday inservices, Consulting Teacher coaching and support, and optional after school workshops. Principals embarked on a year-long study of the 5 Dimensions of Teaching and Learning (Center for Educational Leadership).	No additional Cost - Educator Effectiveness Funds	No additional Cost - Educator Effectiveness Funds

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Technology Summer Institute to train staff in effective integration of technology into ELA instruction.	Technology integration was embedded into the Benchmark Advance summer trainings.	No additional Cost - Educator Effectiveness Funds	No additional Cost - Educator Effectiveness Funds

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.

Schools hosted family literacy night events and offered parent workshops in early literacy.

Included in Student Support Budget

Included in Student Support Budget

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services, except summer school, were implemented. There was some variation between schools in the level of parent education that was provided. For example, all schools held a family literacy event, but at some schools offered a series of parent workshops while other schools offered only one class.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Districtwide, we saw an overall gain of 4% in the percent of students scoring Met or Exceeded Standard on the 2017 ELA CAASPP. Local assessments also continue to show an increasing number of students who are meeting or exceeding benchmark.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference between budgeted expenditures and estimated actual expenditures for action #4, where \$43,000 was allocated, though only \$9,203 was expended. This is a difference of \$33,977 and 21% of the budgeted amount. The reason for the material difference was that due to summer construction, the only summer school program held was our ELD Academy designed for English learners.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our success in meeting our local and LCFF evaluation rubric goals gives us confidence in our plan to increase student achievement in English Language Arts. Therefore, we will continue with the same actions/services for the 2018-19 LCAP year.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP Math standard with special attention to 8th grade students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

1. Increase the percent of all 6th grade students meeting or exceeding the CAASPP standard for math to 55%.
2. Increase the percent of English learner 6th students grade meeting or exceeding the CAASPP standard for math to 55%.
3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 35%.
4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard.

Actual

1. 46% of all 6th grade students met or exceeded the 2017 CAASPP standard for math.
2. 8% percent of English learner 6th grade students met or exceeded the 2017 CAASPP standard for math.
3. 20% percent of socio-economically disadvantaged 6th grade students met or exceeded the 2017 CAASPP standard for math.
4. We are piloting two local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard. The calculation of a baseline and decisions about cut scores for "met standard" will be determined after the third trimester.

The Fall 2017 update of the California Dashboard designates the District as High (18.4 pts. above Level 3) for our Status and Increased (+3.5 pts.) for our Change. Our rubric color is Green.

Expected

17-18

1. Increase the percent of all 6th grade students meeting or exceeding the CAASPP standard for math to 55%.
2. Increase the percent of English learner 6th students grade meeting or exceeding the CAASPP standard for math to 55%.
3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 35%.
4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard.

Baseline

Spring 2017 CAASPP results are unavailable at the time the LCAP was adopted, therefore the districts progress in meeting the expected annual outcomes will be included in the 2016-17 Annual Update that is incorporated into the 2018-19 LCAP.

Based on CAASPP results, the California School Dashboard report designates the District as Medium (-17.0 pts. above Level 3) for our Status and Declined (-1.3 pts.) for our Change. Our rubric color is Orange. However, these results are relevant to the 2015-16 LCAP year, not the 2016-17 LCAP year this update is intended to address.

2016-17 Local Measures

We piloted a new local benchmark this year and our goal was to establish a baseline. The platform we piloted proved difficult to manage and our Trimester 2 data could not be compared to Trimester 1 due to concerns about validity of scores in Trimester 1). If we set the benchmark at 70% correct for Trimester 2: District-wide: 37% of all students met benchmark; 12% of English learners met benchmark; 22% of economically disadvantaged students met benchmark.

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Maintain intervention programs for students not meeting CAASPP and/or local benchmark targets.

Each school operates a Multi-Tiered System of Support (MTSS) to identify students who do not meet state and/or local benchmarks. Schools are assigned a Student Support Coordinator who trains/manages a team of interventionists to provide support for students.

No additional cost

No additional cost

Action 2

Planned Actions/Services

Provide a summer school program for intermediate grade students not on track to meet 8th grade CAASPP Math targets.

Actual Actions/Services

Due to construction projects across the district (which created unsafe conditions for students on campuses), we did not offer summer school in July 2017. It is our intent to continue this action, pending the availability of safe campuses, in 2018 or 2019.

Budgeted Expenditures

No additional cost - Included in Goal 4 #2

Estimated Actual Expenditures

No additional cost - Included in Goal 4 #2

Action 3

Planned Actions/Services

Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State Math standards.

Actual Actions/Services

We have provided professional development towards full Math standards alignment through District Wednesday inservices, Consulting Teacher coaching and support, and optional after school workshops. Principals embarked on a year-long study of the 5 Dimensions of Teaching and Learning (Center for Educational Leadership).

2017-18 actions included a renewed focus on the adopted Math program, including additional

Budgeted Expenditures

No additional Cost

Estimated Actual Expenditures

No additional Cost

training and support for teachers; creation and revision of assessments; and curriculum maps to help with pacing, key standards, and grading.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Technology Summer Institute to train staff in effective integration of technology into Math instruction.	Technology integration was embedded into the Engage New York Math summer trainings.	No additional cost	No additional cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training to teachers and principals in the implementation of a new local math benchmark assessment.	The Math Consulting Teacher provided support and direction for teachers in the administration of the assessments, and worked with teacher representatives throughout the year to create and/or revise end-of-module assessments. Principals received limited training this year, but will spend time at the end of the year examining student performance from beginning to end of year, discussing our baselines and cut scores, and developing a plan for improving the use of assessment results to drive classroom instruction.	No additional cost	No additional cost

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the California State standards.

Each school held a Family Math (or STEAM) night.

Immaterial cost

Immaterial cost

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services for Goal 5, except summer school, were implemented this year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Examination of local math assessment results through the end of the second trimester indicate that about 60% of students in grades kindergarten through grade 3 are performing at or above "met standard." This percentage shrinks considerably in the intermediate grades. In response to this data, we have provided additional support and training for our intermediate grade math teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

2017-18 actions included a renewed focus on the adopted Math program, including additional training and support for teachers; creation and revision of assessments; and curriculum maps to help with pacing, key standards, and grading. This focus is not called out separately in the LCAP, but is reflected in the Actual Actions/Services portion of this Annual Update. This focus will continue in 2018-19 and be reflected in the Actions/Services section.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

Every English learner moves at least one level on the California English learner assessment (CELDT or LPAC) and is on target and within timelines, as defined by State and local criteria, to become Reclassified as Fluent English Proficient (RFEP).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>1. The California Dashboard will show a Status of High, with 75% or more of English learners demonstrating at least one level of growth on the CELDT, representing an Increase towards Change.</p> <p>2. 15% of English learners district wide will be reclassified as Fluent English Proficient (RFEP).</p> <p>17-18</p> <p>1. The California Dashboard will show a Status of High, with 75% or more of English learners demonstrating at least one level of growth on the CELDT, representing an Increase towards Change.</p> <p>2. 15% of English learners district wide will be reclassified as Fluent English Proficient (RFEP).</p>	<p>1. The Fall 2017 update of the California Dashboard shows a Status of High, with 84.3% or more of English learners demonstrating at least one level of growth on the CELDT, resulting in a Change of Significant over the prior year of 19.2%.</p> <p>2. 14.8% of English learners district wide were reclassified as Fluent English Proficient (RFEP).</p>

Expected

Baseline

The California Dashboard results show the percentage of English learners, plus RFEP students, demonstrating at least one level of growth on the 2015 CELDT from the 2014 CELDT was 69.4%. This represents a status of Medium. These results were a Decline from the previous year of 6.4% (75.8%) of English learners demonstrated at least one level of growth on the CELDT.

The percent of English learners reclassified at the October census for the 2016-17 school year was 17.2%. This is a four year high and an increase of 4.8% over the prior year.

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement designated ELD programs and adopt for the 2017-18 school year.	First-year implementation of Benchmark Advance Designated ELD began in September 2017.	ELD Coordinator (MGM ELDC) 0000: Unrestricted Supplemental \$22,000	ELD Coordinator (MGM ELDC) 0000: Unrestricted Supplemental \$22,000
		ELD Coordinator (MGM ELDC) 0000: Unrestricted LCFF \$59,215	ELD Coordinator (MGM ELDC) 0000: Unrestricted LCFF \$84,309

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain support and professional development for teachers and principals with full implementation of integrated ELD.	Integrated ELD strategies has been embedded into mandatory professional development sessions this year and several optional workshops have been offered for interested teachers and principals.	No Additional Cost - Educator Effectiveness	No Additional Cost - Educator Effectiveness

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a summer ELD academy that targets English learners at the intermediate CELDT level to accelerate their acquisition of English toward reclassification thereby preventing their classification as a long term English learner.	A two-week ELD Academy was offered in July 2017. Approximately 100 students from across the district maintained regular attendance in the program.	MGMT ELDA 0000: Unrestricted Supplemental \$25,000	MGMT ELDA 0000: Unrestricted Supplemental \$19,283

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parents of English learners support and resources in order for them to assist their children with homework.	English Learner Advisory Committees (ELACs), Pasitos, Latino Family Literacy, and Homework Clubs have been utilized to provide support for parents to assist their children with school/homework.	Included in MGMT 0652 - no additional cost	Included in MGMT 0652 - no additional cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide adult English classes for parents who are English learners.	We began a partnership with Santa Rosa Junior College in September 2017. Parents and community members can attend adult English classes twice per week, with open enrollment throughout the year.	Resource 0000, MGMT 4201 0000: Unrestricted Supplemental \$25,000	Resource 0000, MGMT 4201 0000: Unrestricted Supplemental \$26,186

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide instructional support to EL students with EL Assistants.

The EL Coordinator provides monthly training for EL Assistants. Topics include high leverage strategies for language acquisition, working with teachers, supporting ELs in reading and mathematics, and examining student CELDT data. This has allowed our EL Assistants to provide more structured support for English Learners.

Resource 0000, MGMT 4203
0000: Unrestricted Supplemental
\$16,500

Resource 0000, MGMT 4203
0000: Unrestricted LCFF \$5,986

Resource 0000, MGMT 4203
0000: Unrestricted Supplemental
\$16,500

Resource 0000, MGMT 4203
0000: Unrestricted LCFF \$189

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions/services for this goal were fully implemented during the 2017-18 LCAP year. Our most significant step this year was the implementation of comprehensive, district-wide designated ELD instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our actions/services for this goal have been consistent over the past three years. Therefore, our success in significantly increasing the percent of ELs advancing at least one level on the CELDT is connected to our plan described under this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were two material difference between budgeted expenditures and estimated actual expenditures for Goal #6. The first was in action #1 where \$59,215 was allocated, though \$84,309 was expended. This is a difference of \$25,094 and 142% of the budgeted amount. The reason for the material difference was that originally only salaries were budgeted. The larger amount expended includes the associated benefits. The second was in action #6 where \$5,986 was allocated, though only \$189 was expended. This is a difference of \$5,797 and 3% of the budgeted amount. The reason for the material difference was an inability to hire for a vacant position.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our success in meeting our local and LCFF evaluation rubric goals gives us confidence our plan to increase English language acquisition among our EL students is working. Therefore, we will continue with the same actions/services for the 2018-19 LCAP year.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Introduction

The Rincon Valley Union School District is committed to meaningful stakeholder engagement and understand this is an integral part in developing an effective strategic plan. As such, the Rincon Valley Union School District used a variety of site and district-based meetings and events to involve and hear from our stakeholders. These included a series of site-based meetings for each of our stakeholder groups led by our principals throughout the Annual Update, a series of site-based meetings, co-presented by the principals and the superintendent, to review the initial draft of the new LCAP, and a series of district-wide meetings with other stakeholder groups, such as employees (CTA, CSEA, non-represented), District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and students.

Austin Creek held three stakeholder sessions on December 6, 2017 (Site Council), December 11, 2017 (Parent Community), and December 18, 2017 (Student Council). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Binkley held four stakeholder sessions on November 14, 2017 (Binkley Boosters Parent Group), November 15, 2017 (Classified Employees), November 26, 2017 (ELAC), and December 1, 2017 (Site Council). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Madrone held three stakeholder sessions on December 4, 2017 (Site Council), December 18, 2017 (ELAC), and December 18, 2017 (Parent Community). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Rincon Valley Charter School held five stakeholder sessions on November 11, 2017 (Executive Committee), November 15, 2017 (Students), November 16, 2017 (Students), November 28, 2017 (Parents' Association), and November 28, 2017 (Staff). These meetings were vice-principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Spring Creek-Matanzas held three stakeholder sessions on November 2, 2017 (Staff), November 15, 2017 (PTA), and November 17, 2017 (Site Council and ELAC). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Sequoia held two stakeholder sessions on December 4, 2017 (Site Council), December 18, 2017 (ELAC), and December 18, 2017 (Parent Community). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Village held four stakeholder sessions on November 1, 2017 (Parents' Club), November 2, 2017 (Site Council), November 3, 2017 (Teachers), and November 16, 2017 (ELAC). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Whited School held two stakeholder sessions on December 7, 2017 (PTO) and December 21, 2017 (ELAC). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Administrative Council, including site and district administrators and bargaining unit representation, met on December 19, 2017 and February 20, 2018. The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

District English Learner Advisory Council met on January 31, 2018. The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

Superintendent's Student Advisory Committee met on February 8, 2018. The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

The District held two community-wide LCAP input meetings on February 20, 2018 (Matanzas) and March 7, 2017 (Austin Creek). The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

Parent Advisory Committee met on March 7, 2018. The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

The District conducted a stakeholder survey from March 5 through March 12, 2018. Included were the following stakeholder groups: Parents/guardians of enrolled students, certificated, classified, and administrative employees, and middle school students. The survey was conducted in English and Spanish. Participants reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

The District met with our teachers' association, RVUTA, on March 13, 2018. The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

The District met with our classified employees association, CSEA, On March 15, 2018. The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

Governing Board met on April 10, 2018. Trustees reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

Governing Board met on May 8, 2018. Trustees held a Public Hearing on the 2017-18, 2018-19, 2019-20 LCAP. At the same meeting, there was a public hearing on the 2017-18 Budget.

Governing Board met on June 12, 2018. Trustees approved the 2018-19, 2019-20, 2020-21 LCAP and 2018-19 Budget.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Austin Creek stakeholder feedback concerning the 2017-18 goals included:

- Appreciate the variety of supervised activities provided students during recess
- Appreciate teachers willingness to hold regular (weekly) circles
- Appreciate support for students in writing and math

Austin Creek stakeholder suggestions for the 2018-19 LCAP to include:

- Ongoing support for families with GATE students

Binkley stakeholder feedback concerning the 2017-18 goals included:

- Appreciate having a full-time counselor
- Appreciate the routine students have developed to participate in the supervised recess activities
- Appreciate the site's town hall meetings
- Appreciate the results shown for students with SIPPS
- Appreciate the role of the support coordinator in organizing and delivering intervention
- Appreciate the establishment of a homework club

Suggestions for the 2018-19 LCAP to include:

- Provide additional training for classified classroom assistants in the new ELA and math programs.
- Focus on deepening involvement of parents when students are in Kindergarten
- Develop more ways to support second language parents support their children with homework at home

Madrone stakeholder feedback concerning the 2017-18 goals included:

- Appreciate the new facility and field/track
- Appreciate the counselors, especially following the fires
- Appreciate the role of the office clerks in reducing truancy
- Appreciate the positive impact of Restorative Circles and Kimochis
- Appreciate the extra support for struggling students
- Appreciate the support that EL assistants provide English learners

Suggestions for the 2018-19 LCAP to include:

- Recommend training in NGSS for teachers
- Recommend to continue the provision of daycare for Back-to-School Night
- Establish a homework club
- Recommend that Family Math Night provide more opportunities for parents to learn more about the math program
- Recommend that adult English classes be offered at night

RVCS stakeholder feedback concerning the 2017-18 goals included:

- Appreciate the hard work the teachers provide on behalf of students
- Appreciate the quality of the school facilities
- Appreciate the focus on Project Based Learning
- Appreciate the availability of counseling
- Appreciate circles
- Appreciate Fall Festival as a community building event

Suggestions for the 2018-19 LCAP include:

- Recommend providing teachers with professional development aimed at challenging GATE students within the context of the daily classroom
- Recommend ongoing training in ELD
- Recommend additional counseling time
- Recommend more dances and game nights
- Recommend more support for struggling students, e.g., student support coordinator, older students as tutors
- Recommend moving away from the block schedule for math instruction
- Recommend more planning time focused on aligning classroom assessments to standards

Spring Creek-Matanzas stakeholders feedback concerning the 2017-18 goals included:

- Appreciate the counselor remains consistent between the two sites
- Appreciate the Restorative Practices program

- Appreciate having organized activities for students at recess
- Appreciate having Spanish language support for parents at conferences

Suggestions for the 2018-19 LCAP include:

- Consistent practices among staff for homework
- Increase and find new ways to communicate to the community about school-based activities and parent meetings
- Increase counseling time
- Provide access to technology beyond school hours with families that lack these resources at home
- Open computer labs and library as options for students at recess
- Minimize the impact of losing out on classroom instruction and activities for students pulled for various support programs
- Look at scheduling options for translators for conferences

Sequoia stakeholder feedback concerning the 2017-18 goals included:

- Appreciate the process for identifying GATE students that has expanded beyond the Raven
- Appreciate opportunities, such as Family Math Night, when parents can learn alongside their children

Suggestions for the 2018-19 LCAP include:

- Provision of resources and training for parents in math

Village stakeholder feedback concerning the 2017-18 goals included:

- Appreciate the high level of instruction provided students by the teachers
- Appreciate the facility improvements being made that will improve classrooms and playground options for students
- Appreciate the level of school-to-home communication
- Appreciate the use of non-traditional instruments being used to identify GATE students
- Appreciate the contributions of the counselors
- Appreciate evening programs such as Story Night
- Appreciate additional support efforts and the communication with parents about these options
- Appreciate the Engage NY math training last summer
- Appreciate the designated ELD time
- Appreciate the work of the ELD Coordinator in assisting families support English language acquisition of students

Suggestions for the 2018-19 LCAP include:

- Provide more support and materials for teachers to implement NGSS
- Increase counseling and dedicate time for SEL instruction into the classroom routine
- Recommend more assemblies that teach about cultural differences
- Recommend increasing classroom push-in support
- Increase communication from the classrooms on how to support students with math at home

Whited stakeholder feedback concerning the 2017-18 goals included:

- Appreciate the counselor program
- Appreciate the school's homework club
- Appreciate the focus on designated ELD program
- Appreciate Kimochis and Restorative Practices
- Appreciate the PlayWorks program

Suggestions for the 2018-19 LCAP include:

- Increasing counseling time
- Provide more information to families about the social/emotional programs
- Provide an indoor play option for students in the morning
- Increase after school tutoring options for student
- Send math activities home for parents to work on with their children
- Provide more individualized instruction for students learning English
- Provide the GATE curriculum to all students
- Provide the GATE as a pull-out program
- Recommend monthly evening events for families

Administrative Council stakeholder feedback concerning the 2017-18 goals included:

- Appreciate counseling services
- Appreciate support for students not meeting grade level expectations

Suggestions for the 2018-19 LCAP include:

- Expand counseling services, ultimately to one full-time counselor per school
- Review the local metrics for ELA and math that are used to measure student progress during the school year to ensure they both inform instruction and predict student success on the SBAC

All questions were answered at the meeting. The council did not provide any written comments to the District they wanted responded to in writing.

The District English Learner Advisory Council feedback concerning the 2017-18 goals included:

- Appreciate Counseling resources for students
- Appreciate academic resources and support for English learners

Suggestions for the 2018-19 LCAP include:

- Provide after school homework and tutoring options for students
- Provide ongoing parent education to prepare parents to support the learning of students at home

All questions were answered at the meetings. The DELAC did not provide any written comments to the District they wanted responded to in writing.

The Superintendent's Student Advisory Committee stakeholder feedback concerning the 2017-18 goals included:

- Appreciate counseling services
- Appreciate the PlayWorks program that provides various activities at recess
- Appreciate the extra support students receive when needed

Suggestions for the 2018-19 LCAP include:

- Provide more than one game option each day under the PlayWorks program
- Provide indoor recess options such as opening the library or for chess clubs
- Provide students an anonymous way to provide their teachers feedback or state concerns
- Adjust instructional activities that activate each students' curiosity, thus increasing interest and motivation to learn

All questions were answered at the meeting. The committee did not provide any written comments to the District they wanted responded to in writing.

The Parent Advisory Committee stakeholder feedback concerning the 2017-18 goals included:

- Appreciate counseling services
- Appreciate communication efforts through One-Call-Now and Facebook

Suggestions for the 2018-19 LCAP include:

- Provide on going parent education, especially in the areas of strategies to monitor a child's social media interactions and in transitioning to middle school

All questions were answered at the meeting. The committee did not provide any written comments to the District they wanted responded to in writing.

Community-wide LCAP stakeholder feedback concerning the 2017-18 goals included:

- Appreciate counseling services
- Appreciate support for students not meeting grade level expectations

Suggestions for the 2018-19 LCAP include:

- Incorporate the Art Docent program as a parent partnership opportunity within parent engagement
- Suggest that high achieving and GATE students are identified for services within the LCAP
- Provide a summer program for GATE students
- Provide parents training in the Kimochi program

All questions were answered at the various meetings.

Parent community LCAP stakeholder survey result feedback concerning the 2017-18 goals included:

- All proposed actions and services received support of at least 85% of the respondents
- The actions/services receiving the highest level of support were (in order):
 - * Strengthen intervention support in primary grades in ELA
 - * Strengthen support for all students in math
 - * Maintain counseling services
 - * Provide instructional support for English learners
 - * Provide school-based activities such as Family Math night, etc.

Parent community suggestions for the 2018-19 LCAP include:

- More resources for struggling students in the upper grades
- Options for students who are quick learners in math as the instructional pace can frustrate them
- Strengthen resources to eliminate bullying behavior, such as counseling
- Increase site-based community events as they are more successful and useful than district-wide ones

English learner parent community LCAP stakeholder survey result feedback concerning the 2017-18 goals included:

- This survey only received two submissions, therefore the results are not valid

English learner parent community suggestions for the 2018-19 LCAP include:

- N/A

Employee community LCAP stakeholder survey result feedback concerning the 2017-18 goals included:

- All proposed actions and services received support of at least 95% of the respondents
- The actions/services receiving the highest level of support were (in order):
 - * Strengthen intervention support in primary grades in ELA
 - * Strengthen support for all students in math
 - * Maintain counseling services
 - * Provide instructional support for English learners
 - * Provide school-based activities such as Family Math night, etc.

Employee community suggestions for the 2018-19 LCAP include:

- Keep Writing By Design as core writing program
- Maintain small class sizes in primary grades
- Provide additional resources to supplement ENY; intervention and 1st instruction
- Full-time counselors at each school site
- Additional classroom support during DELD instruction

Middle school student community LCAP stakeholder survey result feedback concerning the 2017-18 goals included:

- All proposed actions and services received support of at least 85% of the respondents
- The actions/services receiving the highest level of support were (in order):
 - * Maintain counseling services
 - * Strengthen intervention support in primary grades in ELA
 - * Strengthen support for all students in math
 - * Strengthen tools to measure student growth in meeting math standards
 - * Provide instructional support for English learners

Middle school student community suggestions for the 2018-19 LCAP include:

- Provide more time during the school day for students to read
- Additional teacher time for students who are struggling
- Add opportunities for parent to be in classrooms

Results were posted on the district website.

RVUTA stakeholder feedback concerning the 2017-18 goals included:

- The association generally supports the goals and actions/services proposed by the district

Suggestions for the 2018-19 LCAP include:

- RVUTA did not provide specific suggestions

All questions were answered at the meeting. The association did not provide any written comments to the District they wanted responded to in writing.

CSEA stakeholder feedback concerning the 2017-18 goals included:

- The association generally supports the goals and actions/services proposed by the district

Suggestions for the 2018-19 LCAP include:

- CSEA suggested we conduct a survey during the Annual Update portion of our process as well as the one held to receive feedback on our first draft of actions/services.

All questions were answered at the meeting. The association did not provide any written comments to the District they wanted responded to in writing.

At the April 10, 2018 Regular meeting, Trustees reviewed the draft LCAP for the 2018-19 school year. Trustees appreciated the incorporation of the California Dashboard into the document.

At the May 8, 2018 Regular meeting, The Governing Board provided an opportunity for community comment. No public comment was given.

At the June 12, 2018 Regular meeting, the Governing Board approved the 2018-19 and 2019-20 LCAP as presented.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Every student has access to highly qualified teachers, standards aligned instructional materials, facilities in good repair (Basic Supports) and to the full range of course offered by the District.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Every student benefits when they are provided core instruction from highly qualified teachers, are provided standards aligned instructional materials, and are housed in facilities in good repair. The Rincon Valley Union School District consistently provides every student with these Basic Supports and is committed to continue to do so. As a primarily TK-6 grade district, every student in the Rincon Valley Union school District is provided the full range of core instructional subjects offered by the District to include English Language Arts, Math, Science, Social Science/History, and Physical Education.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria	1. Every student received all core instruction from highly qualified teachers as defined by the State of California's Highly Qualified teacher criteria	1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria	1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria	1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>and measured by an audit of all teacher credentials.</p> <p>2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.</p> <p>4. Each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 50 or more English learners, as defined by each groups bylaws.</p>	<p>and measured by an audit of all teacher credentials.</p> <p>2. Every student was provided standards aligned instructional materials in all core subject areas as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every student was housed in facilities that meet the State criteria for being in good repair as verified by annual FIT site inspections.</p> <p>4. Parents were provided multiple opportunities to participate in leadership groups including PTA/PTO, School Site Council, School and District Advisory Committees, and ELAC/DELAC, that consult and advise individual schools and the District.</p>	<p>and measured by an audit of all teacher credentials.</p> <p>2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.</p> <p>4. Parent groups have multiple opportunities to advise individual schools and the District as evidenced by school and district calendared events.</p>	<p>and measured by an audit of all teacher credentials.</p> <p>2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.</p> <p>4. Every student has access to the full range of courses offered by the District to include English Language Arts, Math, Science, Social Science/History, and Physical Education.</p> <p>5. Parent groups have multiple opportunities to advise individual schools and the District as evidenced by school and district calendared events.</p>	<p>and measured by an audit of all teacher credentials.</p> <p>2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.</p> <p>4. Every student has access to the full range of courses offered by the District to include English Language Arts, Math, Science, Social Science/History, and Physical Education.</p> <p>5. Parent groups have multiple opportunities to advise individual schools and the District as evidenced by school and district calendared events.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Ensure every student receives all core instruction from highly qualified teachers.

2018-19 Actions/Services

Ensure every student receives all core instruction from highly qualified teachers.

2019-20 Actions/Services

Ensure every student receives all core instruction from highly qualified teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,000	\$50,000	\$54,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Kindergarten Assistants salary and benefits (mgmt KIND, OBJ 2-3)	0000: Unrestricted Kindergarten Assistants salary and benefits (mgmt KIND, OBJ 2-3)	0000: Unrestricted Kindergarten Assistants salary and benefits (mgmt KIND, OBJ 2-3)
Amount	\$5,860,000	\$5,960,000	\$6,000,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Maintain highly qualified teachers and site staff– salary and benefits (Mgmt 0100, Obj. 11-3)	0000: Unrestricted Maintain highly qualified teachers and site staff– salary and benefits (Mgmt 0100, Obj. 11-3)	0000: Unrestricted Maintain highly qualified teachers and site staff– salary and benefits (Mgmt 0100, Obj. 11-3)
Amount	\$225,000	\$227,000	\$230,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted District staff salary and benefits (MGMT 5100, obj. 1-3)	0000: Unrestricted District staff salary and benefits (MGMT 5100, obj. 1-3)	0000: Unrestricted District staff salary and benefits (MGMT 5100, obj. 1-3)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Ensure every student is provided with standards aligned instructional materials in all core subject areas.

2018-19 Actions/Services

Ensure every student is provided with standards aligned instructional materials in all core subject areas.

2019-20 Actions/Services

Ensure every student is provided with standards aligned instructional materials in all core subject areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$35,000	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Obj 4110 MGMT 5200	0000: Unrestricted Obj 4110 MGMT 5200	0000: Unrestricted Obj 4110 MGMT 5200

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Ensure every student is housed in facilities that meet the State criteria for being in good repair.

2018-19 Actions/Services

Ensure every student is housed in facilities that meet the State criteria for being in good repair.

2019-20 Actions/Services

Ensure every student is housed in facilities that meet the State criteria for being in good repair.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500,000	\$1,500,000	\$1,500,000
Source	LCFF	LCFF	LCFF
Budget Reference	8150	8150	8150

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Ensure each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 50 or more English learners.

Ensure each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 21 or more English learners.

Ensure each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 21 or more English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	No additional costs	No additional costs	No additional costs

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Every student has access to the full range of courses offered by the District.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Beginning with the 2018-19 school year, this goal has been incorporated within Goal #1 (Basic Supports). Access to the full range of courses is as foundational to each students' educational experience as highly qualified teachers, access to instructional materials, adequate facilities, and involved and engaged parents. In RVUSD, our foundation is strong and each of these Basic Supports are in place.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation of students in the District's GATE, special education, and advanced coursework programs mirror the demographics of the District's students, especially for English	Every student in the Rincon Valley Union School District has access to the full range of courses offered by the District. As a core K-6 district, courses are provided through grade	Participation of students in the District's GATE, special education, and advanced coursework programs mirror the demographics of the District's students, especially for English	Not Applicable	Not Applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>learner and socio-economically disadvantaged students as measured by an audit of the sub-group participation in each program.</p>	<p>level classes. In the charter middle school (grades 7-8), every student maintains a similar schedule, differing by elective choice. Programs such as GATE, advanced coursework (grades 7-8), and special education are only offered to students who meet predefined criteria.</p> <p>An examination of students who are identified as gifted revealed three subgroups are underrepresented based on the demographics of our district as a whole: Hispanic/Latino (27% of our total population, 11% of the GATE population), English Learners (10% of our total population, 0% of the GATE population), and Economically Disadvantaged students (33% of our total population, 14% of the GATE population).</p> <p>An examination of students who have been</p>	<p>learner and socio-economically disadvantaged students as measured by an audit of the sub-group participation in each program.</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>identified as being eligible for special education and related services revealed over representation of two subgroups of students: English Learners (10% of the total population, 18% of the special education population) and Economically Disadvantaged students (33% of the total population, 44% of the special education population). The examination also identified an under represented group: White (58% of our total population, 43% of our special education population).</p> <p>An examination of students who were identified for Advanced Coursework in middle school revealed two subgroups are underrepresented based on the demographics of the school as a whole: Hispanic/Latino (27% of our total population, 8% of the Advanced Coursework population)</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	and Economically Disadvantaged students (27% of our total population, 11% of the Advanced Coursework population).			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action		
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement any changes to the District's GATE identification process found to unfairly identify students based on any demographic factor such as English	Not Applicable	Not Applicable

language proficiency, culture, or socio-economic background.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action
Modified Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Implement any changes to the District's special education identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background.

2018-19 Actions/Services

Not Applicable

2019-20 Actions/Services

Not Applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	No additional costs	No additional costs	No additional costs

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Implement any changes to the District's special education identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background.

2018-19 Actions/Services

Not Applicable

2019-20 Actions/Services

Not Applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	No additional costs	No additional costs	No additional costs

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Identify middle school students eligible for advanced coursework at the beginning of each school year based on quantitative (placement test) and qualitative (prior teacher recommendation, observation of student critical thinking/problem solving) measures.

2018-19 Actions/Services

Not Applicable

2019-20 Actions/Services

Not Applicable

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

No additional costs

No additional costs

No additional costs

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Rincon Valley Union School District has high attendance rates, low chronic absenteeism rates, and has no history of its charter middle school student dropping out of school. The District also benefits from an extremely low suspension and expulsion rates in recent years. The most recent Student Survey indicates that 79% of students often/always feel safe at school while 82% are often/always happy to be at their school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Maintain district-wide P-2 attendance rate at 96% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and	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 was 79% of students	1. Increase district-wide P-2 attendance rate to 96.5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and	1. Reduce district-wide P-2 attendance rate to 96.75% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and	1. Maintain district-wide P-2 attendance rate at 97% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>special education students.</p> <p>2. Reduce district-wide 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.</p> <p>3. Maintain district-wide 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.</p> <p>4. Reduce district-wide P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>5. Maintain district-wide P-2 pupil expulsion rate at 0% for all students</p>	<p>report "often"/"always" feeling safe at school and 78% of students reported being happy at school "often/always".</p>	<p>special education students.</p> <p>2. Reduce district-wide 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.</p> <p>3. Maintain district-wide 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.</p> <p>4. Reduce district-wide P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>5. Maintain district-wide P-2 pupil expulsion rate at 0% for all students</p>	<p>special education students.</p> <p>2. Maintain district-wide 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.</p> <p>3. Maintain district-wide 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.</p> <p>4. Reduce district-wide P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>5. Maintain district-wide P-2 pupil expulsion rate at 0% for all students</p>	<p>special education students.</p> <p>2. Maintain district-wide 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.</p> <p>3. Maintain district-wide 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.</p> <p>4. Reduce district-wide P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>5. Maintain district-wide P-2 pupil expulsion rate at 0% for all students</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>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 (79% of students report "often"/"always" feeling safe at school and 82% of students reported being happy at school "often/always".</p> <p>As an elementary district, high school drop-out and graduation rates do not apply.</p>		<p>and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>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 (79% of students report "often"/"always" feeling safe at school and 78% of students reported being happy at school "often/always".</p> <p>As an elementary district, high school drop-out and graduation rates do not apply.</p>	<p>and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>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 (79% of students report "often"/"always" feeling safe at school and 78% of students reported being happy at school "often/always".</p> <p>As an elementary district, high school drop-out and graduation rates do not apply.</p>	<p>and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>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 (79% of students report "often"/"always" feeling safe at school and 78% of students reported being happy at school "often/always".</p> <p>As an elementary district, high school drop-out and graduation rates do not apply.</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain counseling programs at each school.

2018-19 Actions/Services

Maintain counseling programs at each school.

2019-20 Actions/Services

Maintain counseling programs at each school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$120,000	\$130,000	\$135,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted MNGMT 6150	0000: Unrestricted MNGMT 6150	0000: Unrestricted MNGMT 6150

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain clerical attendance support for each school.

2018-19 Actions/Services

Maintain clerical attendance support for each school.

2019-20 Actions/Services

Maintain clerical attendance support for each school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$240,000	\$245,000	\$250,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted MGMT OFFC	0000: Unrestricted MGMT OFFC	0000: Unrestricted MGMT OFFC

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Expand school site participation in Restorative Practices.

2018-19 Actions/Services

Maintain school site participation in social emotional practices, for example, Kimochis, ToolBox, and Restorative Practices.

2019-20 Actions/Services

Maintain school site participation in social emotional practices, for example, Kimochis, ToolBox, and Restorative Practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	0000: Unrestricted MGMT MAAD	0000: Unrestricted MGMT MAAD	0000: Unrestricted MGMT MAAD
Amount	\$2,000	\$2,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted MGMT MAAD	0000: Unrestricted MGMT MAAD	0000: Unrestricted MGMT MAAD

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain the PlayWorks program to increase student participation.

2018-19 Actions/Services

Maintain the PlayWorks program to increase student participation.

2019-20 Actions/Services

Strengthen recess activity programs to increase student participation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Part of designated reserve	0000: Unrestricted Part of designated reserve	0000: Unrestricted Part of designated reserve

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide ongoing school-based activities that promote school to home/school collaboration such as Back to School Night, Open House, Family Math Night, Family Literacy Night, and other site-based community events.

2018-19 Actions/Services

Provide ongoing school-based activities that promote school to home/school collaboration such as Back to School Night, Open House, Family Math Night, Family Literacy Night, and other site-based community events.

2019-20 Actions/Services

Provide ongoing school-based activities that promote school to home/school collaboration such as Back to School Night, Open House, Family Math Night, Family Literacy Night, and other site-based community events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue district-wide efforts to implement culturally responsive teaching practices.	This action has been discontinued.	This action has been discontinued.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,000		
Source	LCFF		
Budget Reference	0000: Unrestricted MGMT 5200 OBJ 5200	This action has been discontinued- no additional costs.	This action has been discontinued- no additional costs.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Ensure that all students, including significant subgroups, demonstrate growth year to year as measured by the ELA CAASPP assessments and reflected on the status and change placement on the California School Dashboard.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Obtaining grade level expectations for reading by 3rd grade is a key indicator of subsequent student success in English language arts. Spring 2016 CAASPP results reveal that 52% of all Rincon Valley 3rd grade students met or exceeded the standard for English language arts. For 6th grade, the last year in the district for most students, 58% of all students met the grade level criteria. For English learners, 14% of 3rd and 46% of 6th graders met or exceeded this standard. For socio-economically disadvantaged students, 35% of 3rd and 37% 6th graders met or exceeded this standard.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard	Spring 2017 CAASPP results are unavailable at the time the LCAP was adopted, therefore	1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard	1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard	1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>for language arts to 60%.</p> <p>2. Increase the percent of English learner 3rd students grade meeting or exceeding the CAASPP standard for language arts to 30%.</p> <p>3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 50%.</p> <p>4. 60% of students will meet or exceed local benchmarks at each trimester.</p> <p>The Academic Performance Index, UC/CSU/CTE courses, AP test participation, and EAP do not apply as the district does not serve high school students.</p>	<p>the districts progress in meeting the expected annual outcomes will be included in the 2016-17 Annual Update that is incorporated into the 2018-19 LCAP.</p> <p>Based on CAASPP results, the California School Dashboard report designates the District as Medium (8.2 pts. above Level 3) for our Status and Maintained (+0.2 pts.) for our Change. Our rubric color is Yellow. However, these results are relevant to the 2015-16 LCAP year, not the 2016-17 LCAP year this update is intended to address.</p> <p>Trimester 2 local benchmark (STAR Reading) data:</p> <p>District-wide: 68% of all students met benchmark; 29% of English learners met benchmark; 53% of economically disadvantaged students met benchmark.</p>	<p>for language arts to 70%.</p> <p>2. Increase the percent of English learners 3rd students grade meeting or exceeding the CAASPP standard for language arts to 40%.</p> <p>3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 60%.</p> <p>4. 65% of students will meet or exceed local benchmarks at each trimester.</p>	<p>for language arts to 80%.</p> <p>2. Increase the percent of English learners 3rd students grade meeting or exceeding the CAASPP standard for language arts to 50%.</p> <p>3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 70%.</p> <p>4. 70% of students will meet or exceed local benchmarks at each trimester.</p>	<p>for language arts to 85%.</p> <p>2. Increase the percent of English learners 3rd students grade meeting or exceeding the CAASPP standard for language arts to 60%.</p> <p>3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 80%.</p> <p>4. 75% of students will meet or exceed local benchmarks at each trimester.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Third grade: 64% of all students met benchmark; 40% of English learners met benchmark; 57% of economically disadvantaged students met benchmark.</p> <p>Early literacy screening (DIBELS) data for K-1: 70% of all students ready for "core" instruction, 51% of English learners ready for "core instruction; 56% of economically disadvantaged students ready for "core" instruction.</p> <p>Kindergarten Readiness (READY) data: 52% of all students entered Kindergarten "ready to go", 28% of English learners entered Kindergarten "ready to go"; (economically disadvantaged status was not tracked for this data.</p>			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Maintain a systematic reading instructional program (K-3 SIPPS).

2018-19 Actions/Services

Maintain a systematic reading instructional program (K-3 SIPPS); integrate with core ELA-ELD program

2019-20 Actions/Services

Maintain a systematic reading instructional program (K-3 SIPPS); integrate with core ELA-ELD program

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

No additional Cost

No additional Cost

No additional costs

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain and utilize a Multi-tiered System of Support (MTSS) for students not meeting CAASPP and/or local benchmark assessment targets.

2018-19 Actions/Services

Maintain and utilize a Multi-tiered System of Support (MTSS) for students not meeting CAASPP and/or local benchmark assessment targets.

2019-20 Actions/Services

Utilize a Multi-tiered System of Support (MTSS) for students not meeting CAASPP and/or local benchmark assessment targets.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$222,000	\$226,000	\$250,00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	0000: Unrestricted Intervention Budgets (MGMT 0652)	0000: Unrestricted Intervention Budgets (MGMT 0652)	0000: Unrestricted Intervention Budgets (MGMT 0652)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: Kindergarten**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.

2018-19 Actions/Services

Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.

2019-20 Actions/Services

Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.

Budgeted Expenditures

Year 2017-18

Budget

Reference

No additional Cost

2018-19

No additional Cost

2019-20

No additional costs

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: Special Education
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide a summer school program for primary grade students not on track to meet 3rd grade CAASPP ELA targets.

2018-19 Actions/Services

Provide a summer school program for primary grade students not on track to meet 3rd grade CAASPP ELA targets.

2019-20 Actions/Services

Provide a summer school program for primary grade students not on track to meet 3rd grade CAASPP ELA targets.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000	\$15,500	\$36,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	0000: Unrestricted MGMT 0650	0000: Unrestricted MGMT 0650	0000: Unrestricted MGMT 0650
Amount	\$0	\$0	\$12,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted MGMT 0650	0000: Unrestricted MGMT 0650	0000: Unrestricted MGMT 0650

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State ELA/ELD standards.

2018-19 Actions/Services

Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State ELA/ELD standards.

2019-20 Actions/Services

Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State ELA/ELD standards.

Budgeted Expenditures

Year 2017-18

Budget

Reference

No additional Cost

2018-19

No additional Cost

2019-20

No Additional Cost

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Embed technology skills/integration into ELA-ELD summer professional learning opportunities.

2018-19 Actions/Services

Embed technology skills/integration into ELA-ELD summer professional learning opportunities.

2019-20 Actions/Services

Embed technology skills/integration into ELA-ELD summer professional learning opportunities.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

No additional Cost

No additional Cost

No additional cost

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.

2018-19 Actions/Services

Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.

2019-20 Actions/Services

Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

Included in Student Support Budget

Included in Student Support Budget

Included in Student Support Budget

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 5

Ensure that all students, including significant subgroups, demonstrate growth year to year as measured by the Math CAASPP assessments and reflected on the status and change placement on the California School Dashboard.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Obtaining grade level expectations for math by 8th grade is a key indicator of student success in high school math courses. As a primarily TK-6th grade district, students entering 7th grade that meet or exceed the 6th grade CAASPP standard are best equipped to continue their success in math through middle school. Spring 2016 CAASPP results reveal that 43% of all Rincon Valley 6th grade students met or exceeded the standard for math. For English learners, 41% of 6th graders met or exceeded this standard. For socio-economically disadvantaged students, 20% of 6th graders met or exceeded this standard.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Increase the percent of all 6th grade students meeting or exceeding	Spring 2017 CAASPP results are unavailable at the time the LCAP was adopted, therefore	1. Increase the percent of all 6th grade students meeting or exceeding	1. Increase the percent of all 6th grade students meeting or exceeding	1. Increase the percent of all 6th grade students meeting or exceeding

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>the CAASPP standard for math to 55%.</p> <p>2. Increase the percent of English learner 6th students grade meeting or exceeding the CAASPP standard for math to 55%.</p> <p>3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 35%.</p> <p>4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard.</p>	<p>the districts progress in meeting the expected annual outcomes will be included in the 2016-17 Annual Update that is incorporated into the 2018-19 LCAP.</p> <p>Based on CAASPP results, the California School Dashboard report designates the District as Medium (-17.0 pts. above Level 3) for our Status and Declined (-1.3 pts.) for our Change. Our rubric color is Orange. However, these results are relevant to the 2015-16 LCAP year, not the 2016-17 LCAP year this update is intended to address.</p> <p>2016-17 Local Measures</p> <p>We piloted a new local benchmark this year and our goal was to establish a baseline. The platform we piloted proved difficult to manage and our Trimester 2 data could not be compared to</p>	<p>the CAASPP standard for math to 55%.</p> <p>2. Increase the percent of English learner 6th students grade meeting or exceeding the CAASPP standard for math to 55%.</p> <p>3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 35%.</p> <p>4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard.</p>	<p>the CAASPP standard for math to 70%.</p> <p>2. Increase the percent of English learner 6th grade students meeting or exceeding the CAASPP standard for math to 70%.</p> <p>3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 50%.</p> <p>4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard.</p>	<p>the CAASPP standard for math to 85%.</p> <p>2. Increase the percent of English learner 6th grade students meeting or exceeding the CAASPP standard for math to 85%.</p> <p>3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 65%.</p> <p>4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Trimester 1 due to concerns about validity of scores in Trimester 1). If we set the benchmark at 70% correct for Trimester 2: District-wide: 37% of all students met benchmark; 12% of English learners met benchmark; 22% of economically disadvantaged students met benchmark.			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: Students not meeting standards

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain intervention programs for students not meeting CAASPP and/or local benchmark targets.

2018-19 Actions/Services

Maintain intervention programs for students not meeting CAASPP and/or local benchmark targets.

2019-20 Actions/Services

Maintain intervention programs for students not meeting CAASPP and/or local benchmark targets.

Budgeted Expenditures

Year 2017-18

Budget
Reference

No additional cost

2018-19

No additional cost

2019-20

No additional cost

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: Students not meeting standards

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action Unchanged Action	Modified Action	Unchanged Action
-------------------------------------	-----------------	------------------

2017-18 Actions/Services

Provide a summer school program for intermediate grade students not on track to meet 8th grade CAASPP Math targets.

2018-19 Actions/Services

Provide a summer school program for intermediate grade students not on track to meet 6th grade CAASPP Math targets.

2019-20 Actions/Services

Provide a summer school program for intermediate grade students not on track to meet 6th grade CAASPP Math targets.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost - Included in Goal 4 #2	No additional cost - Included in Goal 4 #2	No additional cost - Included in Goal 4 #2

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State Math standards.

Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State Math standards.

Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State Math standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional Cost - Educator Effectiveness Funds	No additional Cost - Educator Effectiveness Funds	No additional Cost - Educator Effectiveness Funds

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Embed technology skills/integration into summer Math professional learning opportunities.

2018-19 Actions/Services

Embed technology skills/integration into summer Math professional learning opportunities.

2019-20 Actions/Services

Embed technology skills/integration into summer Math professional learning opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide training to teachers and principals in the implementation of a new local math benchmark assessment.

2018-19 Actions/Services

Provide training to teachers and principals in the implementation of a new local math benchmark assessment.

2019-20 Actions/Services

This action will have been met.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the California State standards.

2018-19 Actions/Services

Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the California State standards.

2019-20 Actions/Services

Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the California State standards.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

Immaterial cost

Immaterial cost

Immaterial cost

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 6

Every English learner moves at least one level on the California English learner assessment (CELDT or ELPAC) and is on target and within timelines, as defined by State and local criteria, to be Reclassified as Fluent English Proficient (R-FEP)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

The California Dashboard results show that the percentage of English learners, plus RFEP students, demonstrating at least one level of growth on the 2015 CELDT from the 2014 CELDT was 69.4%. This represents a status of Medium. These results were a Decline from the previous year of 6.4% (75.8%) of English learners demonstrated at least one level of growth on the CELDT. The percent of English learners reclassified at the October census for the 2016-17 school year was 17.2%. This is a four year high and an increase of 4.8% over the prior year.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. The California Dashboard will show a Status of High, with 75% or more of English learners demonstrating at least one level of growth on the CELDT, representing an	The California Dashboard results show the percentage of English learners, plus RFEP students, demonstrating at least one level of growth on the 2015 CELDT from	1. The California Dashboard will show a Status of High, with 75% or more of English learners demonstrating at least one level of growth on the CELDT, representing an	1. The California School Dashboard English learner indicators will be frozen for at least two years due to the transition from the CELDT to the ELPAC. Therefore, the District is	1. The California School Dashboard English learner indicators will be frozen for at least two years due to the transition from the CELDT to the ELPAC. Therefore, the District is

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Increase towards Change.</p> <p>2. 15% of English learners district wide will be reclassified as Fluent English Proficient (RFEP).</p>	<p>the 2014 CELDT was 69.4%. This represents a status of Medium. These results were a Decline from the previous year of 6.4% (75.8%) of English learners demonstrated at least one level of growth on the CELDT.</p> <p>The percent of English learners reclassified at the October census for the 2016-17 school year was 17.2%. This is a four year high and an increase of 4.8% over the prior year.</p>	<p>Increase towards Change.</p> <p>2. 15% of English learners district wide will be reclassified as Fluent English Proficient (RFEP).</p>	<p>only including reclassification rates as the sole indicator for these two years.</p> <p>2. 15% of English learners district wide will be reclassified as Fluent English Proficient (RFEP).</p>	<p>only including reclassification rates as the sole indicator for these two years.</p> <p>2. 15% of English learners district wide will be reclassified as Fluent English Proficient (RFEP).</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Implement designated ELD programs and adopt for the 2017-18 school year.

2018-19 Actions/Services

Maintain designated ELD programs and deepen Implementation.

2019-20 Actions/Services

Maintain designated ELD programs and deepen Implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,000	\$25,000	\$27,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	0000: Unrestricted ELD Coordinator (MGM ELDC)	0000: Unrestricted ELD Coordinator (MGM ELDC)	0000: Unrestricted ELD Coordinator (MGM ELDC)
Amount	\$84,000	\$82,450	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted ELD Coordinator (MGM ELDC)	0000: Unrestricted ELD Coordinator (MGM ELDC)	0000: Unrestricted ELD Coordinator (MGM ELDC)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain support and professional development for teachers and principals with full implementation of integrated ELD.

2018-19 Actions/Services

Maintain support and professional development for teachers and principals with full implementation of integrated ELD.

2019-20 Actions/Services

Maintain support and professional development for teachers and principals with full implementation of integrated ELD.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Additional Cost	No Additional Cost	No Additional Cost

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide a summer ELD academy that targets English learners at the intermediate CELDT level to accelerate their acquisition of English toward reclassification thereby preventing their classification as a long term English learner.

2018-19 Actions/Services

Provide a summer ELD academy that targets English learners at the intermediate CELDT level to accelerate their acquisition of English toward reclassification thereby preventing their classification as a long term English learner.

2019-20 Actions/Services

Provide a summer ELD academy that targets English learners at the intermediate CELDT level to accelerate their acquisition of English toward reclassification thereby preventing their classification as a long term English learner.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,000	\$19,500	\$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	0000: Unrestricted MGMT ELDA	0000: Unrestricted MGMT ELDA	0000: Unrestricted MGMT ELDA

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide parents of English learners support and resources in order for them to assist their children with homework.

2018-19 Actions/Services

Provide parents of English learners support and resources in order for them to assist their children with homework.

2019-20 Actions/Services

Provide parents of English learners support and resources in order for them to assist their children with homework.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Included in MGMT 0652 - no additional cost	Included in MGMT 0652 - no additional cost	Included in MGMT 0652 - no additional cost

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide adult English classes for parents who are English learners.

2018-19 Actions/Services

Provide adult English classes for parents who are English learners.

2019-20 Actions/Services

Provide adult English classes for parents who are English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,000	\$27,000	\$28,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	0000: Unrestricted Resource 0000, MGMT 4201	0000: Unrestricted Resource 0000, MGMT 4201	0000: Unrestricted Resource 0000, MGMT 4201

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide instructional support to EL students with EL Assistants.

2018-19 Actions/Services

Provide instructional support to EL students with EL Assistants.

2019-20 Actions/Services

Provide instructional support to EL students with EL Assistants.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,500	\$17,500	\$18,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	0000: Unrestricted Resource 0000, MGMT 4203	0000: Unrestricted Resource 0000, MGMT 4203	0000: Unrestricted Resource 0000, MGMT 4203
Amount	\$350	\$7,500	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Resource 0000, MGMT 4203	0000: Unrestricted Resource 0000, MGMT 4203	0000: Unrestricted Resource 0000, MGMT 4203

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$572,884

Percentage to Increase or Improve Services

5.22%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District does not receive Concentration funds. Supplemental funds for the 2018-19 school year will be used for our Multi Tiered System of Support (MTSS) programs. The components of our MTSS program funded with supplemental funding include a range of intervention support, an ELD Summer Academy, to support a district-wide ELD coordinator, support the district's restorative practices program, fund a summer learning program, fund a portion of our family liaisons, and fund a portion of our EL assistants. (Averill & Rinaldi, 2011; California Department of Education, 2015)

Intervention Programs: These resources are principally directed to serve our unduplicated students by providing direct instruction to students who are not meeting grade level CAASPP and/or local assessment targets. While these services are not strictly limited to our unduplicated students, these subgroups comprise the majority of students benefiting from the services. Intervention services are provided within an extensive MTSS system that includes Student Support Coordinators, classroom teachers, and intervention teachers. Student Support Coordinators provide direct instruction to students, monitor the progress of all students being served with support services and meet with grade level teams and principals to review the progress of groups and individuals. English language arts and mathematics are the targeted subjects for identifying and supporting students. Supplemental funds are used for Student Support Coordinator and intervention teachers' salaries and benefits. (California Department of Education, 2015)

Cost of the Intervention Programs charged to Supplemental Funds: \$226,459, Resource Code 0000 Object 1000-6000 (Management Codes 0652)

Summer ELD Academy: This program is principally directed to serve our unduplicated students by providing direct instruction and monitoring of student progress within our overall system of supports. Students participating in the Summer ELD Academy are English

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

learners at the Intermediate level as measured by CELDT. The goal of this service is to accelerate English language acquisition so that English learners do not become long term ELs. Summer EL Academy classroom teachers provide the instruction. Supplemental funds are used for Summer ELD Academy classroom teachers' and classified employees' salaries and benefits and instructional materials. (Ward-Singer, 2007; California Department of Education, ELD Standards Appendix C, 2015)

Cost of the Summer ELD Academy charged to Supplemental Funds: \$19,595, Resource Code 0000 Object 1000-6000 (Management Code ELDA)

EL Coordinator: This program is principally directed to serve our unduplicated students by coordinating and monitoring of EL student progress within our overall system of supports. Supplemental funds are used for EL Coordinator salary and benefits. (Schmoker, 2006)

Cost of the EL Coordinator charged to Supplemental Funds: \$107,457, Resource Code 0000 & 0016, Object 1000-6000 (Management Code ELDC)

Restorative Practices: This program is principally directed to serve our unduplicated students by providing counseling related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Supplemental funds are used to fund the cost of personnel (counselors) and to support the training for certificated and classified personnel in the use of the Restorative Practices protocols. This effort will result in district-wide implementation of this practice. (International Institute for Restorative Practices, 2007)

Cost of Maintaining Restorative Practices charged to Supplemental Funds: \$32,119, Resource Code 0000 Object 1000-6000 (Management Code MAAD)

Cost of Personnel (counselors) charged to supplemental funds: \$130,201, Resource Code 0000 Object 1000-6000 (Management Code 6150)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Summer Learning: This program is principally directed to serve our unduplicated students by providing counseling related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Supplemental funds are used for Summer Learning classroom teachers' and classified employees' salaries and benefits. (Smith, ASCD, 2012)

Cost of the Summer Learning program charged to Supplemental Funds: \$15,454, Resource Code 0000 Object 1000-6000 (Management Code 0650)

Family Liaison: This program is principally directed to serve our unduplicated students by providing school-to-home related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Family Liaisons provide an important link between our schools and families. These individuals provide support for families across a wide range of school attendance, social/emotional needs, and connecting to community-wide resources. Supplemental funds are used for classified employees' salaries and benefits. (Breiseth, Robertson & Lafond, 2015)

Cost of the Family Liaisons charged to Supplemental Funds: \$26,936, Resource Code 0000 Object 1000-6000 (Management Code 4201)

EL Assistants: This program is principally directed to serve our unduplicated students by providing instructional services. EL Assistants provide direction instructional support to our newcomer EL students. Supplemental funds are used for classified employees' salaries and benefits. (Robertson & Ford, 2013)

Cost of the EL Assistants charged to Supplemental Funds: \$24,764, Resource Code 0000 Object 1000-3000 (Management Code 4203)

Note: Although the minimum is \$572,884, the District is spending approximately \$10K over the minimum.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District is increasing services by directing all new Supplemental funds to services that are principally directed towards our unduplicated students. All new and ongoing Supplemental funding is directed towards our Multi Tiered System of Support services. Detailed information concerning the use of these funds are included in Section 3:A.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$382,590

3.5%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District does not receive Concentration funds. Supplemental funds for the 2017-18 school year were used for our Multi Tiered System of Support (MTSS) programs. The components of our MTSS program funded with supplemental funding include a range of intervention support, an ELD Summer Academy, to support a district-wide ELD coordinator, support the district's restorative practices program, fund a summer learning program, fund a portion of our family liaisons, and fund a portion of our EL assistants. (Averill & Rinaldi, 2011; California Department of Education, 2015)

Intervention Programs: These resources are principally directed to serve our unduplicated students by providing direct instruction to students who are not meeting grade level CAASPP and/or local assessment targets. While these services are not strictly limited to our unduplicated students, these subgroups comprise the majority of students benefiting from the services. Intervention services are provided within an extensive MTSS system that includes Student Support Coordinators, classroom teachers, and intervention teachers. Student Support Coordinators provide direct instruction to students, monitor the progress of all students being served with support services and meet with grade level teams and principals to review the progress of groups and individuals. English language arts and mathematics are the targeted subjects for identifying and supporting students. Supplemental funds are used for Student Support Coordinator and intervention teachers' salaries and benefits. (California Department of Education, 2015)

Cost of the Intervention Programs charged to Supplemental Funds: \$222,240, Resource Code 0000 Object 1000-6000 (Management Codes 0652)

Summer ELD Academy: This program is principally directed to serve our unduplicated students by providing direct instruction and monitoring of student progress within our overall system of supports. Students participating in the Summer ELD Academy are English learners at the Intermediate level as measured by CELDT. The goal of this service is to accelerate English language acquisition so that English learners do not become long term ELs. Summer EL Academy classroom teachers provide the instruction. Supplemental funds are used for Summer ELD Academy classroom teachers' and classified employees' salaries and benefits and instructional materials. (Ward-Singer, 2007; California Department of Education, ELD Standards Appendix C, 2015)

Cost of the Summer ELD Academy charged to Supplemental Funds: \$20,307, Resource Code 0000 Object 1000-6000 (Management Code ELDA)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

EL Coordinator: This program is principally directed to serve our unduplicated students by coordinating and monitoring of EL student progress within our overall system of supports. Supplemental funds are used for EL Coordinator salary and benefits. (Schmoker, 2006)

Cost of the EL Coordinator charged to Supplemental Funds: \$105,961, Resource Code 0000 & 0016, Object 1000-6000 (Management Code ELDC)

Restorative Practices: This program is principally directed to serve our unduplicated students by providing counseling related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Supplemental funds are used to support the training for certificated and classified personnel in the use of the Restorative Practices protocols. This effort will result in district-wide implementation of this practice. (International Institute for Restorative Practices, 2007)

Cost of Maintaining Restorative Practices charged to Supplemental Funds: \$44,005, Resource Code 0000 Object 1000-6000 (Management Code MAAD)

Summer Learning: This program is principally directed to serve our unduplicated students by providing counseling related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Supplemental funds are used for Summer Learning classroom teachers' and classified employees' salaries and benefits. (Smith, ASCD, 2012)

Cost of the Summer Learning program charged to Supplemental Funds: \$0, Resource Code 0000 Object 1XXX (Management Code 0650)

Family Liaison: This program is principally directed to serve our unduplicated students by providing school-to-home related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Family Liaisons provide an important link between our schools and families. These individuals provide

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

support for families across a wide range of school attendance, social/emotional needs, and connecting to community-wide resources. Supplemental funds are used for classified employees' salaries and benefits. (Breiseth, Robertson & Lafond, 2015)

Cost of the Family Liaisons charged to Supplemental Funds: \$26,085, Resource Code 0000 Object 1000-3000 (Management Code 4201)

EL Assistants: This program is principally directed to serve our unduplicated students by providing instructional services. EL Assistants provide direction instructional support to our newcomer EL students. Supplemental funds are used for classified employees' salaries and benefits. (Robertson & Ford, 2013)

Cost of the EL Assistants charged to Supplemental Funds: \$22,486, Resource Code 0000 Object 1000-3000 (Management Code 4203)

Note: Although the minimum is \$426,176, the District is spending approximately \$15K over the minimum.

The District is increasing services by directing all new Supplemental funds to services that are principally directed towards our unduplicated students. All new and ongoing Supplemental funding is directed towards our Multi Tiered System of Support services. Detailed information concerning the use of these funds are included in Section 3:A.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	8,553,206.00	8,509,897.00	8,506,850.00	8,599,450.00	8,508,500.00	25,614,800.00
LCFF	8,159,706.00	8,165,202.00	8,162,350.00	8,238,950.00	8,324,000.00	24,725,300.00
Supplemental	393,500.00	344,695.00	344,500.00	360,500.00	184,500.00	889,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	8,553,206.00	8,509,897.00	8,506,850.00	8,599,450.00	8,508,500.00	25,614,800.00
	1,500,000.00	1,493,140.00	1,500,000.00	1,500,000.00	1,500,000.00	4,500,000.00
0000: Unrestricted	7,053,206.00	7,016,757.00	7,006,850.00	7,099,450.00	7,008,500.00	21,114,800.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	8,553,206.00	8,509,897.00	8,506,850.00	8,599,450.00	8,508,500.00	25,614,800.00
	LCFF	1,500,000.00	1,493,140.00	1,500,000.00	1,500,000.00	1,500,000.00	4,500,000.00
0000: Unrestricted	LCFF	6,659,706.00	6,672,062.00	6,662,350.00	6,738,950.00	6,824,000.00	20,225,300.00
0000: Unrestricted	Supplemental	393,500.00	344,695.00	344,500.00	360,500.00	184,500.00	889,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	7,660,000.00	7,710,649.00	7,703,000.00	7,772,000.00	7,834,000.00	23,309,000.00
Goal 2			0.00	0.00	0.00	0.00
Goal 3	456,505.00	400,055.00	405,000.00	407,000.00	420,000.00	1,232,000.00
Goal 4	283,000.00	230,726.00	231,000.00	241,500.00	73,000.00	545,500.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6	153,701.00	168,467.00	167,850.00	178,950.00	181,500.00	528,300.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Meeting Date: June 12, 2018

Agenda Item: Action Item 12.2

Subject: Local Control Accountability Plan – Charter Schools

Submitter: Dr. Tony Roehrick, Superintendent

Background: The proposed LCAPs for our charter schools mirror the District LCAP in every way. The identical goals and actions/services are proposed. Due to the short timing between finalizing the district LCAP, there has been time to customize the charter LCAPs with their individualized data. The included documents require fine-tuning fiscal amounts proportional to the overall budget as well. These revisions will be made over the summer.

Highlights: N/A

Challenges: N/A

Analysis: Individualized student performance data is important for the individual schools as it provides measures used in the development, implementation, and monitoring of the Single School Plans.

Next Steps: Once approved, the charter LCAPs will be revised over the summer in order to customize the data to the individual sites. Charter LCAPs are not submitted to the Sonoma County Office of Education for approval. Once revised, the documents will be translated and posted to the individual charter school websites. The revised documents will be shared with the Trustees in August.

Attachments: *Proposed LCAPs for 2018-19 and 2019-20 School Years for Binkley Charter, Rincon Valley Charter, Spring Creek Matanzas Charter, Village Charter, and Whited Charter Schools*

Fiscal Impact: None

Recommendation: For approval

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

Meeting Date: June 12, 2018

Agenda Item: Action Item 12.3

Subject: RVUSD Budget 2018-19

Submitter: Dr. Joseph Pandolfo, Deputy Superintendent

Background: On or before July 1 of each year, the governing board must pass a budget that is in compliance with Education Code 42126.

Highlights: The budget provided goods and services to serve approximately 3,400 students K-8 in Rincon Valley.

Challenges: The FY 19 budget and all subsequent years are projected to deficit spend.

Analysis: Please see the budget memorandum for additional information.

Next Steps: Consider approving the budget.

Attachments: FY 2019 budget documents

Fiscal Impact: Total budget is approximately \$54M

Recommendation: Approve the FY 19 Budget.

RINCON VALLEY UNION SCHOOL DISTRICT

BUDGET

2018-19



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RINCON VALLEY UNION SCHOOL DISTRICT

MEMORANDUM

TO: Dr. Tony Roehrick, Superintendent / Board Members

SUBJECT: 2018/19 Budget

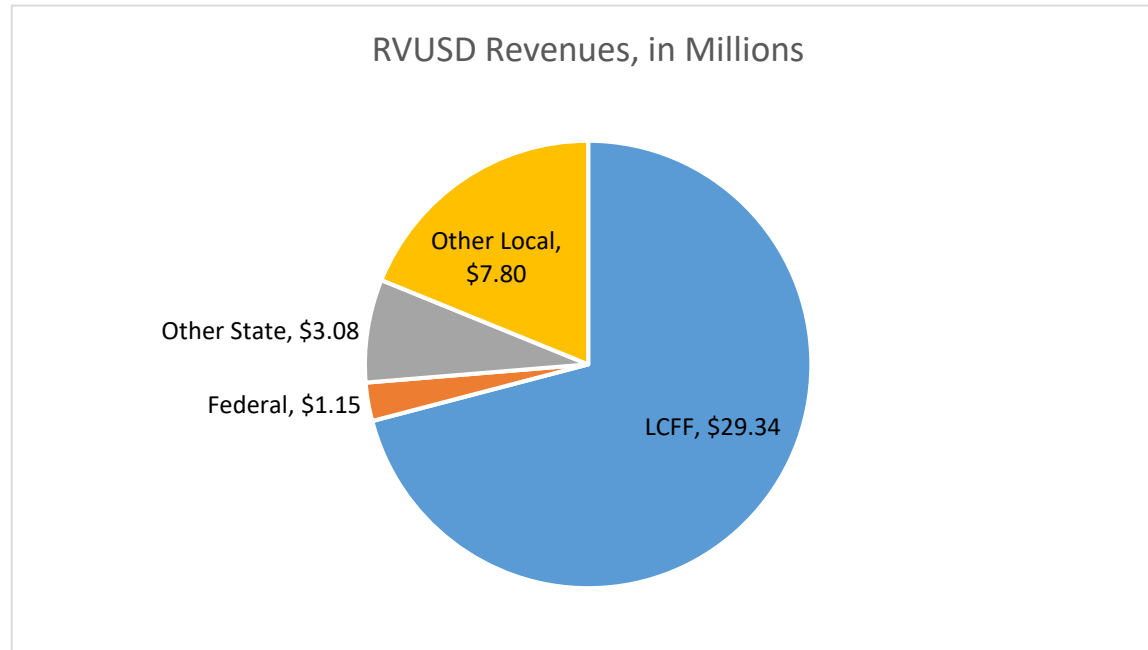
DATE: June 12, 2018

The Rincon Valley Union School District (RVUSD) Fiscal Year 2018/19 Budget (FY 19) is submitted for your approval. The total District budget of over \$54 million provides resources to educate, transport, provide food service, day care, and other ancillary programs, as well as build new and maintain and modernize existing facilities for approximately 3,400 pre-k through 6th grade students. The total budget includes three District schools, four elementary charter schools (one spread over two campuses), and one 7th-8th grade charter school (spread over two campuses), as well as the Rincon Valley Partnership (RVP). RVP is a special education cooperative operated in cooperation with seven other Santa Rosa elementary districts.

This budget was created to implement the *Local Control and Accountability Plan (LCAP)* which details the District's blueprint to provide actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. This budget provides the funding to support each of the state priorities and locally identified priorities contained in the District and charter school's LCAP. This process involved significant local input as well as a public hearing on both this budget and the LCAP.

General Fund Revenues

There are three basic sources for the District's funding: Local, State and Federal revenues. The District's main funding source is the Local Control Funding Formula (LCFF), which accounts for over 70% of all District revenues and is a combination of both local property taxes and state aid. The remaining 30% of the budget consists of other local and state revenues as well as funds provided from the Federal government.



Local Control Funding Formula

The formula for LCFF uses a per pupil amount determined by the state and multiplies this amount by the average daily attendance (ADA) as the first step in determining District funding. Other variables accounted for in this equation include the grade span of the pupil served in the District, as well as the percentage of students who are eligible for the free lunch program, or are English Learners or homeless. In previous years, the formula included a funding target, which had been partially funded leaving a “gap” which was the difference between the actual and the target and was also part of the calculation. The 2018-19 budget proposal includes full funding of this target, which means the previously used “gap” is now closed and no longer relevant. The amounts Districts receive from the formulas vary mostly due to the unduplicated percentage in each District and Districts with higher unduplicated percentages receive more funding. The additional funding comes in two forms: supplemental grants, based on the percentage of unduplicated students in each district, and concentration grants, provided only for Districts with enrollment of over 60% unduplicated students. RVUSD’s unduplicated count is projected to be approximately 47%, and the state average is closer to 65%, meaning the LCFF formula generates less funding for RVUSD than the median school district in California. The District is not eligible for concentration grant funding. Although LCFF funding has increased, RVUSD’s funding from this source is projected to be relatively flat from FY18, mostly due to projected declining enrollment, which is described in more detail the enrollment section of this document and chart one.

One-Time State Revenues

In the May Revision, Governor Brown proposed providing one-time money for FY 19 in the amount of \$340 per ADA. Revenues and expenses of this amount are included in this budget and total approximately \$1M. However, this is a proposal in the state legislator

to make a portion of this funding ongoing. This proposal will be decided by the budget deadline in July, and if accepted, would not change this year's total funding, but would improve funding in out years. Also included in this revenue area are approximately \$1.3M of Teacher Retirement System "On-Behalf" payments, which is essentially a flow through paper entry for both revenues and expenditures. Other state revenues include categorical programs such as the state lottery and special education.

Federal is projected to be relatively flat. Although the Trump administration has proposed cuts to federal education spending, to date none of the proposed cuts have effected RVUSD's allocations. Federal programs the District participates in include Title I, II and III, although the largest Federal source for the District is received through the District Food Service Program, which is not included in the General Fund.

Local revenues include approximately \$1.2M collected in parcel tax. \$4.5M in revenues from member District contributions for the Rincon Valley Partnership Program as well site budget revenue and RESIG safety grant funds.

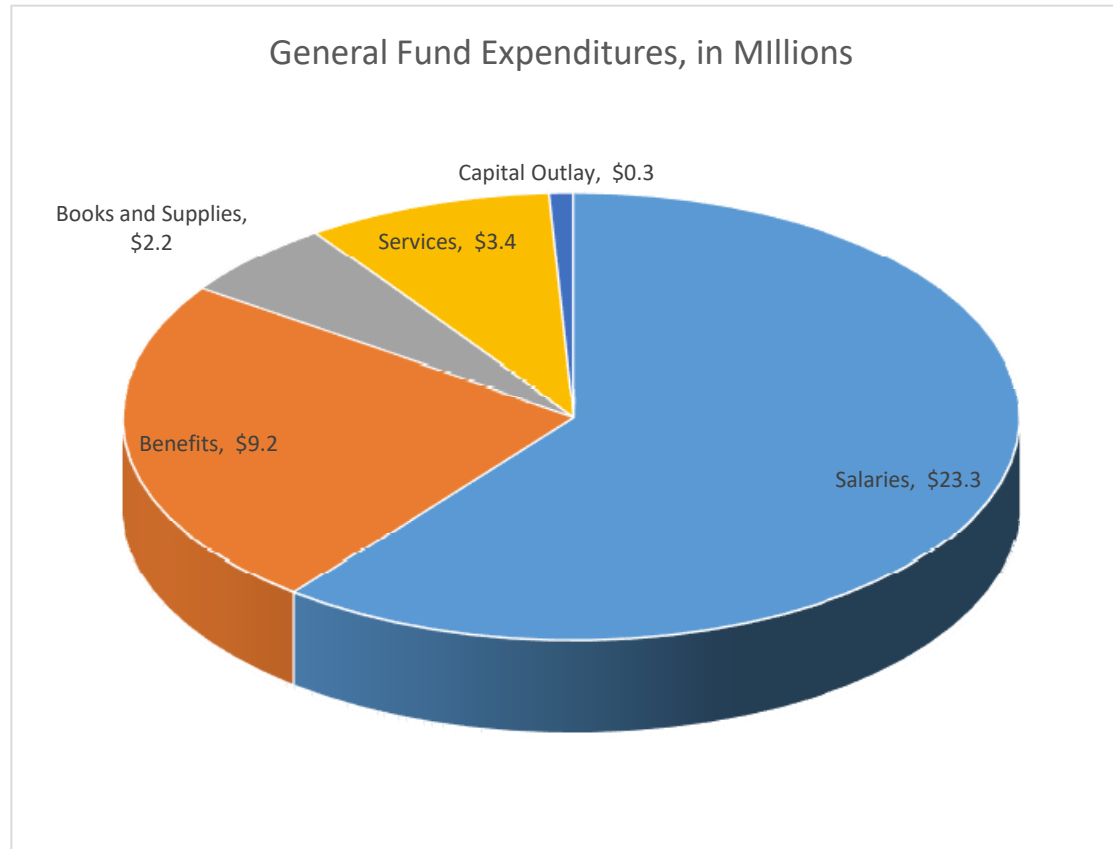
Enrollment and Average Daily Attendance (ADA)

Most school districts in California receive the majority of their funding based on average daily attendance, which in a typical year for RVUSD is approximately 96% of enrollment. The current number of students enrolled in the District at this point in time for next year, is 3,381, and is used as an estimate for FY 19 enrollment. Typically, the enrollment from June to the first day of school can vary by 50 students, plus or minus. Changes in enrollment will have a corresponding proportionate effect on revenues. Over the past decade, the District enrollment growth has been strong, although it has declined the past few years. Chart I in this packet has been created with historical enrollment data from California Department of Education and displays the District's total enrollment from 1996 to present. Although the long term trend is upward, this chart shows a decrease in enrollment every year since FY 2015 to present. In FY 19 the estimated District's total enrollment is estimated to be 3,381 which is a decrease of 71 students from the current year. The K-6 enrollment decreased by a 120 students and the charter school increased by 49.

Each K-3rd grade class has been loaded to no more than 24 students, and 4th through 6th grade have been loaded to as close to 30 students as possible, although many are over 30 students

General Fund Expenditures

The majority of District expenditures fall into one of six major categories: Certificated and classified salaries, employee benefits, books and supplies, services and capital outlay. Approximately 72% of these expenditures are for salary and benefits.



Staffing

This budget includes funding for 193.05 *full-time equivalent* (FTE) certificated positions, including teachers, nurses, and special education teachers (general fund) as well as 159.82 CSEA FTEs and 36.4 management and confidential employees. The total teaching FTE is reduced due to the reduction of classes which was caused by declining enrollment and an increase in teacher to student ratio of closer to 24 to 1. The District added 2.5 teachers to implement the “music for all program” (paid for with the parcel tax). ***It should be noted that although staffing is currently being reduced, that in order to fully implement the 24-1 ratio in the upper grades, three teachers will need to be added at two sites (Madone and Sequoia) over a three-year period. These additions are in years that are beyond the three-year budget projection provided in this budget document.***

Salary settlements with only CSEA (1%) has been included in the budget. There is no salary schedule increase for RVUTA and unrepresented employee groups in this budget, although step and column costs, known retirees, and changes to medical insurance premiums are also included. Most medical insurance plans increased very modestly this year, which helped keep benefit costs down. The increase to the STRS and PERS employer contributions have been included, which are substantial and summarized on Table I.

Supplemental Grant Funding

The budget contains a total of \$572,885 of District supplemental funding which is designated to be spent on programs for students who generate these funds, which is mostly students eligible for the free lunch program and English learners. Specific programs for these expenditures are identified in the Local Control Accountability Plan. Including the dependent K-6 charter schools, the total amount available for supplemental expenditures is \$1,893,031.

One Time Expenditures

Budgeted expenditures for this one-time money include the science facilitator program, the PE Para educator program, curricular materials which include technology and music.

Net Surplus/Loss

The FY 19 budget projects an operating deficit of \$232,376. However, the budget has designated several programs that the District is paying with one-time money including the consulting teacher program, the science facilitator program and the PE para educator program. If these programs were paid for with ongoing money the deficit would be larger. The science facilitator program had traditionally been paid for by the Rincon Valley Education Foundation, and there is no District ongoing money available to fund the program should the Foundation continue to not to fully support the program. With the implementation of the music for all program,

the PE program is in transition the budget also does not include salary increases for RVUTA or management and confidential employees, but does include 1% increase for CSEA.

Multiyear Projections

The multiyear projection demonstrates the District has sufficient reserves to meet the state mandated 3% reserve for economic uncertainty, as well as maintain the board's policy of a total of 15% designated reserve for economic uncertainty. However, due to the rise in pension system costs, and because of declining enrollment, the two out years of the projection show a deficit of \$854,555 in 2020 and a deficit of \$1,371,975 in 2021. ***This deficit does not include continuing any of the programs currently designated to one-time money.*** There is \$75K budgeted in ongoing money in future years for a replacement to the consulting teacher program. The deficit also does not include funding in future years of the addition of 6 teachers that are needed to maintain the 24-1 class size ratio in the upper grades. Enrollment changes will affect the deficit. Since general fund expenditures are typically 70%-80% salary and benefits, staffing reductions will likely be needed in order to balance the budget in future years. The board will need to work through a process to determine exactly where reductions can be made.

Both of the state's retirement systems for school employees (CALSTRS for certificated employees and CALPERS for classified employees) are substantially underfunded, with the CALSTRS underfunding estimated at \$97 billion and CalPERS liability is projected at nearly \$136 billion. In May of 2015, the governor proposed a solution to solve the CALSTRS issue which included increasing the state, employee and employer contributions to the system. Unfortunately, under the governor's proposal school districts are responsible for 60% of the solution, with employer rates increasing by 1.85% next few years until the employer rate reaches 19.1% in 2020. Employer paid rates for classified employees, CalPERS are also expected to rise significantly. These increases are causing significant stress on school district budgets state wide. In addition, it should be noted that although the District does not pay the 6.2% for social security payroll tax for certificated employees, it does pay this percentage for classified employees. Adding this 6.2% cost to the projected CalPERS future rates creates a total retirement rate of 31.5% for classified employees by FY 23, which will make classified employees very expensive to employ.

The projection also assumes programs charted to one-time funding will either find alternate sources of funding or be eliminated in future years. If this is not done the projected deficit will be greater.

Cash Flow

The District has adequate cash on hand to meet cash flow needs. In FY 19, we expect the low point for cash will be \$1.6M in November.

Fund 09 (RVCS)

RVCS's budget is accounted for in Fund 09 and is not comingled with the General Fund 01 as is done with the District's dependent K-6 Charter Schools. It is projected that RVCS will have an increase of 49 students in FY 19, which is approximately a 16% increase from previous FY 18. With the dramatic increase to enrollment at RVCS, the budget has substantially improved. It is projected that the school's fund balance will increase from less than 2% to a projected 15%. Great care needs to be taken when managing the school's resources since the school only serves 2 grade levels and is prone to dramatic fluctuations in enrollment.

Debt

The District issued the second and final series of Measure F Bonds in February of 2018 in the amount of \$17 million. This loan will be paid for by a tax levy on the property tax rolls. The District was able to maintain its high rating with Moody's Investor Services and Standard and Poor's which kept interest on the debt low and will continue to save the local taxpayers money. The District also has an annual loan payment for prior construction of \$231,264 which is paid for by developer fees. In FY18 there was sufficient revenue from developer fees to pay for this loan and the Developer Fee Fund (25) will likely have a balance of over \$100,000 by the end of the fiscal year. In years that there are not enough developer fees to make the complete payment on this loan, the fees are paid from the general fund. In the last few years there has been enough development to cover the cost of this loan and the projections assume that the developer fee payments will be sufficient to pay for the annual loan amount for the next three years. The total principal owed on the loan is \$2,395,409 as of June 30, 2018.

I hope you find this summary a useful tool for understanding the District's Budget.

Dr. Joseph Pandolfo, Jr.

Assistant Superintendent, Business Services
Rincon Valley Union School District

Chart I
District Historic Enrollment

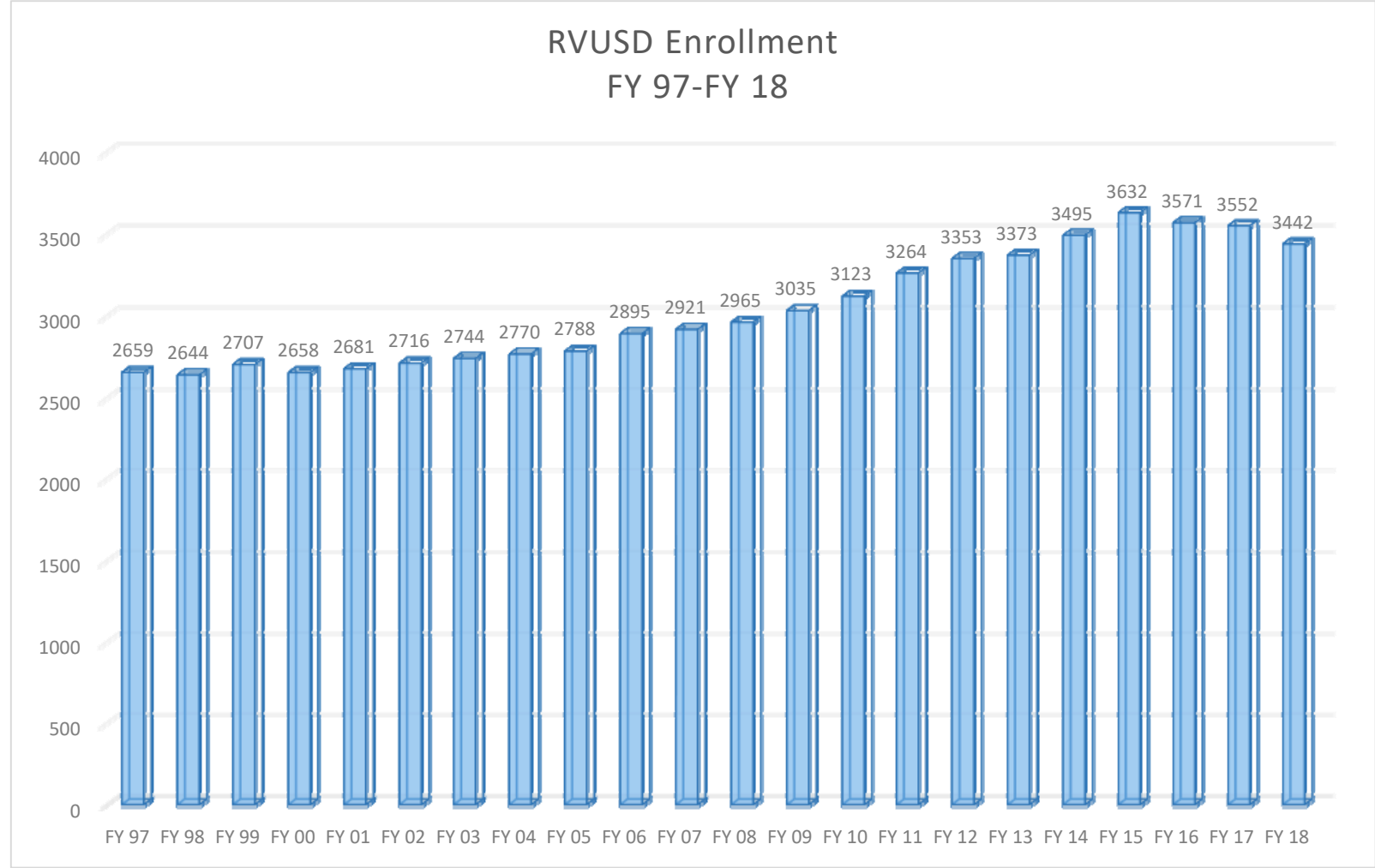


Table I
Employer Pension Contribution Rates

Employer Paid Pension Rate Increases

Year	CalSTRS	CalPERS
2014	8.88%	11.7%
2015	10.73%	12.6%
2016	12.58%	13.8%
2017-18	14.43%	15.5%
2018-19	16.28%	18.1%
2019-20	18.13%	20.8%*
2020-20	19.10%	23.8%*
2021-22	18.60%	24.6%*
2022-23	18.10%*	25.3%*
2023-24	18.10%*	25.8%*
2024-25	18.10%*	26.0%*
2025-26	18.10%*	25.7%*

*Projected

2018-19 DISTRICT INFORMATION

GOVERNING BOARD MEMBERS:

Cynthia Evers	President
Jeff Gospe	Clerk
Mike Cook	Trustee
Chris Rafanelli	Trustee
Carol Lynn Wood	Trustee

CENTRAL OFFICE ADMINISTRATION:

Tony Roehrick, Ed.D. Superintendent
Joseph Pandolfo, Ed.D. Deputy Superintendent
Mike Herfurth Interim Assistant Superintendent

SCHOOL ADMINISTRATION:

Austin Creek Elementary School
Jenny Lynch, Principal
Binkley Elementary School
Kelly Lister, Principal
Madrone Elementary School
Lisa Christopherson, Interim Principal
Matanzas Elementary School
Kate Westrich, Principal

Sequoia Elementary School
Brooklynn Clark, Principal
Spring Creek Elementary School
Joan Boyce, Principal
Village Elementary School
Cecilia Holt, Principal
Whited Elementary School
Beth Acosta, Principal

2018/19 BUDGETED REVENUE, EXPENSE, AND ENDING BALANCE SUMMARIES OF ALL FUNDS

Fund 01-05		Fund 09		Fund 12		Fund 13	
General Fund		General Fund		Child Development		Cafeteria	
Revenue	41,363,670	Revenue	3,281,082	Revenue	1,187,824	Revenue	1,135,300
Expense	38,666,692	Expense	2,827,482	Expense	1,187,403	Expense	1,152,200
Excess Rev /(Exp)	2,696,979	Excess Rev /(Exp)	453,600	Excess Rev /(Exp)	421	Excess Rev /(Exp)	(16,900)
Other Financing/(Uses)	(2,929,355)	Other Financing/(Uses)	(70,645)	Other Financing/(Uses)	0	Other Financing/(Uses)	0
Net Change to Fund	(232,376)	Net Change to Fund	382,955	Net Change to Fund	421	Net Change to Fund	(16,900)
Beginning Balance	9,890,986	Beginning Balance	66,440	Beginning Balance	74,859	Beginning Balance	130,150
Ending Balance	9,658,610	Ending Balance	449,395	Ending Balance	75,280	Ending Balance	113,250

Fund 21		Fund 25		Fund 40 - Special Reserve		All Funds Combined	
Building Fund		Capital Facilities		Capital Outlay			
Revenue	60,000	Revenue	252,504	Revenue	127,355	Revenue	47,407,736
Expense	4,900,000	Expense	231,265	Expense	5,473,965	Expense	54,439,006
Excess Rev /(Exp)	(4,840,000)	Excess Rev /(Exp)	21,240	Excess Rev /(Exp)	(5,346,610)	Excess Rev /(Exp)	-7,031,270
Other Financing/(Uses)	0	Other Financing/(Uses)	0	Other Financing/(Uses)	3,000,000	Other Financing/(Uses)	0
Net Change to Fund	(4,840,000)	Net Change to Fund	21,240	Net Change to Fund	(2,346,610)	Net Change to Funds	-7,031,270
Beginning Balance	5,383,309	Beginning Balance	130,539	Beginning Balance	4,395,837	Beginning Balance	20,072,121
Ending Balance	543,309	Ending Balance	151,779	Ending Balance	2,049,227	Ending Balance	13,040,851



Budget Development Process

Budget Year 2018-2019:

Calendar/Timeline

PURPOSE

The Superintendent, working with the Deputy Superintendent of Business Services, Director of Fiscal Services, Principals, and other constituent groups, will review the financial health of the district, and will develop a budget for the 2018-19 school year.

BUDGET DEVELOPMENT TIMELINE

The development of the annual budget is an important process that helps to ensure fiscal solvency and the achievement of the District's educational goals. The process begins early so that timely decisions can be made to adjust existing programs and to evaluate new expenditure proposals for possible inclusion in the adopted budget.

Month	Activity	Status
May 2018	<ul style="list-style-type: none">Review May Revise proposal for State BudgetSCOE publishes notices of public hearings on Local Control Accountability Plan and Budget AdoptionBudget available for public inspectionDeputy Superintendent of Business Services presents 2018-19 Budget Draft to Board and public (May 8 Board Meeting)	<i>Completed</i>
June	<ul style="list-style-type: none">Superintendent presents 2018-19 Local Control Accountability Plan Draft to Board and publicDeputy Superintendent of Business Services presents the recommended 2018-19 Budget to Board and public for adoptionSuperintendent presents the recommended 2018-19 Local Control Accountability Plan to Board and publicBoard approval of 2018-19 Budget Development Calendar	
December	<ul style="list-style-type: none">Approve First Interim Report and determine recommendation for certification as to the District's ability to meet its financial obligations for the current and two subsequent fiscal yearsReview Multi-Year Projections (MYPs)	
January 2019	<ul style="list-style-type: none">Review Governor's January 2018-19 budget updateAcceptance of 2017-18 Annual Financial ReportBoard scheduled to review 2019-20 Budget Development Calendar for Budget Development Process	



Budget Development Process

Budget Year 2018-2019:

Calendar/Timeline

February	<ul style="list-style-type: none">• Discuss District Goals for 2019-20 to coincide with budget considerations• Review 2018-19 Local Control Accountability Plan• Develop 2019-20 Local Control Accountability Plan• Project Staffing based on Enrollment projections• Business Office begins budget development for 2019-20• Kindergarten Registration begins	
March	<ul style="list-style-type: none">• Approve Second Interim Budget Report and determine recommendation for certification as to the District's ability to meet its financial obligations for the current and two subsequent fiscal years• Review Multi-Year Projections (MYPs)• Development of potential budget solutions (as needed)• Review/update Staffing and Enrollment projections• Budget Committee Meeting: March 2019• Statutory Deadline: Certificated and Admin layoffs	
April	<ul style="list-style-type: none">• Statutory Deadline: Classified layoffs	
May 2019	<ul style="list-style-type: none">• Final Layoff Notices to Teachers by 5/15/2019• Deputy Superintendent of Business Services presents 2019-20 Tentative Budget to the Board	

ANNUAL BUDGET REPORT:
July 1, 2018 Budget Adoption

Insert "X" in applicable boxes:

☒

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

☒

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: Rincon Valley District Office

Date: May 1- May 8, 2018

Place: Rincon Valley District Office

Date: May 08, 2018

Time: 06:00 PM

Adoption Date: _____

Signed: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Joseph Pandolfo, Ed.D.

Telephone: (707) 542-7375

Title: Deputy Superintendent

E-mail: jpandolfo@rvusd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2017-18) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		X
		• Certificated? (Section S8A, Line 1)	X	
		• Classified? (Section S8B, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 12, 2018	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

(☐) Our district is self-insured for workers' compensation claims as defined in Education Code
Section 42141(a):

Total liabilities actuarially determined:	\$	_____
Less: Amount of total liabilities reserved in budget:	\$	_____
Estimated accrued but unfunded liabilities:	\$	_____ 0.00

(☒) This school district is self-insured for workers' compensation claims
through a JPA, and offers the following information:
RESIG

(☐) This school district is not self-insured for workers' compensation claims.

Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: _____

For additional information on this certification, please contact:

Name: Joseph Pandolfo, Ed.D.

Title: Deputy Superintendent

Telephone: (707) 542-7375

E-mail: jpandolfo@rvusd.org

			2017-18 Estimated Actuals			2018-19 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources	8010-8099		28,810,279.00	234,165.00	29,044,444.00	29,105,295.00	234,165.00	29,339,460.00	1.0%
2) Federal Revenue	8100-8299		32,000.00	1,182,900.00	1,214,900.00	50,000.00	1,096,978.20	1,146,978.20	-5.6%
3) Other State Revenue	8300-8599		990,774.76	1,599,266.00	2,590,040.76	1,563,691.76	1,516,565.00	3,080,256.76	18.9%
4) Other Local Revenue	8600-8799		2,392,113.76	4,828,803.30	7,220,917.06	2,191,557.76	5,605,417.58	7,796,975.34	8.0%
5) TOTAL, REVENUES			32,225,167.52	7,845,134.30	40,070,301.82	32,910,544.52	8,453,125.78	41,363,670.30	3.2%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		12,186,260.89	4,453,561.92	16,639,822.81	12,023,483.08	4,610,735.74	16,634,218.82	0.0%
2) Classified Salaries	2000-2999		3,881,154.47	2,590,609.38	6,471,763.85	4,115,119.46	2,653,430.00	6,768,549.46	4.6%
3) Employee Benefits	3000-3999		5,146,643.35	3,537,519.22	8,684,162.57	5,526,504.39	3,692,027.34	9,218,531.73	6.2%
4) Books and Supplies	4000-4999		1,030,044.84	606,180.22	1,636,225.06	1,293,563.02	984,350.89	2,277,913.91	39.2%
5) Services and Other Operating Expenditures	5000-5999		1,911,773.99	3,049,940.43	4,961,714.42	1,936,666.07	1,512,118.34	3,448,784.41	-30.5%
6) Capital Outlay	6000-6999		163,833.14	234,888.34	398,721.48	174,159.34	157,000.00	331,159.34	-16.9%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299								
	7400-7499		6,053.00	0.00	6,053.00	6,053.00	0.00	6,053.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(408,796.36)	388,040.36	(20,756.00)	(341,914.99)	323,395.99	(18,519.00)	-10.8%
9) TOTAL, EXPENDITURES			23,916,967.32	14,860,739.87	38,777,707.19	24,733,633.37	13,933,058.30	38,666,691.67	-0.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,308,200.20	(7,015,605.57)	1,292,594.63	8,176,911.15	(5,479,932.52)	2,696,978.63	108.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		4,751,463.78	0.00	4,751,463.78	5,264,859.49	0.00	5,264,859.49	10.8%
b) Transfers Out	7600-7629		7,680,818.88	0.00	7,680,818.88	8,194,214.59	0.00	8,194,214.59	6.7%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(5,367,029.39)	5,367,029.39	0.00	(5,479,932.52)	5,479,932.52	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,296,384.49)	5,367,029.39	(2,929,355.10)	(8,409,287.62)	5,479,932.52	(2,929,355.10)	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			11,815.71	(1,648,576.18)	(1,636,760.47)	(232,376.47)	0.00	(232,376.47)	-85.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	9,879,170.49	1,648,576.18	11,527,746.67	9,890,986.20	0.00	9,890,986.20	-14.2%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,879,170.49	1,648,576.18	11,527,746.67	9,890,986.20	0.00	9,890,986.20	-14.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,879,170.49	1,648,576.18	11,527,746.67	9,890,986.20	0.00	9,890,986.20	-14.2%
2) Ending Balance, June 30 (E + F1e)			9,890,986.20	0.00	9,890,986.20	9,658,609.73	0.00	9,658,609.73	-2.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	7,250.00	0.00	7,250.00	0.00	0.00	0.00	-100.0%
Stores		9712	11,826.68	0.00	11,826.68	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	750.00	0.00	750.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	2,902,380.52	0.00	2,902,380.52	2,629,473.73	0.00	2,629,473.73	-9.4%
COP	0000	9780				1,559,473.73		1,559,473.73	
Science Textbook Adoption	0000	9780				500,000.00		500,000.00	
Phone System	0000	9780				320,000.00		320,000.00	
Tech Devices	0000	9780				250,000.00		250,000.00	
COP	0000	9780	1,832,380.52		1,832,380.52				
Science Textbook Adoption	0000	9780	500,000.00		500,000.00				
Phone System	0000	9780	320,000.00		320,000.00				
Tech Devices	0000	9780	250,000.00		250,000.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	6,968,779.00	0.00	6,968,779.00	7,029,136.00	0.00	7,029,136.00	0.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,483,678.00	3,002,217.00	20.9%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	216,598.00	273,865.00	26.4%
4) Other Local Revenue		8600-8799	5,000.00	5,000.00	0.0%
5) TOTAL, REVENUES			2,705,276.00	3,281,082.00	21.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,316,019.62	1,381,242.48	5.0%
2) Classified Salaries		2000-2999	264,101.95	272,575.09	3.2%
3) Employee Benefits		3000-3999	572,007.95	636,553.35	11.3%
4) Books and Supplies		4000-4999	86,925.82	74,471.73	-14.3%
5) Services and Other Operating Expenditures		5000-5999	603,547.05	405,360.38	-32.8%
6) Capital Outlay		6000-6999	0.00	57,278.81	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,842,602.39	2,827,481.84	-0.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(137,326.39)	453,600.16	-430.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	70,644.90	70,644.90	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(70,644.90)	(70,644.90)	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(207,971.29)	382,955.26	-284.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	274,410.85	66,439.56	-75.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			274,410.85	66,439.56	-75.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			274,410.85	66,439.56	-75.8%
2) Ending Balance, June 30 (E + F1e)			66,439.56	449,394.82	576.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	66,439.56	449,394.82	576.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	936,994.00	1,187,824.00	26.8%
5) TOTAL, REVENUES			936,994.00	1,187,824.00	26.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	681,929.74	699,754.47	2.6%
3) Employee Benefits		3000-3999	243,992.90	264,753.24	8.5%
4) Books and Supplies		4000-4999	119,132.86	118,782.86	-0.3%
5) Services and Other Operating Expenditures		5000-5999	104,112.40	104,112.40	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,149,167.90	1,187,402.97	3.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(212,173.90)	421.03	-100.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description Resource Codes Object Codes			2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(212,173.90)	421.03	-100.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	287,033.20	74,859.30	-73.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			287,033.20	74,859.30	-73.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			287,033.20	74,859.30	-73.9%
2) Ending Balance, June 30 (E + F1e)			74,859.30	75,280.33	0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	2,000.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	72,859.30	75,280.33	3.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	708,316.49	738,000.00	4.2%
3) Other State Revenue		8300-8599	45,000.00	46,500.00	3.3%
4) Other Local Revenue		8600-8799	346,300.00	350,800.00	1.3%
5) TOTAL, REVENUES			1,099,616.49	1,135,300.00	3.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	322,353.98	321,669.44	-0.2%
3) Employee Benefits		3000-3999	117,886.26	124,711.13	5.8%
4) Books and Supplies		4000-4999	10,100.00	8,800.00	-12.9%
5) Services and Other Operating Expenditures		5000-5999	672,535.29	668,500.00	-0.6%
6) Capital Outlay		6000-6999	17,000.00	10,000.00	-41.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	20,756.00	18,519.00	-10.8%
9) TOTAL, EXPENDITURES			1,160,631.53	1,152,199.57	-0.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(61,015.04)	(16,899.57)	-72.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(61,015.04)	(16,899.57)	-72.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	191,164.90	130,149.86	-31.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			191,164.90	130,149.86	-31.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			191,164.90	130,149.86	-31.9%
2) Ending Balance, June 30 (E + F1e)			130,149.86	113,250.29	-13.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	4,359.08	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	125,790.78	113,250.29	-10.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,538,771.00	60,000.00	-96.1%
5) TOTAL, REVENUES			1,538,771.00	60,000.00	-96.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	61,186.69	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	2,067,254.00	100,000.00	-95.2%
6) Capital Outlay		6000-6999	13,927,033.71	4,800,000.00	-65.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			16,055,474.40	4,900,000.00	-69.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(14,516,703.40)	(4,840,000.00)	-66.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	16,838,675.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			16,838,675.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,321,971.60	(4,840,000.00)	-308.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,061,337.27	5,383,308.87	75.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,061,337.27	5,383,308.87	75.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,061,337.27	5,383,308.87	75.8%
2) Ending Balance, June 30 (E + F1e)			5,383,308.87	543,308.87	-89.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	5,383,308.87	543,308.87	-89.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	252,504.34	252,504.34	0.0%
5) TOTAL, REVENUES			252,504.34	252,504.34	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	231,264.77	231,264.77	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			231,264.77	231,264.77	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			21,239.57	21,239.57	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			21,239.57	21,239.57	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	109,299.86	130,539.43	19.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			109,299.86	130,539.43	19.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			109,299.86	130,539.43	19.4%
2) Ending Balance, June 30 (E + F1e)			130,539.43	151,779.00	16.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	130,539.43	151,779.00	16.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	147,819.00	127,355.00	-13.8%
5) TOTAL, REVENUES			147,819.00	127,355.00	-13.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	253,200.14	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	480,256.81	340,808.02	-29.0%
6) Capital Outlay		6000-6999	4,089,340.89	5,133,156.90	25.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,822,797.84	5,473,964.92	13.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,674,978.84)	(5,346,609.92)	14.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,000,000.00	3,000,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,000,000.00	3,000,000.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,674,978.84)	(2,346,609.92)	40.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,070,816.23	4,395,837.39	-27.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,070,816.23	4,395,837.39	-27.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,070,816.23	4,395,837.39	-27.6%
2) Ending Balance, June 30 (E + F1e)			4,395,837.39	2,049,227.47	-53.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	4,395,837.39	2,049,227.47	-53.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Object Codes	Base Year -- Actuals -- enter year: 2017/18			Year 1 -- Budget Year -- enter year: 2018/19			Year 2 -- Projection -- enter year: 2019/20			Year 3 -- Projection -- enter year: 2020/21		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
COLA (enter percentage)	enter in "Total" column		1.56%	enter in "Total" column		2.71%	enter in "Total" column		2.57%	enter in "Total" column		2.67%
Gap Funding Rate (enter percentage)	enter in "Total" column		45.17%	enter in "Total" column		100.00%	enter in "Total" column		100.00%	enter in "Total" column		100.00%
Revenue												
LCFF Fund 01 8010-8099	11,785,053	234,165	12,019,218	12,048,246	234,165	12,282,411	12,731,003	234,165	12,965,168	13,017,499	234,165	13,251,664
Basic Aid Suppl	3,000,000		3,000,000	3,000,000		3,000,000	3,000,000		3,000,000	3,000,000		3,000,000
Fund 02	2,992,876		2,992,876	2,948,508		2,948,508	3,013,301		3,013,301	3,005,999		3,005,999
Fund 03	4,520,160		4,520,160	4,570,794		4,570,794	4,545,210		4,545,210	4,581,521		4,581,521
Fund 04	3,109,030		3,109,030	3,163,455		3,163,455	3,039,209		3,039,209	2,912,858		2,912,858
Fund 05	3,403,160		3,403,160	3,374,292		3,374,292	3,365,359		3,365,359	3,291,943		3,291,943
LCFF Subtotal	28,810,279	234,165	29,044,444	29,105,295	234,165	29,339,460	29,694,082	234,165	29,928,247	29,809,820	234,165	30,043,985
Federal Revenues 8100-8299	32,000	1,182,900	1,214,900	50,000	1,096,978	1,146,978	70,000	1,096,978	1,166,978	70,000	1,096,978	1,166,978
State Revenues (includes STRS on Behalf offset) 8300-8599	990,775	1,599,266	2,590,041	1,563,692	1,516,565	3,080,257	534,905	1,516,565	2,051,470	534,905	1,516,565	2,051,470
Local Revenues 8600-8799	2,392,114	4,828,803	7,220,917	2,191,558	5,605,418	7,796,975	2,235,389	5,605,418	7,840,806	2,280,097	5,605,418	7,885,514
	32,225,168	7,845,134	40,070,302	32,910,545	8,453,126	41,363,670	32,534,376	8,453,126	40,987,501	32,694,821	8,453,126	41,147,947
Expenditures												
Certificated Salaries 1000-1999	12,186,261	4,453,562	16,639,823	12,023,483	4,610,736	16,634,219	12,019,646	4,698,340	16,717,986	11,967,794	4,787,608	16,755,402
Classified Salaries 2000-2999	3,881,154	2,590,609	6,471,764	4,115,119	2,653,430	6,768,549	4,127,559	2,703,845	6,831,404	4,205,982	2,755,218	6,961,200
Employee Benefits												
STRS 3100-3102	1,694,638	640,197	2,334,835	1,939,851	742,481	2,682,331	2,179,162	851,809	3,030,971	2,285,849	914,433	3,200,282
STRS on Behalf 3101	-	1,279,992	1,279,992	-	1,279,992	1,279,992	-	1,279,992	1,279,992	-	1,279,992	1,279,992
PERS 3200-3202	582,916	395,521	978,437	741,676	479,342	1,221,018	858,532	562,400	1,420,932	988,406	647,476	1,635,882
Health & Welfare 3400-3499	1,936,383	799,082	2,735,465	1,918,478	758,227	2,676,704	1,960,207	796,138	2,756,345	2,008,217	835,945	2,844,162
Other Statutory Benefits 3300-3399,3501-3699	831,104	414,856	1,245,960	842,581	424,594	1,267,175	843,620	432,661	1,276,281	859,649	440,882	1,300,530
Other Employee & Retiree Benefits 3700-3799,3900-3998	101,602	7,872	109,474	83,920	7,392	91,312	88,116	7,762	95,877	92,522	8,150	100,671
Books and Supplies 4000-4999	1,030,045	606,180	1,636,225	1,293,563	984,351	2,277,914	953,243	984,351	1,937,594	962,776	984,351	1,947,126
Services, Other Operating Expenses 5000-5999	1,911,774	3,049,940	4,961,714	1,936,666	1,512,118	3,448,784	1,863,666	1,512,118	3,375,785	1,863,666	1,512,118	3,375,785
Capital Outlay 6000-6999	163,833	234,888	398,721	174,159	157,000	331,159	45,000	157,000	202,000	45,000	157,000	202,000
Other Outgo 7100-7499	(402,743)	388,040	(14,703)	(335,862)	323,396	(12,466)	(335,862)	323,396	(12,466)	(335,862)	323,396	(12,466)
Total Expenditures	23,916,967	14,860,740	38,777,707	24,733,634	13,933,058	38,666,692	24,602,889	14,309,812	38,912,701	24,943,998	14,646,569	39,590,567
Excess (Deficiency)	8,308,200	(7,015,606)	1,292,595	8,176,911	(5,479,933)	2,696,978	7,931,487	(5,856,686)	2,074,800	7,750,823	(6,193,443)	1,557,380
* Transfers In 8910-8929	4,751,464		4,751,464	5,264,859		5,264,859	4,676,389		4,676,389	4,676,389		4,676,389
* Transfers Out (enter as negative) 7610-7629	(7,680,819)		(7,680,819)	(8,194,215)		(8,194,215)	(7,605,745)		(7,605,745)	(7,605,745)		(7,605,745)
Other Sources 8930-8979			-			-			-			-
Other Uses (enter as negative) 7630-7699			-			-			-			-
Contribution to Restricted Program 8980-8999	(5,367,029)	5,367,029	-	(5,479,933)	5,479,933	-	(5,856,686)	5,856,686	-	(6,193,443)	6,193,443	-
Total Transfers/Other Uses	(8,296,384)	5,367,029	(2,929,355)	(8,409,288)	5,479,933	(2,929,355)	(8,786,041)	5,856,686	(2,929,355)	(9,122,798)	6,193,443	(2,929,355)
Net Increase (Decrease)	11,816	(1,648,576)	(1,636,760)	(232,377)	-	(232,377)	(854,555)	-	(854,555)	(1,371,975)	-	(1,371,975)
Fund Balance												
Beginning Balance	9,879,170	1,648,576	11,527,747	9,890,986	0	9,890,986	9,658,609	0	9,658,609	8,804,055	0	8,804,055
Audit Adjustment(s)			-			-			-			-
Net Ending Balance	9,890,986	0	9,890,986	9,658,609	0	9,658,609	8,804,055	0	8,804,055	7,432,080	0	7,432,080
Components of Ending Balance:												
Revolving Cash (nonspendable) 9711	7,250		7,250	17,250		17,250	17,250		17,250	17,250		17,250
Stores (nonspendable) 9712	11,827		11,827	11,827		11,827	11,827		11,827	11,827		11,827
Prepaid Expenses 9713	750		750									
Restricted 9740		1,648,576	1,648,576			-			-			-
Assigned 9780	2,902,381		2,902,381	2,600,397		2,600,397	1,797,211		1,797,211	323,556		323,556
Reserve for Econ.Uncert. (unassigned) 9789	6,968,779		6,968,779	7,029,136		7,029,136	6,977,767		6,977,767	7,079,447		7,079,447
Unassigned/Unappropriated Amount 9790	-	(1,648,576)	(1,648,576)	-	0	-	-	0	-	-	0	-
Net Ending Balance	9,890,986	-	9,890,986	9,658,609	0	9,658,609	8,804,055	0	8,804,055	7,432,080	0	7,432,080

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District Reserve for Economic Uncertainties:

FUND: 09		Base Year	Budget Year	Projection	Projection
Object Codes		2017/18	2018/19	2019/20	2020/21
Revenue					
Description:	8XXX				
LCFF	8010-8099	2,483,678	3,002,217	3,209,513	2,756,303
Federal Revenues	8100-8299				
State Revenues	8300-8599	216,598	273,865	164,101	164,101
Local Revenues	8600-8799	5,000	5,000	5,000	5,000
Total Revenue		2,705,276	3,281,082	3,378,614	2,925,404
Expenditures					
Certificated Salaries	1000-1999	1,316,020	1,381,242	1,364,609	1,390,536
Classified Salaries	2000-2999	264,102	272,575	277,754	283,031
Employee Benefits					
STRS	3100-3102	186,482	224,866	247,404	265,592
STRS on Behalf	3101	94,236	94,236	94,236	94,236
PERS	3200-3202	32,218	46,859	57,773	66,512
Health & Welfare	3400-3499	184,682	193,874	203,568	213,746
Other Statutory Benefits	3300-3399;3501-3699	74,390	76,718	76,589	78,044
Other Employee & Retiree Benefits	3700-3799;3900-3998	-	-	-	-
Books and Supplies	4000-4999	86,926	74,472	73,921	75,400
Services, Other Operating Expenses	5000-5999	603,547	405,360	605,360	350,000
Capital Outlay	6000-6999	-	57,279	-	-
Other Outgo	7100-7499	-	-	-	-
Total Expenditures		2,842,602	2,827,482	3,001,213	2,817,099
Excess (Deficiency)		(137,326)	453,600	377,401	108,305
Transfers In	8910-8929	-	-	-	-
Transfers Out (enter as negative)	7610-7629	(70,645)	(70,645)	(70,645)	(70,645)
Other Sources	8930-8979	-	-	-	-
Other Uses (enter as negative)	7630-7699	-	-	-	-
Total Transfers/Other Uses		(70,645)	(70,645)	(70,645)	(70,645)
Net Increase (Decrease)		(207,971)	382,955	306,756	37,661
Fund Balance					
Beginning Balance		238,793	30,822	413,777	720,533
Audit Adjustment(s)					
Net Ending Balance		30,822	413,777	720,533	758,194

Includes projected enrollment for RVCS/Home LCFF Calc

	2017/18	2018/19	2019/20	2020/21
7th grade	139	212	150	150
8th grade	164	134	212	150
	303	346	362	300
Home Study	27	30	30	30
	330	376	392	330

Assumptions: Multi-Year Budget Projection

Funds 01-05

	2017-18	2018-19	2019-20	2020-21
Revenue	Base Year - Current Year Actuals	Year 1 - Budget Year	Year 2 - Projection	Year 3 - Projection
Revenue Sources				
COLAs used	1.56%	2.71%	2.57%	2.67%
Gap Funding rates used	45.17%	100.00%	100.00%	100.00%
District Funded ADA	1,323.80	1,278.96	1,293.43	1,306.05
Charter Funded ADA (funds 02-05)	1,710.67	1,615.82	1,565.14	1,521.13
Unduplicated Count %	38.57% for district schools / 61.09% average all charter schools combined	23.10% for district schools / 47.14% average all charter schools combined	23.12% for district schools / 47.04% average all charter schools combined	23.12% for district schools / 46.96% average all charter schools combined
Property Taxes % inc/dec	P2 Estimate	2.0%	2.0%	2.0%
Basic Aid Supplemental Funding	3 Mil	3 Mil	3 Mil	3 Mil
District of Choice Funding	None	None	None	None
Federal	\$1,214,900	\$1,146,978	\$1,166,978	\$1,166,978
Other State - Unrestricted	\$990,775	\$1,563,692	\$534,905	\$534,905
Other State - Restricted	\$1,599,266	\$1,516,565	\$1,516,565	\$1,516,565
Local	\$7,220,917	\$7,796,975	\$7,840,806	\$7,885,514
Expenditures				
Certificated Salaries				
Staffing (FTEs) (funds 01-05) CTA	194.90	195.05	190.60	185.60
Staffing (FTEs) (funds 01-05) Certificated Management	20.80	21.60	21.60	21.60
Step & Column Costs	included	included	1.90%	1.90%
Other Adjustments- Raises	0.00%	0.00%	0.00%	0.00%
Classified Salaries				
Staffing (FTEs) (funds 01-05) CSEA	150.84	159.82	160.32	160.32
Staffing (FTEs) (funds 01-05) Classified Management/ Confidential	14.40	14.80	14.80	14.80
Step & Column Costs	included	included	1.90%	1.90%
Other Adjustments- Raises	included	included	0.00%	0.00%
Employee Benefits				
Statutory Benefits (Fixed)	STRS Rate 14.43% / PERS Rate 15.531%	STRS Rate 16.28% / PERS Rate 18.062%	STRS Rate 18.13% / PERS Rate 20.8%	STRS Rate 19.10% / PERS Rate 23.50%
Health & Welfare Benefits	Current	Current	5%	5%
Books and Supplies	\$1,636,225	\$2,277,914	\$1,937,594	\$1,947,126
Services, Other Oper Exp	\$4,961,714	\$3,448,784	\$3,375,785	\$3,375,785
Special Education (expenditures included in services above):				
Unrestricted Contribution - 8984	\$361,242	\$358,063	\$368,805	\$379,869
Non-Public School - 5811...2390	\$403,041	\$340,335	\$350,545	\$361,061
Non-Public Agency - 5811...2370	\$529,457	\$358,063	\$368,805	\$379,869
SCOE K-22 Placement - 5809	\$483,000	\$483,000	\$497,490	\$512,415
Transportation (included in various expenditures above)	\$717,979	\$760,692	\$783,513	\$807,018

Description	2017-18 Estimated Actuals			2018-19 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,269.46	1,269.46	1,313.27	1,268.17	1,268.17	1,269.24
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,269.46	1,269.46	1,313.27	1,268.17	1,268.17	1,269.24
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	10.53	10.53	10.53	9.72	9.72	9.72
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	10.53	10.53	10.53	9.72	9.72	9.72
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,279.99	1,279.99	1,323.80	1,277.89	1,277.89	1,278.96
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2017-18 Estimated Actuals			2018-19 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2017-18 Estimated Actuals			2018-19 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	1,710.67	1,710.67	1,710.67	1,615.82	1,615.82	1,615.82
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	1,710.67	1,710.67	1,710.67	1,615.82	1,615.82	1,615.82
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	319.08	319.08	319.08	365.08	365.08	365.08
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	319.08	319.08	319.08	365.08	365.08	365.08
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	2,029.75	2,029.75	2,029.75	1,980.90	1,980.90	1,980.90

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			13,684,918.31	12,968,478.91	6,780,851.09	5,111,636.73	3,539,321.98	1,574,950.63	9,334,316.17	9,738,658.28
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		657,822.25	566,473.67	1,525,445.40	1,242,443.35	1,026,576.97	1,309,579.02	810,710.59	1,986,050.92
Property Taxes	8020-8079		0.00	0.00	30,628.00	0.00	0.00	9,068,578.59	2,151,895.19	32,928.36
Miscellaneous Funds	8080-8099		39,214.67	(124,031.84)	(248,064.91)	(165,376.19)	(165,376.19)	(165,376.19)	(165,376.19)	(13,164.56)
Federal Revenue	8100-8299		(536,627.92)	30,795.51	16,352.20	87,612.94	4,283.21	67,349.68	163,124.33	10,228.05
Other State Revenue	8300-8599		(214,656.27)	2,985.07	50,401.25	205,876.32	80,641.99	276,278.03	195,520.24	0.00
Other Local Revenue	8600-8799		87,921.46	26,654.52	211,805.85	282,289.81	173,137.56	1,191,713.15	1,373,254.53	1,233,660.97
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			33,674.19	502,876.93	1,586,567.79	1,652,846.23	1,119,263.54	11,748,122.28	4,529,128.69	3,249,703.74
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		123,435.74	1,598,134.32	1,602,567.46	1,582,567.27	1,580,264.63	1,747,261.09	1,603,162.76	1,621,346.82
Classified Salaries	2000-2999		206,672.54	598,355.71	609,387.81	609,464.44	603,653.62	663,398.51	614,342.91	604,063.79
Employee Benefits	3000-3999		128,438.12	739,508.98	747,930.80	742,380.93	743,118.93	779,610.94	744,542.96	744,811.09
Books and Supplies	4000-4999		20,689.65	550,349.26	177,031.66	60,496.22	164,433.74	65,445.52	123,837.14	105,187.20
Services	5000-5999		73,300.98	466,323.98	138,298.57	177,591.82	77,281.88	836,275.48	208,262.01	171,383.01
Capital Outlay	6000-6599		14,705.65	124,283.87	86,362.62	(60,726.55)	49,224.84	0.00	0.00	381.83
Other Outgo	7000-7499		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			567,242.68	4,076,956.12	3,361,578.92	3,111,774.13	3,217,977.64	4,091,991.54	3,294,147.78	3,247,173.74
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		1,887,111.18	270,099.69	0.00	0.00	0.00	1,530.85	(7,389.82)	3,465.12
Due From Other Funds	9310		391,110.17	5,389,110.78	6,644.69	22,865.99	16,482.16	0.00	0.00	0.00
Stores	9320		0.00	0.00	0.00	0.00	1,610.05	0.00	(17,042.27)	5,097.93
Prepaid Expenditures	9330		0.00	19,200.00	0.00	0.00	0.00	0.00	0.00	(284.60)
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL			0.00	2,278,221.35	5,678,410.47	6,644.69	22,865.99	18,092.21	1,530.85	(24,432.09)
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		2,069,982.09	212,744.28	(99,152.08)	136,252.84	(116,250.54)	(101,703.95)	806,206.71	(1,160,983.38)
Due To Other Funds	9610		391,110.17	8,079,214.82						
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL			0.00	2,461,092.26	8,291,959.10	(99,152.08)	136,252.84	(116,250.54)	(101,703.95)	806,206.71
<u>Nonoperating</u>										
Suspense Clearing	9910		0.00							
TOTAL BALANCE SHEET ITEMS			0.00	(182,870.91)	(2,613,548.63)	105,796.77	(113,386.85)	134,342.75	103,234.80	(830,638.80)
E. NET INCREASE/DECREASE (B - C + D)			(716,439.40)	(6,187,627.82)	(1,669,214.36)	(1,572,314.75)	(1,964,371.35)	7,759,365.54	404,342.11	1,171,791.83
F. ENDING CASH (A + E)			12,968,478.91	6,780,851.09	5,111,636.73	3,539,321.98	1,574,950.63	9,334,316.17	9,738,658.28	10,910,450.11
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		10,910,450.11	8,414,962.76	14,015,422.64	13,746,950.22				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	1,013,497.71	1,122,585.41	1,476,254.70	992,127.01			13,729,567.00	13,729,567.00
Property Taxes	8020-8079	40,679.77	4,665,517.70	184,342.92	1,140,294.47			17,314,865.00	17,314,865.00
Miscellaneous Funds	8080-8099	(301,228.11)	(131,029.56)	(63,115.21)	(202,047.72)			(1,704,972.00)	(1,704,972.00)
Federal Revenue	8100-8299	597,511.08	54,873.00	4,975.32	646,500.80			1,146,978.20	1,146,978.20
Other State Revenue	8300-8599	0.00	415,697.61	0.00	2,067,512.52			3,080,256.76	3,080,256.76
Other Local Revenue	8600-8799	233,935.62	1,850,555.52	2,017,756.66	(885,710.31)			7,796,975.34	7,796,975.34
Interfund Transfers In	8910-8929				5,264,859.49			5,264,859.49	5,264,859.49
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		1,584,396.07	7,978,199.68	3,620,214.39	9,023,536.26	0.00	0.00	46,628,529.79	46,628,529.79
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,623,624.39	1,635,750.52	1,614,729.86	301,373.96			16,634,218.82	16,634,218.82
Classified Salaries	2000-2999	610,467.02	607,619.10	658,898.46	382,225.55			6,768,549.46	6,768,549.46
Employee Benefits	3000-3999	747,952.02	749,281.51	783,985.74	1,566,969.71			9,218,531.73	9,218,531.73
Books and Supplies	4000-4999	82,232.88	60,270.27	54,110.68	813,829.69			2,277,913.91	2,277,913.91
Services	5000-5999	67,744.54	185,939.61	779,672.00	266,710.53			3,448,784.41	3,448,784.41
Capital Outlay	6000-6599	0.00	47,811.24	0.00	69,115.84			331,159.34	331,159.34
Other Outgo	7000-7499	0.00	0.00	0.00	(12,466.00)			(12,466.00)	(12,466.00)
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	8,194,214.59			8,194,214.59	8,194,214.59
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		3,132,020.85	3,286,672.25	3,891,396.74	11,581,973.87	0.00	0.00	46,860,906.26	46,860,906.26
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	0.00	(3.12)	(1,033.14)	(1,945,500.57)			208,280.19	
Due From Other Funds	9310	0.00	0.00	0.00	(4,886,545.04)			939,668.75	
Stores	9320	2,101.32	323.28	3,743.07	3,100.46			(1,066.16)	
Prepaid Expenditures	9330	(1,500.00)	0.00	0.00	0.00			17,415.40	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490				0.00			0.00	
SUBTOTAL		601.32	320.16	2,709.93	(6,828,945.15)	0.00	0.00	1,164,298.18	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	948,463.89	(908,612.29)	0.00	(1,398,227.71)			388,719.86	
Due To Other Funds	9610				(7,259,537.46)			1,210,787.53	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		948,463.89	(908,612.29)	0.00	(8,657,765.17)	0.00	0.00	1,599,507.39	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(947,862.57)	908,932.45	2,709.93	1,828,820.02	0.00	0.00	(435,209.21)	
E. NET INCREASE/DECREASE (B - C + D)		(2,495,487.35)	5,600,459.88	(268,472.42)	(729,617.59)	0.00	0.00	(667,585.68)	(232,376.47)
F. ENDING CASH (A + E)		8,414,962.76	14,015,422.64	13,746,950.22	13,017,332.63				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								13,017,332.63	

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	(351,223.09)	0.00	(18,519.00)				
Other Sources/Uses Detail					5,264,859.49	8,194,214.59		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	351,223.09	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	70,644.90		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	18,519.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					3,000,000.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund	Interfund	Due From	Due To
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629	Other Funds 9310	Other Funds 9610
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	351,223.09	(351,223.09)	18,519.00	(18,519.00)	8,264,859.49	8,264,859.49		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2015-16)				
District Regular	1,361	1,360		
Charter School	1,792	1,792		
Total ADA	3,153	3,152	0.0%	Met
Second Prior Year (2016-17)				
District Regular	1,358	1,358		
Charter School	1,755	1,755		
Total ADA	3,113	3,113	0.0%	Met
First Prior Year (2017-18)				
District Regular	1,313	1,313		
Charter School	1,711	1,711		
Total ADA	3,024	3,024	0.0%	Met
Budget Year (2018-19)				
District Regular	1,269			
Charter School	1,616			
Total ADA	2,885			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2015-16)				
District Regular	1,403	1,403		
Charter School	1,875	1,875		
Total Enrollment	3,278	3,278	0.0%	Met
Second Prior Year (2016-17)				
District Regular	1,354	1,354		
Charter School	1,829	1,829		
Total Enrollment	3,183	3,183	0.0%	Met
First Prior Year (2017-18)				
District Regular	1,320	1,320		
Charter School	1,795	1,795		
Total Enrollment	3,115	3,115	0.0%	Met
Budget Year (2018-19)				
District Regular	1,306			
Charter School	1,689			
Total Enrollment	2,995			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2015-16)			
District Regular	1,360	1,403	
Charter School	1,792	1,875	
Total ADA/Enrollment	3,152	3,278	96.2%
Second Prior Year (2016-17)			
District Regular	1,315	1,354	
Charter School	1,755	1,829	
Total ADA/Enrollment	3,070	3,183	96.4%
First Prior Year (2017-18)			
District Regular	1,269	1,320	
Charter School	1,711	1,795	
Total ADA/Enrollment	2,980	3,115	95.7%
Historical Average Ratio:			96.1%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			96.6%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2018-19)				
District Regular	1,268	1,306		
Charter School	1,616	1,689		
Total ADA/Enrollment	2,884	2,995	96.3%	Met
1st Subsequent Year (2019-20)				
District Regular	1,284	1,322		
Charter School	1,565	1,636		
Total ADA/Enrollment	2,849	2,958	96.3%	Met
2nd Subsequent Year (2020-21)				
District Regular	1,296	1,335		
Charter School	1,521	1,590		
Total ADA/Enrollment	2,817	2,925	96.3%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter LCFF Target amounts for the budget and two subsequent fiscal years.
Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated.
Enter data for Steps 2a through 2d. All other data is calculated.

Projected LCFF Revenue

Has the District reached its LCFF target funding level?

Yes

If Yes, then COLA amount in Line 2b2 is used in Line 2e Total calculation.

If No, then Gap Funding in Line 2c is used in Line 2e Total calculation.

Note: For 2018-19 transitional year, both COLA and Gap will be included in Line 2e Total calculation.

		Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
LCFF Target (Reference Only)		25,243,298.00	25,544,753.00	25,660,491.00

		Prior Year (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	3,034.47	2,894.78	2,858.57	2,827.18
b.	Prior Year ADA (Funded)		3,034.47	2,894.78	2,858.57
c.	Difference (Step 1a minus Step 1b)		(139.69)	(36.21)	(31.39)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		-4.60%	-1.25%	-1.10%

		Prior Year LCFF Funding	COLA percentage (if district is at target)	COLA amount (proxy for purposes of this criterion)	Gap Funding (if district is not at target)	Economic Recovery Target Funding (current year increment)	Total (Lines 2b2 or 2c, as applicable, plus Line 2d)	Percent Change Due to Funding Level (Step 2e divided by Step 2a)
Step 2 - Change in Funding Level		26,105,295.00	3.00%	783,158.85	1,198,389.00	143,666.00	2,125,213.85	8.14%
a.	Prior Year LCFF Funding	26,105,295.00						
b1.	COLA percentage (if district is at target)		2.57%	686,037.91	0.00	287,332.00	973,369.91	3.65%
b2.	COLA amount (proxy for purposes of this criterion)			715,822.19			715,822.19	2.67%
c.	Gap Funding (if district is not at target)				0.00		0.00	
d.	Economic Recovery Target Funding (current year increment)					0.00		
e.	Total (Lines 2b2 or 2c, as applicable, plus Line 2d)							
f.	Percent Change Due to Funding Level (Step 2e divided by Step 2a)							

		3.54%	2.40%	1.57%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2f)		3.54%	2.40%	1.57%
LCFF Revenue Standard (Step 3, plus/minus 1%):		2.54% to 4.54%	1.40% to 3.40%	.57% to 2.57%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	16,975,358.00	17,314,865.00	17,661,162.00	18,014,386.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Necessary Small School Standard (Gap Funding or COLA, plus Economic Recovery Target Payment, Step 2f, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	30,425,433.00	31,044,432.00	31,769,352.00	31,643,600.00
District's Projected Change in LCFF Revenue:		2.03%	2.34%	-0.40%
LCFF Revenue Standard:		2.54% to 4.54%	1.40% to 3.40%	.57% to 2.57%
Status:		Not Met	Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

The LCFF Gap Percentage is fully funded in 18/19, and in 20/21 there is no change in ERT funding.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2015-16)	19,544,329.44	23,446,318.36	83.4%
Second Prior Year (2016-17)	21,158,411.22	25,479,361.06	83.0%
First Prior Year (2017-18)	21,214,058.71	23,916,967.32	88.7%
Historical Average Ratio:			85.0%

District's Reserve Standard Percentage (Criterion 10B, Line 4): District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
	3.0%	3.0%	3.0%
	82.0% to 88.0%	82.0% to 88.0%	82.0% to 88.0%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2018-19)	21,665,106.93	24,733,633.37	87.6%	Met
1st Subsequent Year (2019-20)	22,076,842.00	24,602,889.00	89.7%	Not Met
2nd Subsequent Year (2020-21)	22,408,418.00	24,943,998.00	89.8%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

A decrease in total expenditures for one-time spending

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.54%	2.40%	1.57%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-6.46% to 13.54%	-7.60% to 12.40%	-8.43% to 11.57%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.46% to 8.54%	-2.60% to 7.40%	-3.43% to 6.57%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2017-18)	1,214,900.00		
Budget Year (2018-19)	1,146,978.20	-5.59%	Yes
1st Subsequent Year (2019-20)	1,166,978.00	1.74%	No
2nd Subsequent Year (2020-21)	1,166,978.00	0.00%	No

Explanation:
(required if Yes)

Decrease in 18/19 mainly driven by decrease in anticipated Medi-Cal revenue.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2017-18)	2,590,040.76		
Budget Year (2018-19)	3,080,256.76	18.93%	Yes
1st Subsequent Year (2019-20)	2,051,470.00	-33.40%	Yes
2nd Subsequent Year (2020-21)	2,051,470.00	0.00%	No

Explanation:
(required if Yes)

2018/19 includes one-time revenue for mandated cost.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2017-18)	7,220,917.06		
Budget Year (2018-19)	7,796,975.34	7.98%	No
1st Subsequent Year (2019-20)	7,840,806.00	0.56%	No
2nd Subsequent Year (2020-21)	7,885,514.00	0.57%	No

Explanation:
(required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2017-18)	1,636,225.06		
Budget Year (2018-19)	2,277,913.91	39.22%	Yes
1st Subsequent Year (2019-20)	1,937,594.00	-14.94%	Yes
2nd Subsequent Year (2020-21)	1,947,126.00	0.49%	No

Explanation:
(required if Yes)

Expenses increased in 18/19 due to one-time revenue received in 18/19 and was reduced in 19/20 as it is not continuing.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2017-18)	4,961,714.42		
Budget Year (2018-19)	3,448,784.41	-30.49%	Yes
1st Subsequent Year (2019-20)	3,375,785.00	-2.12%	No
2nd Subsequent Year (2020-21)	3,375,785.00	0.00%	No

Explanation:
(required if Yes)

Expenses increased in 18/19 due to one-time revenue received in 18/19.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2017-18)	11,025,857.82		
Budget Year (2018-19)	12,024,210.30	9.05%	Met
1st Subsequent Year (2019-20)	11,059,254.00	-8.03%	Not Met
2nd Subsequent Year (2020-21)	11,103,962.00	0.40%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2017-18)	6,597,939.48		
Budget Year (2018-19)	5,726,698.32	-13.20%	Not Met
1st Subsequent Year (2019-20)	5,313,379.00	-7.22%	Met
2nd Subsequent Year (2020-21)	5,322,911.00	0.18%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

Decrease in 18/19 mainly driven by decrease in anticipated Medi-Cal revenue.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

2018/19 includes one-time revenue for mandated cost.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

Expenses increased in 18/19 due to one-time revenue received in 18/19 and was reduced in 19/20 as it is not continuing.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

Expenses increased in 18/19 due to one-time revenue received in 18/19.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: The Proposition 51 school facility program requires the district to deposit a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year (as EC Section 17070.75 read on January 1, 2015).

For all other school facility programs, AB 104 (Chapter 13, Statutes of 2015, effective January 1, 2016) requires the district to deposit into the account, for the 2017-18 to 2019-20 fiscal years, a minimum that is the greater of the following amounts:

- The lesser of three percent of the total general fund expenditures and other financing uses for that fiscal year or the amount that the district deposited into the account for the 2014-15 fiscal year; or
- Two percent of the total general fund expenditures and other financing uses for that fiscal year.

7A. District's School Facility Program Funding

Indicate which School Facility Program funding applies:

Proposition 51 Only

Proposition 51 and All Other School Facility Programs

All Other School Facility Programs Only

Funding Selection: Proposition 51

7B. Calculating the District's Required Minimum Contribution

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

Note: If "Proposition 51 and All Other School Facility Programs" is selected, then Line 2 will be used to calculate the required minimum contribution.

- For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?
 - Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)

No
0.00

2. Proposition 51 Required Minimum Contribution

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	46,860,906.26			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00	3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	46,860,906.26	1,405,827.19	1,405,988.77	Met

3. All Other School Facility Programs Required Minimum Contribution

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	46,860,906.26			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00	3% of Total Current Year General Fund Expenditures and Other Financing Uses (Line 3c times 3%)	Amount Deposited ¹ for 2014-15 Fiscal Year	Lesser of: 3% or 2014-15 amount
c. Net Budgeted Expenditures and Other Financing Uses	46,860,906.26	1,405,827.19	1,135,000.00	1,135,000.00

d. Required Minimum Contribution

2% of Total Current Year General Fund Expenditures and Other Financing Uses (Line 3c times 2%)	Required Minimum Contribution/ Greater of: Lesser of 3% or 2014-15 amount or 2%
937,218.13	1,135,000.00

Budgeted Contribution ¹
to the Ongoing and Major
Maintenance Account

Status

e. OMMA/RMA Contribution

1,405,988.77	N/A
--------------	-----

¹ Fund 01, Resource 8150, Objects 8900-8999

4. Required Minimum Contribution

1,405,827.19

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2015-16)	Second Prior Year (2016-17)	First Prior Year (2017-18)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	6,962,601.61	6,979,273.35	6,968,779.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	6,962,601.61	6,979,273.35	6,968,779.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	46,417,344.06	46,528,489.00	46,458,526.07
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	46,417,344.06	46,528,489.00	46,458,526.07
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	15.0%	15.0%	15.0%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	5.0%	5.0%	5.0%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2015-16)	992,445.77	33,020,056.92	N/A	Met
Second Prior Year (2016-17)	(713,029.50)	33,498,394.97	2.1%	Met
First Prior Year (2017-18)	11,815.71	31,597,786.20	N/A	Met
Budget Year (2018-19) (Information only)	(232,376.47)	32,927,847.96		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2015-16)	9,599,754.22	9,599,754.22	0.0%	Met
Second Prior Year (2016-17)	10,592,199.99	10,592,199.99	0.0%	Met
First Prior Year (2017-18)	9,093,013.89	9,879,170.49	N/A	Met
Budget Year (2018-19) (Information only)	9,890,986.20			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$67,000 (greater of)	0	to	300
4% or \$67,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,884	2,849	2,817
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? ☐
2. If you are the SELPA AU and are excluding special education pass-through funds:
 - a. Enter the name(s) of the SELPA(s): _____

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	46,860,906.26	46,518,446.00	47,196,312.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	46,860,906.26	46,518,446.00	47,196,312.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,405,827.19	1,395,553.38	1,415,889.36
6. Reserve Standard - by Amount (\$67,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,405,827.19	1,395,553.38	1,415,889.36

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	7,029,136.00	6,977,767.00	7,079,447.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00		
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00		
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	7,029,136.00	6,977,767.00	7,079,447.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	15.00%	15.00%	15.00%
District's Reserve Standard (Section 10B, Line 7):	1,405,827.19	1,395,553.38	1,415,889.36
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2017-18)	(5,367,029.39)			
Budget Year (2018-19)	(5,479,932.52)	112,903.13	2.1%	Met
1st Subsequent Year (2019-20)	(5,856,686.00)	376,753.48	6.9%	Met
2nd Subsequent Year (2020-21)	(6,193,443.00)	336,757.00	5.7%	Met
1b. Transfers In, General Fund *				
First Prior Year (2017-18)	4,751,464.00			
Budget Year (2018-19)	5,264,859.00	513,395.00	10.8%	Not Met
1st Subsequent Year (2019-20)	4,676,389.00	(588,470.00)	-11.2%	Not Met
2nd Subsequent Year (2020-21)	4,676,389.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2017-18)	(7,680,819.00)			
Budget Year (2018-19)	(8,194,215.00)	(513,396.00)	6.7%	Met
1st Subsequent Year (2019-20)	(7,605,745.00)	588,470.00	-7.2%	Met
2nd Subsequent Year (2020-21)	(7,605,745.00)	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Change in Contribution in 18/19 and 19/20 is due to transfer of one-time funds to one-time resource for funds received in 18/19 which is not on-going and therefore, removed in 19/20.

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

--

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

- Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)
- If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2018
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	11	Developer Fees/General Fund	Fund 25 & 01	2,395,410
Certificates of Participation				
General Obligation Bonds	23	Ad Valerum Taxes	Fund 51	38,396,790
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	N/A	General Fund	Fund 01	170,000

Other Long-term Commitments (do not include OPEB):

TOTAL:				40,962,200

Type of Commitment (continued)	Prior Year (2017-18) Annual Payment (P & I)	Budget Year (2018-19) Annual Payment (P & I)	1st Subsequent Year (2019-20) Annual Payment (P & I)	2nd Subsequent Year (2020-21) Annual Payment (P & I)
Capital Leases	231,265	231,265	231,264	231,264
Certificates of Participation				
General Obligation Bonds	3,094,019	2,242,925	2,512,637	2,374,844
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Total Annual Payments:	3,325,284	2,474,190	2,743,901	2,606,108
Has total annual payment increased over prior year (2017-18)?	No	No	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes
to increase in total
annual payments)

--

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

Yes

2. Yes - Funding sources will decrease or expire prior to the end of the commitment period, or one-time funding sources are being used for long-term commitment annual payments. Provide an explanation for how those funds will be replaced to continue annual debt service commitments.

Explanation:
(required if Yes)

Developer fee revenue in Fund 25 is budgeted to cover the Capital Lease Payment for 2018/19. For subsequent years, Fund 25 and Fund 01 will be responsible for the annual payments. General fund reserve balance includes budget for the Capital Lease Payments.
--

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:
a. Are they lifetime benefits?

No

- b. Do benefits continue past age 65?

No

- c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

- b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund

Governmental Fund

0

0

4. OPEB Liabilities

- a. Total OPEB liability
b. OPEB plan(s) fiduciary net position (if applicable)
c. Total/Net OPEB liability (Line 4a minus Line 4b)
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?
e. If based on an actuarial valuation, indicate the date of the OPEB valuation

2,049,151.00

0.00

2,049,151.00

Actuarial

April 2018

Data must be entered.

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
d. Number of retirees receiving OPEB benefits

Budget Year
(2018-19)

1st Subsequent Year
(2019-20)

2nd Subsequent Year
(2020-21)

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
96,591.88	96,591.88	96,591.88
136,767.00	151,189.00	182,539.00
19	19	19

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of certificated (non-management) full-time-equivalent (FTE) positions	194.9	195.1	190.6	185.6

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Salary and Benefits

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year
(2018-19)

1st Subsequent Year
(2019-20)

2nd Subsequent Year
(2020-21)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year
or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

161,220

7. Amount included for any tentative salary schedule increases

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
1,759,167	1,847,125	1,939,482
Hard Cap	Hard Cap	Hard Cap
5.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		
----	--	--

--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
306,317	310,998	316,907
1.9%	1.9%	1.9%

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of classified (non-management) FTE positions	150.8	159.8	160.3	160.3

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

If Yes, and the corresponding public disclosure documents
have been filed with the COE, complete questions 2 and 3.

Yes

If Yes, and the corresponding public disclosure documents
have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure
board meeting:

May 08, 2018

- 2b. Per Government Code Section 3547.5(b), was the agreement certified
by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

May 08, 2018

3. Per Government Code Section 3547.5(c), was a budget revision adopted
to meet the costs of the agreement?

Yes

If Yes, date of budget revision board adoption:

May 08, 2018

4. Period covered by the agreement:

Begin Date:

Jul 01, 2018

End Date:

Jun 30, 2019

5. Salary settlement:

Budget Year
(2018-19)

1st Subsequent Year
(2019-20)

2nd Subsequent Year
(2020-21)

Is the cost of salary settlement included in the budget and multiyear
projections (MYPs)?

Yes

Yes

Yes

One Year Agreement

Total cost of salary settlement

156,985

107,796

109,952

% change in salary schedule from prior year
or

1.0%

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

Budget Year
(2018-19)

1st Subsequent Year
(2019-20)

2nd Subsequent Year
(2020-21)

Classified (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
548,868	576,311	605,128
Hard Cap	Hard Cap	Hard Cap
5.0%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
- If Yes, amount of new costs included in the budget and MYPs
- If Yes, explain the nature of the new costs:

No		

--

Classified (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
115,783	118,658	120,913
1.9%	1.9%	1.9%

Classified (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of management, supervisor, and confidential FTE positions	35.2	36.4	36.4	36.4

**Management/Supervisor/Confidential
Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

44,388

4. Amount included for any tentative salary schedule increases

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
0	0	0

**Management/Supervisor/Confidential
Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
340,383	357,402	375,272
Hard Cap	Hard Cap	Hard Cap
5.0%	5.0%	5.0%

**Management/Supervisor/Confidential
Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step and column adjustments
3. Percent change in step & column over prior year

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
77,554	84,337	85,939
1.9%	1.9%	1.9%

**Management/Supervisor/Confidential
Other Benefits (mileage, bonuses, etc.)**

1. Are costs of other benefits included in the budget and MYPs?
2. Total cost of other benefits
3. Percent change in cost of other benefits over prior year

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
26,184	26,184	26,184
0.0%	0.0%	0.0%

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?

Yes

2. Approval date for adoption of the LCAP or approval of an update to the LCAP.

Jun 12, 2018

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?

No

A2. Is the system of personnel position control independent from the payroll system?

No

A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)

Yes

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?

No

A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

No

A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

No

A7. Is the district's financial system independent of the county office system?

No

A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)

No

A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Fund: 01 General Fund Resource: 0000 Unrestricted		
Description	Object	2018-19 Budget
Ending Fund Balance	979Z	9,658,609.73
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	0.00
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	2,629,473.73
COP	9780	1,559,473.73
Science Textbook Adoption	9780	500,000.00
Phone System	9780	320,000.00
Tech Devices	9780	250,000.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	7,029,136.00
Unassigned/Unappropriated	9790	0.00

SACS2018 Financial Reporting Software - 2018.1.0
6/1/2018 10:41:37 AM

49-70896-0000000

July 1 Budget
2018-19 Budget
Technical Review Checks

Rincon Valley Union Elementary

Sonoma County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

MYP-PROVIDE - (W) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)

EXCEPTION

Explanation: Multi-year projection prepared on District Form

Checks Completed.

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

Meeting Date: June 12, 2018

Agenda Item: Action Item 12.4

Subject: Criteria for Reduced Rate Extended Care Fees

Submitter: Mrs. Cathy Myhers, Assistant Superintendent, Student Services

Background: Annually the Board of Trustees approves program fees. At the May 8, 2018 Board Meeting, Childcare fees were approved along with a fee plan for employees. Staff were directed to bring back criteria to be used in determining if families and employees would qualify for a reduced rate.

Highlights: The same criteria will be used in determining eligibility for reduced rates, for families and employees.

Challenges: N/A

Analysis: Adopting criteria will allow for consistent application of the reduced childcare rates. There will be two reduced rate schedules, one for families and one for staff. The Board approved the reduced rate fees for families at the May Board Meeting.

Next Steps: Next steps will include sharing the information and application with staff and families who believe that they will qualify for the fee reduction.

Attachments: Application for Reduced Rate Extended Childcare
Reduced Rate Income Cutoff Levels
Employee RVUSD Extended Care Reduced Fee
Employee RVUSD Extended Care Fee

Fiscal Impact: Unknown at this time

Recommendation: Approve

Reduced Rates for Childcare: Eligibility Criteria

Effective July 1 2018 through June 30, 2019, Childcare participants from households with incomes at or below the following levels may be eligible for reduced rate childcare. Please complete the attached application if you believe that you may be eligible.

Household Size	Annual Income	Monthly Income
1	\$22,459	\$1,872
2	\$30,451	\$2,538
3	\$38,443	\$3,204
4	\$46,435	\$3,870
5	\$54,427	\$4,536
6	\$62,419	\$5,202
7	\$70,411	\$5,868
8	\$78,403	\$6,534
Each additional family member add:	\$7,992	\$666

Documentation to verify income may be requested.

Rincon Valley School District EXTENDED CARE PROGRAM

Application for Reduced Rate Extended Care School Year 2018-2019

List student(s) enrolled in the RVUSD Extended Care Program

Last Name	First Name	School	Grade

MONTHLY INCOME

If your household is now receiving any of the following: Food Stamp, CalWorks, KinGAP or FDPIR benefits you may provide your case number, and skip the income question below.

☐ Yes, we received one of the above listed benefits this month. The case number is _____

Monthly Income List all adult household members, regardless of whether they have income. Indicate the amount and source of monthly income each household member received last month. If any amount last month was more than usual, enter the usual monthly income. Also enter any income received by or for a child from full-time or regular part-time employment, SSI or Adoption Assistance.

Full Name	Gross monthly earnings from work (before deductions), include all jobs	Pension, retirement, social security	Welfare benefits, child support, alimony payments	Any other monthly income
	\$	\$	\$	\$
	\$	\$	\$	\$
	\$	\$	\$	\$
	\$	\$	\$	\$
<i>Total Gross Monthly Household Income (before deductions)</i>				\$

HOUSEHOLD SIZE

Children (under age 21) _____ # Adults (21 and older) _____ Total # in Household _____

PARENT/ GUARDIAN INFORMATION

Name _____ Phone Work _____
 Address _____ Home _____
 City _____ Zip _____ Mess _____

I certify that all of the above information is true and correct, and that all income is reported. I understand that school personnel may verify the information on this application.

Signature of Parent/ Guardian

Date

For Official Use Only

☐ Approved : Date _____ / _____ ☐ Denied: Date _____ / _____ Reason: _____

RVUSD EMPLOYEE EXTENDED CARE CALENDAR AND FEE SCHEDULE

Tuition rates are based on 180 school days. Holidays and School In-Service days are not included.

Rates below are the cost per month and divided into 9 payments per school year. Payments are due on the 1st of each month.

Morning Only

Month/Payment Due Dates	1 Day	2 Day	3 Day	4 Day	5 Day
August NO PAYMENT DUE					
September, Thursday the 1st	\$14	\$28	\$42	\$56	\$70
October, Monday the 3rd	\$14	\$28	\$42	\$56	\$70
November, Tuesday the 1st	\$14	\$28	\$42	\$56	\$70
December, Thursday the 1st	\$14	\$28	\$42	\$56	\$70
January, Tuesday the 10th	\$14	\$28	\$42	\$56	\$70
February, Wednesday the 1st	\$14	\$28	\$42	\$56	\$70
March, Wednesday the 1st	\$14	\$28	\$42	\$56	\$70
April, Monday the 3rd	\$14	\$28	\$42	\$56	\$70
May, Monday the 1st	\$14	\$28	\$42	\$56	\$70
JUNE NO PAYMENT DUE					

Afternoons Only

Month/Payment Due Dates	1 Day	2 Day	3 Day	4 Day	5 Day
August NO PAYMENT DUE					
September, Thursday the 1st	\$32	\$64	\$96	\$128	\$160
October, Monday the 3rd	\$32	\$64	\$96	\$128	\$160
November, Tuesday the 1st	\$32	\$64	\$96	\$128	\$160
December, Thursday the 1st	\$32	\$64	\$96	\$128	\$160
January, Tuesday the 10th	\$32	\$64	\$96	\$128	\$160
February, Wednesday the 1st	\$32	\$64	\$96	\$128	\$160
March, Wednesday the 1st	\$32	\$64	\$96	\$128	\$160
April, Monday the 3rd	\$32	\$64	\$96	\$128	\$160
May, Monday the 1st	\$32	\$64	\$96	\$128	\$160
JUNE NO PAYMENT DUE					

Intersession Day Care is available for \$22.50 per day. 7:00a.m.- 6:00p.m. (Locations TBA)

Thanksgiving Break November 19th-21st

Winter Break December 26th-28th 2nd-4th

Spring Break March 18th-22nd

No School and Care Not Provided

September 3rd, 21st

November 2nd, 12th, 22nd, 23rd

December 21st, 24th, 25th, 31st

January 1st, 7th, 21st

February 11th, 18th

May 27th

RVUSD EMPLOYEE EXTENDED CARE CALENDAR AND REDUCED FEE SCHEDULE

Tuition rates are based on 180 school days. Holidays and School In-Service days are not included.

Rates below are the cost per month and divided into 9 payments per school year. Payments are due on the 1st of each month.

Morning Only

Month/Payment Due Dates	1 Day	2 Day	3 Day	4 Day	5 Day
August NO PAYMENT DUE					
September, Thursday the 1st	\$10	\$20	\$30	\$40	\$50
October, Monday the 3rd	\$10	\$20	\$30	\$40	\$50
November, Tuesday the 1st	\$10	\$20	\$30	\$40	\$50
December, Thursday the 1st	\$10	\$20	\$30	\$40	\$50
January, Tuesday the 10th	\$10	\$20	\$30	\$40	\$50
February, Wednesday the 1st	\$10	\$20	\$30	\$40	\$50
March, Wednesday the 1st	\$10	\$20	\$30	\$40	\$50
April, Monday the 3rd	\$10	\$20	\$30	\$40	\$50
May, Monday the 1st	\$10	\$20	\$30	\$40	\$50
JUNE NO PAYMENT DUE					

Afternoons Only

Month/Payment Due Dates	1 Day	2 Day	3 Day	4 Day	5 Day
August NO PAYMENT DUE					
September, Thursday the 1st	\$22	\$44	\$66	\$88	\$110
October, Monday the 3rd	\$22	\$44	\$66	\$88	\$110
November, Tuesday the 1st	\$22	\$44	\$66	\$88	\$110
December, Thursday the 1st	\$22	\$44	\$66	\$88	\$110
January, Tuesday the 10th	\$22	\$44	\$66	\$88	\$110
February, Wednesday the 1st	\$22	\$44	\$66	\$88	\$110
March, Wednesday the 1st	\$22	\$44	\$66	\$88	\$110
April, Monday the 3rd	\$22	\$44	\$66	\$88	\$110
May, Monday the 1st	\$22	\$44	\$66	\$88	\$110
JUNE NO PAYMENT DUE					

Intersession Day Care is available for \$17.50 per day. 7:00a.m.- 6:00p.m. (Locations TBA)

Thanksgiving Break November 19th-21st

Winter Break December 26th-28th 2nd-4th

Spring Break March 18th-22nd

No School and Care Not Provided

September 3rd, 21st

November 2nd, 12th, 22nd, 23rd

December 21st, 24th, 25th, 31st

January 1st, 7th, 21st

February 11th, 18th

May 27th

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

Meeting Date: June 12, 2018

Agenda Item: Action Item 12.5

Subject: Agreement for Architectural Services – Whited Phase 1 Project

Submitter: Dr. Joseph Pandolfo, Deputy Superintendent

Background: After the passage of Measure F in 2014, the board engaged in a competitive process that resulted in the selection of Dan Hardin as the District Architect. Since his selection, every contract that we have entered into with Dan is presented to the board to be considered for approval.

Highlights: Dan Hardin’s work with us has been exceptional. He is responsive, his design work is impressive, he keeps engineers on task, and helps keep design costs down. The contract presented for consideration is similar to contracts that have previously been approved by the board.

Challenges: There are many projects happening simultaneously. At one-point last year we had Dan working on fourteen separate DSA projects.

Analysis: After completion of the summer projects we will be over halfway through completion of the District’s facility plan.

Next Steps: Whited is scheduled for the first phase of construction in the summer of 2020.

Attachments: Contract with Dan Hardin, Architect.

Fiscal Impact: \$227,500 for architect and engineering services
\$15, 700 for landscape architect services,
Up to \$2,500 for reimbursable expenses

Recommendation: For discussion only

AGREEMENT FOR ARCHITECTURAL SERVICES

This agreement for architectural services (“Agreement”) is made and entered into by and between the Rincon Valley Union School District (“District”) and Dan Hardin Architect Inc, (“Architect”).

Whereas, the District proposes to undertake the construction of the projects described below which require the services of a duly qualified and licensed architect with expertise in the area of school construction;

Whereas, the Architect is licensed to practice architecture in the State of California (License No. C31756) and represents that the firm is qualified to provide the services required by the District; and

Whereas, this Agreement sets forth the terms and conditions for the provision of such services.

Now, therefore, it is hereby agreed:

1. AGREEMENT

District retains Architect to perform, and Architect agrees and undertakes to provide to District, for the consideration and upon the terms and conditions set forth below, the architectural services specified in this Agreement and those related services incidental thereto.

2. PROJECT DESCRIPTION AND SCHEDULE

a. Project Description: Architectural services shall be provided for the planning, development and new construction for the [Whited Elementary School Phase 1](#) Project (“Project”), which is described in **Exhibit A**, Project Description and Schedule, attached hereto and incorporated by this reference. The Project is located at [4995 Sonoma Highway, Santa Rosa](#), California.

b. Project Schedule: Included in Exhibit A is the Project Schedule indicating duration and milestone dates for key Project tasks. Architect shall perform services consistent with the Project Schedule as required by Paragraph 19, Time Schedule. Architect shall regularly report to District, not less frequently than once a month, and when the District requests, on actions required to meet milestone schedule dates and shall recommend further adjustments to the Project Schedule, if and when needed.

3. TERM OF AGREEMENT

The term of this Agreement begins with execution of the Agreement by the parties and ends upon completion of services under the Agreement, unless terminated sooner. Should none of the services stated herein be commenced within sixty (60) days from the date of execution, this Agreement is void.

4. COMPENSATION

As compensation for Architect's services, District shall pay Architect as follows:

a. Basic Services: For all "Basic Services," which are listed in Paragraph 5, below, and as specified in **Exhibit B**, Tasks and Responsibilities, attached hereto and incorporated by reference, the Architect shall receive compensation in an aggregate amount not to exceed the amount to be determined the parties in writing as the project scope and fees are established. **Exhibit C**, Compensation and Schedule of Hourly Billing Rates, is attached hereto and incorporated by reference.

b. Additional Services: For all "Additional Services," which are defined to mean authorized services in addition to the Basic Services, compensation shall be agreed upon by the parties in writing prior to performance of any such Additional Services by Architect, and may be a flat fee or hourly fee based on Architect's standard hourly rates, as set forth in Exhibit C, with necessary consultants at 1.10 times cost. Only the District's Superintendent or authorized designee, Assistant Superintendent, Business, Dr. Joseph Pandolfo may authorize Additional Services or changes to previously authorized Additional Services. Each such authorization must be in writing and shall be effective only after formal Board approval or ratification. Architect understands that no other District employees are authorized to order or approve either Additional Services or changes to previously authorized Additional Services. Failure of the Architect to secure proper authorization for Additional Services or changed services shall constitute a waiver of any and all right to adjustment in the contract price, and Architect shall not be entitled to compensation for any such unauthorized services.

c. Reimbursable Expenses: "Reimbursable Expenses" include expenses incurred by Architect and Architect's employees and consultants in the interest of the Project which fall within the categories listed below in this Paragraph 4.c. Payment of Reimbursable Expenses in excess of the total estimated reimbursable expenses set forth in Exhibit C is subject to prior written approval by District. Reimbursable expenses shall be itemized and presented monthly by Architect to District for payment upon approval. Reimbursable expenses shall be compensated at 1.10 times the actual cost of the expense as follows:

 X Reasonable expenses for authorized travel in connection with the Project except for travel within the District or as otherwise agreed and set forth in writing in Exhibit C hereto.

X Reasonable expense of interim and final reproductions, plotting, postage and handling of drawings, specifications and other Project documents including those for use of Architect and its consultants.

 Long distance telephone expense related to the Project.

 X Actual and necessary agency or permit fees for the Project, if any, paid by Architect on behalf of District.

d. Payments: District shall pay Architect monthly, in arrears, as follows:

(1) Progress Payments: Payments for Basic Services shall be made monthly in proportion to services performed within each phase as reasonably determined by District up to the following amounts (or as otherwise agreed and set forth in writing in Exhibit C):

<u>Upon Completion Of</u>	<u>Percentage Of Total Fees</u>	<u>Cumulative Percentage Of Total Fees</u>
Schematic Design Phase	15	15
Design Development Phase	20	35
Construction Documents Phase	38	73
DSA Approval	04	77
Bidding Phase	05	82
Construction Phase	17	99
DSA Close Out	01	100

(2) Additional Services: Payments for Additional Services shall be made monthly, proportionate to the degree of completion, or as the parties specify in writing when the services are authorized.

(3) Monthly Invoices and Payment. Architect shall submit a monthly invoice to the District which itemizes the services performed during the billing period, method of computation, and amount payable. Architect shall format the invoice in accordance with the reasonable instructions as the Business Manager of the District may deliver to Architect in order that each invoice clearly discloses, as the Business Manager may require, the following:

- (i) Identification of the phase of the work to which the item belongs;
- (ii) Any information the District may require in order to satisfy the requests and requirements of the District's auditor(s);

- (iii) Any itemization or information which the District requires in order to complete worksheets provided or required by the Office of Public School Construction and/or other governmental agencies with jurisdiction over the scope of work; and Architect shall be paid monthly in the usual course of District business after the invoice has been approved by District's authorized representative. Architect shall be paid for all undisputed amounts within thirty (30) days from receipt of approved invoice.

(4) **Payment Upon Termination:** If District terminates this Agreement at any time, with or without cause, Architect shall, upon notice of such termination, promptly cease all services. Architect's total fee for all services performed shall be computed to cover the services actually and satisfactorily performed to the date of such notice.

5. BASIC SERVICES

Architect's Basic Services shall consist of the following items and the items specified in Exhibit B hereto:

a. Schematic Design Phase: Architect shall review the program furnished by District to ascertain the requirements of the Project and arrive at a mutual understanding of such requirements with District. If District requires assistance in the preparation of the program, including meetings with faculty and other representatives, this assistance shall be compensated as an Additional Service. Architect shall, as part of the Basic Services: prepare schematic design studies, drawings and other necessary documents showing site use and the scale and relationship of the components of the Project for District approval; meet with faculty and other persons with a stake in the Project (including, for example, parents and community members); prepare a written preliminary estimate of probable construction costs based on current area, volume or other unit costs; and prepare a written time schedule for the performance of Architect's services

b. Design Development Phase: From the approved schematic design studies Architect shall prepare the design development documents consisting of site and floor plans, elevations and other drawings and documents sufficient to fix and describe the size and character of the Project as to structural, mechanical and electrical systems, kinds of materials and outline specifications, all for written approval by District. Architect shall also provide District with a revised and updated written estimate of probable construction cost. Architect shall assist District in applying for and obtaining required approvals from all applicable governmental agencies.

c. Construction Documents Phase: From the approved design development documents, Architect shall prepare complete working drawings and specifications setting forth in detail the work to be done and the materials, workmanship, finishes and equipment required for the architectural, structural, mechanical, electrical systems and utility-service-connected equipment and site work, all for written approval by District. With assistance from

the District, and using the forms approved by the District and by the District's legal counsel, Architect shall prepare the bidding information, bidding forms, and the construction contract documents. **Bid and contract forms and documents must be submitted to District's legal advisor for review and approval at least ten (10) working days prior to proposed publication or distribution.** Architect shall assist District in filing any documents needed for obtaining the approval of any governmental authorities or other agencies having jurisdiction over the Project. Architect shall include with the delivery of the final form of construction documents Architect's final statement of probable construction cost based on adjustments to previous estimates indicated by changes in requirements or general market conditions. When the Project involves a school building, Architect shall make best efforts to ensure that the construction documents receive all required DSA - approval prior to bidding and shall ensure that DSA approval is obtained prior to Board approval of the construction contract.

d. Bid Phase: Following District's approval of the construction documents and District's acceptance of Architect's final estimate of probable construction costs, Architect shall reproduce the plans, specifications and construction contract documents in the required number and assist District in dissemination of plans, specifications and construction contract documents among interested contractors; in obtaining bids, and in award and preparation of the construction contract and the notice to proceed. Architect shall schedule advertising and bidding sufficiently in advance of the regular meeting of District's Governing Board to allow time for any bid protest that may arise to be handled in conformance with the approved bid protest procedures.

e. Construction Phase: The construction phase shall begin upon award of the construction contract and shall end sixty (60) days after the filing of the Notice of Completion. During this phase, Architect shall:

(1) Provide general administration of the construction contract, coordinating such services with the District's construction manager as directed by District, if applicable.

(2) Advise and consult with and serve as representative of District in dealings with the contractor. Architect shall have authority to act for District to the extent provided in the construction contract. However, all change orders affecting price shall be approved or ratified by the Governing Board of the District.

(3) Provide general direction to any Project inspector employed by and responsible to District as required by applicable law.

(4) Assist the District to direct the contractor in the preparation of a set of drawings showing the exact location and depth of buried utility lines and any other subsurface structures (as-built dimensions) which Architect shall cause to be delivered to District upon completion of the Project.

(5) Visit the Project site at intervals appropriate to the stage of the contractor's operations in order to maintain familiarity with the progress of work and to determine in general that the contractor's work complies with the DSA approved plans and specifications and that the work, when fully completed, will be in accordance with the contract documents. Such visits and determinations are to be distinguished from the continuous inspection provided by a project inspector required by law for public school construction. Architect shall neither have control over nor charge of, nor be responsible for, the contractor's construction sequences or procedures nor for safety precautions and programs in connection with the contractor's work

(6) Make such regular oral and/or written reports as shall be required by District or by any other applicable reviewing or licensing agencies.

(7) Review schedules, shop drawings, samples and other submissions of the contractor for general compliance with design and the contract specifications and timely notify the contractor and District of matters which may affect the construction schedule.

(8) Promptly notify District in writing of deviations known or observed by Architect in the contractor's work or materials or both which do not conform to the contract documents. Upon instructions from the District representative, Architect shall reject any work or materials or both which do not so conform. Architect shall promptly inform District what further work, installation of conforming materials, or testing of proposed substitute materials, whichever may be applicable, may be required. Upon instructions from District representative, further work, conforming materials, or substitute materials, whichever may be applicable, shall be required of the contractor if determined by Architect to be necessary to carry out the intent and purposes of the contract documents and the project, based on Architect's reasonable professional judgment. Architect shall not be responsible for the contractor's failure to perform the work in accordance with the requirements of the contract documents. Architect shall be responsible for Architect's negligent acts, errors and omissions, but shall not have control over or charge of and shall not be responsible for the intentional acts, errors or omissions of the contractors, subcontractors, or their agents or employees, or of any other persons or entities performing portions of the construction work.

(9) Architect shall promptly notify District of any significant defect that an architect exercising reasonable professional judgment in the course of maintaining familiarity with the construction work would detect in materials, equipment, or workmanship which comes to Architect's attention and of any known or observed default by the contractor in the orderly and timely progression or prosecution of the work.

(10) Examine and verify the contractor's applications for payments including reviews of the status of the contractor's record drawings and approve the

issuance of certificates for payment for work completed in the amount Architect determines is proper under the contract documents. Architect's approvals shall constitute representations to the District, based on the Architect's professional evaluation of the contractor's work and on the data comprising the contractor's applications for payment, that the contractor's work has progressed to the points indicated and that, to the best of Architect's professional knowledge, information and belief, the quality of the contractor's work is in accordance with the contract documents. Architect's approvals shall not be representations that Architect has (a) made exhaustive or continuous on-site inspections to check the quality or quantity of the contractor's work, (b) reviewed construction means, methods, techniques, sequences or procedures, (c) reviewed copies of requisitions received from subcontractors and material suppliers and other data requested by District to substantiate the contractor's rights to payment, or (d) ascertained how or for what purpose the contractor has used money previously paid on account of their contract sums.

(11) Prepare and/or review any necessary change orders for approval by the contractor, District and all applicable governmental agencies, including review of the contractor's pricing requests.

(12) After notice and approval by District, Architect shall have authority to reject work that does not conform to the contract documents. Architect shall have authority to require inspection or testing of the work in accordance with the provisions of the contract documents, whether or not such work is fabricated, installed or completed. However, neither this authority of Architect nor a decision made in good faith either to exercise or not to exercise such authority shall give rise to a duty or responsibility of Architect to the contractor, subcontractors, material and equipment suppliers, their agents or employees or other persons performing portions of the work.

(13) Architect shall review and approve or take other appropriate action upon the contractor's submittals such as shop drawings, product data and samples, for the purpose of checking for conformance with information given and the design concept expressed in the contract documents. Architect shall respond to contractor's requests for information relating to the construction documents. Architect's action shall be taken with such reasonable promptness as to cause no delay in the contractor's work or in the activities of District or of separate contractors or subcontractors, while allowing sufficient time in Architect's professional judgment to permit adequate review. If at any time it appears that the time required for such review may result in a delay, Architect shall promptly notify District of the possibility of delay, and exercise best efforts to avoid or minimize such delay. Review of such submittals is not conducted for the purpose of determining the accuracy and completeness of other details such as dimensions and quantities or for substantiating instructions for installation or performance of equipment or systems designed by the contractor, all of which remain the responsibility of the contractor as required by the contract documents. Architect's

review shall not constitute approval of safety precautions nor, unless otherwise specifically stated by Architect, of construction means, methods, techniques, sequences or procedures. Architect's approval of a specific item shall not indicate approval of an assembly of which the item is a component.

(14) Architect shall interpret and attempt to resolve matters concerning performance of District and the contractor under the requirements of the contract documents on written request of either District or the contractor. Architect's response to such requests shall be made with reasonable promptness and within any time limits agreed upon. Interpretations and decisions of Architect shall be consistent with the intent of and reasonably inferable from the contract documents and shall be in writing or in the form of drawings.

(15) District shall require each contractor to provide District with record drawings indicating the location and size of all underground or imbedded construction and utility connections or other subsurface structures or installations not covered in the original drawings, change orders, supplemental drawings, or shop drawings. District shall require the contractor to record such construction on reproducible drawings furnished to the contractor by District. Architect shall review the contractor's completed record drawings for general completeness based on Architect's site visits. Such a review by Architect shall not relieve the contractor of its responsibility for the accuracy or completeness of the information recorded.

(16) Provide a color schedule of all finished materials in the project for District's review and approval.

(17) Make final detailed on-site review of the work with representatives of District and contractor, including preparation of punch list.

(18) Collect from contractor and deliver to District all written guarantees, warranties, instruction books, diagrams, charts and as-built drawings as defined in the bid documents which are required of and assembled by contractor.

(19) Determine the date of final completion based on full completion of all punch list items and all requirements of the Project contract, and issue Architect's certificate of completion and final certificate for payment.

f. Post-construction Phase: After completion of Construction Phase services, Architect shall be available for reasonable consultation relating to the Project and the plans drawn by Architect and any disputes related thereto. At the request of the District, Architect shall provide to the District a written detailed analysis of Contractor claims as they relate to the plans and specifications. Architect shall attend meetings, at the request of District, relating to: completion of any punch list or lists; any claim by the contractor or any subcontractor of extra work or delay due to the plans, alleged design flaws, alleged insufficient drawings, or the construction contract administration by Architect; or any other matter germane to the completion of the Project over which Architect had general or specific control or

responsibility. Architect shall assist District in compiling information necessary for Project closeout and, if applicable, shall promptly take all necessary steps, within the Architect's control, to obtain a DSA closeout letter for the Project. Services after notice of completion that are not covered by this subparagraph shall be compensated as Additional Services.

g. Responsibility for Construction Costs:

(1) District's budget for the Project may include a contingency of ten percent (10 %) over and above any estimate of construction cost or evaluation prepared or agreed to by Architect

(2) Evaluation of District's budget for the Project, preliminary estimates of the probable construction cost and any updated estimates of the probable construction cost prepared by Architect represent Architect's best judgment as a design professional familiar with the construction industry. The parties recognize, however, that neither Architect nor District has control over the cost of labor, materials or equipment, over the contractor's methods of determining bid prices, or over competitive bidding, market or negotiating conditions. Accordingly, Architect cannot and does not warrant or represent that bids or negotiated prices will not vary from District's budget for the Project or from any estimate of construction costs or evaluation prepared or agreed to by Architect.

(3) In preparing estimates of construction cost, the Architect shall include reasonable contingencies for design, bidding and price escalation as agreed to by the District.

(4) If bidding or negotiating has not commenced within sixty (60) days after Architect submits the construction documents to District, following review and approval by District's legal counsel, any Project budget shall be adjusted to reflect changes, if any, in the general level of prices in the construction industry.

(5) Should the lowest responsible bid received exceed Architect's final estimate of probable construction costs as accepted by District by more than ten percent (10%), District may:

- (a) award the contract and proceed with the Project;
- (b) authorize rebidding of the Project within a reasonable time;
- (c) cancel the Project and terminate this Agreement in accordance with Paragraph 13; or
- (d) direct Architect to revise the Project scope and quality as required to reduce the construction cost.

(6) If District chooses to proceed under item 5(d) above, Architect shall as part of Basic Services make any changes in plans and specifications necessary to bring new bids within ten percent (10%) of such estimated cost. The modification of

the contract documents shall be the limit of Architect's responsibility arising out of the estimate of probable construction cost. Architect shall be entitled to compensation in accordance with this Agreement for all services satisfactorily performed to date whether or not the Construction Phase is commenced.

(7) If the lowest responsible bid exceeds the final estimate of probable construction cost by less than 10% and District chooses to require revising the Project scope and quality to reduce the construction cost, Architect's services to make such revisions shall be compensated as Additional Services.

h. Consultants and Staff: District and Architect agree that the professional services under this Agreement require adequate staffing and continuity of qualified people. All key staff listed below have been approved by District and Architect and may not be changed without prior written approval of the District except when such staff cease to work for Architect. If District finds the performance of an approved individual not acceptable, District shall notify Architect who shall then take necessary corrective action. If unable to correct performance to District's satisfaction, Architect shall make appropriate staffing changes acceptable to the District.

<u>Position</u>	<u>Individual</u>	<u>Firm</u>
Principal in charge	Dan Hardin	Dan Hardin Architect Inc
Principal Landscape Architect	Rob Cox	Tangram Landscape Arch
Principal Engineer, Structural	Rich Burris	SDG Inc
Principal Engineer, Civil	Paul Bartholow	Brelje & Race Inc
Principal Engineer, Electrical	Chris Richards	GHD Inc

(1) All engineers and experts and consultants employed by Architect not listed herein shall be approved in writing in advance by District prior to their engagement. Architect shall supervise and shall be responsible for the work of consultants hired by Architect. Architect shall confer and cooperate with landscape architects, educational planners, and other professional consultants employed by District.

(2) Architect shall require each engineer and consultant listed above, prior to commencing any services relating to the Project, to provide District with evidence that each such engineer or consultant has in effect a policy of comprehensive general liability insurance, with the same limits, endorsements and requirements as specified in Paragraph 9 of this Agreement.

(3) Architect, as part of the Basic Services, shall furnish, at Architect's own expense, all draftsmen and clerical personnel necessary to perform the services described herein.

(4) Architect shall promptly notify District of reassignment or replacement of engineers, consultants and experts specified above. Architect shall also notify District of staff changes of all other key personnel working on the Project.

i. Modifications: Architect shall not make modifications to plans, designs or specifications which would increase the size or scope of the project or which would increase the probable cost of construction, without the prior express written instruction of District. Before performing any substantial work on any modification or change in design, plans or specifications, Architect shall notify District in writing of the amount of any increase in the probable cost of construction due to any such proposed modification or change. To the extent required, Architect shall obtain DSA approval for the modification.

j. Consultation: Architect shall consult as necessary with representatives of District and with representatives of any funding, licensing, or reviewing agencies or organizations concerned in the Project throughout the planning and construction of the Project and the post-construction phase noted above.

6. ADDITIONAL SERVICES TO BE RENDERED BY ARCHITECT

The following services are not included in the Basic Services. These services shall be provided by Architect if authorized in writing by District, and shall be compensated as Additional Services.

- a. Analyses of District's needs, and programming requirements of the Project .
- b. Financial feasibility or other special studies.
- c. Planning surveys, site evaluations, environmental studies or comparative studies of prospective sites that are identified by the parties in writing as Additional Services.
- d. Design services relative to future facilities, systems and equipment that are not intended to be constructed as part of the Project or as later phases related to the Project.
- e. Services to investigate existing conditions or facilities or to make measured drawings thereof, or to revise or verify the accuracy of drawings or other information furnished by District.
- f. Detailed quantity surveys or inventories of material, equipment and labor.
- g. Services required for or in connection with the selection of furniture and furnishing or equipment or articles not included in the construction contract.
- h. Services for planning tenant or rental spaces. Preparing contract documents required in connection with temporary housing during or related to construction.

i. Revisions to drawings, specifications or other documents when such revisions are inconsistent with written approvals or instructions previously given or are due to causes beyond the control of Architect.

j. Preparing supporting data and other services such as extra drawings, estimates, studies, correspondence and presentations in connection with change orders if the change in the basic compensation resulting from the adjusted contract sum is not commensurate with the services required of Architect.

k. Investigations involving detailed appraisals and valuations of existing facilities, and surveys or inventories required in connection with construction performed by District.

l. Consultation concerning replacement of any work damaged by fire or other cause during construction.

m. Professional services made necessary by the failure of performance, termination or default of the contractor or a subcontractor or by major defects in the work of the contractor or a subcontractor in the performance of the construction contract except as provided in paragraph 5(f).

n. Preparing a set of reproducible record prints of drawings showing significant changes in the work made during the construction process, based on marked-up prints, drawings and other data furnished by the contractor to Architect.

o. Ongoing services if the agreed upon initial construction schedule is exceeded by more than thirty (30) days through no fault of the Architect.

p. As requested by the District in writing, preparing to serve or serving as an expert witness in connection with any public hearing, dispute resolution proceeding or legal proceeding, that does not pertain in any way to Architect's services under this Agreement.

q. Any other services not otherwise included in this Agreement and not customarily furnished in accordance with generally accepted architectural practice.

r. Preparation time and materials for presentation to community for all required community meetings in excess of four, excluding District board meetings.

s. Drawings and documents required for the demolition process if not part of the Project.

t. Services for the following disciplines: detailed cost estimating, acoustical engineering, signage and graphics (other than for code-required signage), energy management, food service, off-site civil engineering, and security engineering.

u. Special presentation models, renderings or mock-ups.

v. Changes to previously prepared documents other than those changes for which Architect should have reasonably foreseen, due to enactment or revisions of codes, laws or regulations or changes in official interpretations.

w. Seeking variances or changes to agency guidelines on behalf of District when so directed by District.

x. Formal value engineering and detailed life-cycle cost analyses beyond those normally provided or required to meet the approved construction budget.

y. Preparation of design and documentation for alternate bid or proposal requests by District when not required to meet the approved construction budget.

z. Preparing District-generated addenda during the Bidding Phase other than those needed to clarify the construction documents.

aa. Assistance with environmental and EIR studies other than those which would normally be required to complete Architect's Basic Services

bb. Coordination of construction performed by District's own forces or coordination in connection with equipment supplied by District and not reflected within the contractor's construction costs.

cc. Providing assistance in the utilization of any equipment or system such as preparation of operation and maintenance manuals, training personnel for operation and maintenance, and consultation during operation.

dd. Services related to furniture, furnishings, equipment or other articles incorporated in to the construction documents by Architect and not included in the construction contract.

ee. Services related to manufactured relocatable buildings specified or coordinated by Architect and not included in the construction contract.

ff. If the Project is suspended by District for more than ninety (90) consecutive days through no fault of Architect, the parties shall negotiate equitable adjustment to Architect's compensation due to such suspension.

7. RESPONSIBILITIES OF DISTRICT

It shall be the duty of District to:

a. Make available to Architect all necessary data and information concerning the purposes and requirements of the Project, including realistic scheduling and budget limitations

and a program which sets forth District's objectives, space requirements and relationships, site requirements, facilities standards, special equipment and systems.

b. Upon Architect's request, furnish Architect with a survey in an electronic CADD format approved by Architect of the Project site prepared by a registered surveyor or civil engineer which shall indicate legal limitations, existing structures, land features, improvements, sewer, water, gas, electrical and utility lines and locations including inverts and depths, topographical information and boundary dimensions of the site, and provide a soils investigation report, if required by law, and a geological report.

c. Pay all fees required by any reviewing or licensing agency.

d. Designate one or more representatives authorized to act as liaison between Architect and District in the administration of this Agreement and the construction contract.

e. Furnish at District expense the services of any Project inspector agreed to or required by law.

f. Review all documents submitted by Architect and notify Architect of decisions thereon within a reasonable time after submission.

g. Issue any orders to contractors through Architect or with notice to Architect.

h. Notify Architect in writing of any deficiencies in material or workmanship becoming apparent to the District during the contractor's guarantee period.

i. Retain a testing service for materials testing and inspection as required by the Department of General Services, Division of State Architect, Office of Regulatory Services, Title 24 of the California Code of Regulations, and the Uniform Building Code with California.

j. Provide copies of floor plans of existing buildings to be remodeled, if applicable and if available.

8. INDEMNITY

Architect shall defend and indemnify District and its officials and employees against any and all claims, demands, liability, losses, damages, and expenses, including attorneys' fees and court costs (collectively, 'Claims'), which arise out of, pertain to, or relate to the negligence, recklessness or willful misconduct of the Architect and are in any way connected to the work covered by this Agreement. However, Architect shall have no obligation to defend or indemnify District Parties against Claims caused by the sole negligence or willful misconduct of District Parties.

9. INSURANCE

Architect, at Architect's sole cost and expense, shall maintain at all times during the life of this Agreement, personal injury and property damage insurance for all activities of Architect and its employees, agents and consultants arising out of or in connection with this contract, written on a comprehensive or commercial general liability form, in an amount no less than \$2,000,000 combined single limit personal injury and property damage for each occurrence in an annual aggregate of no less than \$4,000,000 or as may be agreed upon in writing between District and Architect. Such insurance must be written by an admitted company or companies licensed to do business in the State of California at the time the policy is issued, and acceptable to District.

a. Endorsements: The general liability coverage specified above shall be endorsed with the following specific (or equivalent) language:

(1) The District is named as an additional insured for all liability arising out of the operations by or on behalf of the named insured, and this policy protects the additional insured, its officers, agents and employees against liability for bodily injuries, deaths or property damage or destruction arising in any respect directly or indirectly in the performance of the Agreement.

(2) The inclusion of more than one insured shall not operate to impair the rights of one insured against another insured and the coverage afforded shall apply as though separate policies have been issued to each insured.

(3) The insurance provided herein is primary and no insurance held or owned by District shall be called upon to contribute to a loss.

(4) Coverage provided by this policy shall not be canceled or the dollar amount reduced without thirty (30) days written notice given to District.

b. Errors and Omissions Insurance: Architect shall maintain in force for the period covered by this Agreement, professional liability (errors and omissions) insurance covering Architect's activities, in the amount not less than \$2,000,000 with an insurance carrier satisfactory to District. In addition, to the extent that the activities and services of engineers or consultants retained by Architect are not covered under Architect's professional liability insurance, Architect shall require each engineer and consultant to obtain and maintain a policy of professional liability insurance in an amount of not less than \$2,000,000 with an insurance carrier satisfactory to District, before commencing services on the Project.

Architect shall provide a copy of the insurance policies to the District upon request, and the policies, or certificates thereof, must contain the provision that the insurance cannot be canceled until thirty (30) days after written notice of intended revocation has been given to District

c. Workers' Compensation Insurance: Architect and all engineers, consultants, and subcontractors Architect intends to employ shall maintain, for the period

covered by this Agreement, workers' compensation insurance as required by California law, with an insurance carrier satisfactory to District, for all persons whom they may employ in carrying out the work contemplated under this Agreement. If Architect is self-insured, Architect shall furnish a valid Certificate of Permission to Self-Insure, signed by the Department of Industrial Relations Administration of Self-Insurance, Sacramento, California. The policies represented by the certificates must contain the provision (and the certificates must so state) that the insurance cannot be canceled until thirty (30) days after written notice of intended revocation has been given to District.

d. Documentation: Prior to execution of this Agreement, Architect shall submit for District approval, certificates of insurance showing the limits of insurance provided and signed copies of the specified endorsements for each policy. At the time of making application for an extension of time, Architect shall submit evidence that the insurance policies will be in effect during the requested additional period of time.

e. Miscellaneous: If Architect or its consultants fails to maintain the required insurance, District may take out insurance to cover any damages for which District might be held liable on account of Architect's failure to pay such damages or to provide the required insurance coverage, and deduct and retain the amount of the premiums from any sums due Architect under the Agreement to the extent such a credit can be applied, and Architect, upon demand, shall immediately pay any difference to District. Nothing herein contained shall be construed as limiting in any way the extent to which Architect or any Architect's employees, agents, consultants, or subcontractors may be held responsible for payment of damages resulting from its operations.

10. ERRORS AND OMISSIONS:

In addition to any other remedy which may be available to District under this Agreement or under the laws of the State of California, District may require Architect to pay all reasonable costs made necessary and to the extent caused by any negligent or intentional error or omission of Architect or any subconsultant, including, but not limited to, costs for the removal or replacement of materials and labor or both, and Architect shall not receive any fee for any of its work performed in correcting said error or omission. Notwithstanding the foregoing, District shall pay for the cost of any actual materials and labor that were omitted for any reason, but only to the extent the contract price obtained from the contractor was lower by reason of the omission.

11. COMPLIANCE WITH LAWS

a. Architect's services and performance under this Agreement shall meet the standard of due care for architects in the community in which the Project is being constructed. Using reasonable professional judgment, Architect shall determine compliance with and interpretation of all applicable requirements of federal, state and local law including, but not limited to, the Uniform Building Code with California amendments, the Education Code, Title 19, and Title 24 of the California Code of Regulations, and all requirements prescribed by the California Department of General Services, as these codes and regulations may be amended from time to time. Conflicts of codes or regulations which should be disclosed, based on Architect's reasonable professional

judgment and based on the Project schedule, scope of services or significance of the conflict, shall be made known to District and its legal advisor. District shall decide the course of action after recommendation, if any, by Architect and the legal advisor.

b. Architect and all engineers, and consultants retained by Architect in performance of this Agreement shall be licensed as required by law to practice in their respective professions.

12. RECORDS

Architect shall maintain all records concerning the Project for a period of four years after the completion of the third phase of the work of which the Project constitutes the first phase, or a longer term if there is litigation regarding the Project. Architect shall keep and maintain full and complete documentation and accounting records concerning all additional services performed that are compensable by other than a flat rate. Architect shall make such documents and records available to authorized representatives of District for inspection or audit at any reasonable time and shall provide copies thereof to District upon request.

13. TERMINATION OF CONTRACT

a. District shall have the right to terminate this Agreement without cause upon thirty (30) days written notice to Architect and upon compensation to Architect as set forth above. If District terminates this Agreement under this provision the parties shall be relieved of the remaining executory obligations of the Agreement except for such liability arising out of services performed prior to the date of termination.

b. District may, at its election, terminate this Agreement if Architect defaults in any material respect on any provision hereunder and fails to cure such material default within 15 days following written notice, or if the default cannot be cured within 15 days, fails to commence to cure such default within said 15 day period and thereafter diligently to prosecute such cure and complete the cure within a reasonable time following written notice and demand from District. If District terminates this Agreement based upon the material default of Architect, District shall be entitled to pursue any remedy available under the law against Architect including, without limitation, an action for damages for breach of contract.

c. Architect may, at its election, terminate this Agreement if District defaults in any material respect on any provision hereunder and fails to cure such material default within 15 days, or if the default cannot be cured within 15 days, fails to commence to cure such default within said 15 day period and thereafter diligently to prosecute such cure and complete the cure within a reasonable time following written notice and demand from Architect. If Architect terminates this Agreement based upon the material default of District, Architect shall be entitled to pursue any remedy available under the law against District, including, without limitation, an action for damages for breach of contract.

d. Upon termination of this Agreement for any reason, Architect shall promptly and without further cost or charge to District, deliver to District all of the documents and other work product relating thereto.

14. ARCHITECT AN INDEPENDENT CONTRACTOR

Architect and District agree that in the making and performance of this Agreement, Architect and its agents are independent contractors and are not and shall not be construed to be an officer or employee or partner or joint venturer of District.

15. STANDARDIZED MANUFACTURED ITEMS

Architect shall consult with and cooperate with District's staff in the use and selection of manufactured items to be used in the Project. Manufactured items, including, but not limited to, paint, finish, hardware, plumbing fixtures and fittings, mechanical equipment, electrical fixtures and equipment, roofing materials, and floor covering, shall be standardized to District's criteria so long as the same does not materially interfere with building design. Architect is responsible for ensuring that any specification calling for a designated material, product, thing, or service by a specific brand or trade name is drafted in compliance with Section 3400 of the Public Contract Code and related provisions.

16. OWNERSHIP OF DOCUMENTS

All plans, including, but not limited to, record drawings, specifications, and estimates prepared by Architect pertaining to the Project pursuant to this Agreement shall be and shall remain the property of District. Nothing in this paragraph shall preclude District from using the plans, record drawings, specifications, or estimates related to the Project for the purposes of additions, alignments, or other development on or adjacent to the site.

Any use or re-use or modification of any portion of the plans, specifications, or estimates or other documents prepared by Architect under this Agreement by District or any other person with District's consent, for any purpose other than as contemplated in this Agreement, shall be at the sole risk of District and without liability to Architect, with no warranty of merchantability or fitness, and District shall indemnify, hold harmless and defend Architect and its officers, directors, agents, employees and consultants from all claims of any kind arising out of such use, re-use or modification of said plans, specifications, estimates or other documents prepared by Architect.

After the completion of this Project, Architect shall not permit any reproductions to be made of any District-owned documents without the written approval of District, which approval District may grant or withhold in District's absolute discretion, and shall refer all requests for such documents by other persons to District.

The Architect and District shall have the right to include photographic or graphic representations of the design of the Project among their respective promotional and professional materials.

17. DISPUTE RESOLUTION PROVISIONS

a. Non-binding Mediation

(1) Any claim, dispute or other matter in question arising out of or related to this Agreement may be subject to non-binding mediation if the parties mutually agree.

(2) A request for mediation shall be filed in writing with the other party to this Agreement.

(3) The parties shall share the mediator's fee and any filing fees equally. The mediation shall be held in the place where the Project is located, unless another location is mutually agreed upon.

b. Advisory Arbitration

Any claim, dispute or other matter in question arising out of or related to this Agreement may be subject to advisory arbitration if the parties mutually agree. Prior to arbitration, the parties may endeavor to resolve disputes by mediation in accordance with the mediation provisions above.

18. SUCCESSORS AND ASSIGNMENTS

This Agreement is binding upon and inures to the benefit of the successors, executors, administrators, and assigns of each party to this Agreement, provided, however, that Architect shall not assign or transfer by operation of law or otherwise any or all of Architect's rights, burdens, duties, or obligations, professional or otherwise, without the prior written consent of District's Governing Board, which consent District may grant or withhold in District's absolute discretion. Any attempted assignment without such consent shall be invalid.

19. TIME SCHEDULE

a. Time Schedule: Time is of the essence in the performance of this Agreement. Architect shall perform all services hereunder as expeditiously as is consistent with professional skill and care and the orderly progress of the Project. Architect shall submit for District's approval, as part of Exhibit A hereto, a schedule for the performance of Architect's services which shall be adjusted, as required, as the Project proceeds, and shall include allowance for periods of time required for District's review and approval of submissions and for approvals of authorities having jurisdiction over the Project. Once District approves the performance schedule, Architect shall perform its obligations hereunder prior to the occurrence of each scheduled performance deadline unless District has approved a time extension in writing. Architect shall at all times maintain adequate and competent staffing and resources necessary for the timely performance of Architect's services under this Agreement. Architect shall review and respond to submittals, requests for information, and the like, as expeditiously as possible to avoid delays in the work.

b. Delays: If Architect is delayed in Architect's services by acts of District or its employees or those in a direct contractual relationship with District or by the California Department of General Services or other agencies having jurisdiction over the Project or by acts of God or other occurrences which were not or could not have been reasonably foreseen and provided for, and which are not due to any fault or negligence on the part of Architect, the time for Architect's performance shall be extended accordingly. Notwithstanding the foregoing, Architect shall endeavor to avoid or minimize such delay. District shall not be liable for the damages to Architect on account of such delays.

20. HAZARDOUS MATERIALS

Unless otherwise specified, the services provided under this Agreement do not include the discovery, identification, removal, handling, or disturbance of any hazardous substances or materials at the project site. If such substances or materials are knowingly encountered by Architect, construction work shall cease in that area and District shall be notified to take appropriate action for removal or otherwise abating the condition in accordance with current regulations applicable to District.

21. SCHOOL SITE CONDITIONS

District has determined that fingerprinting is not applicable to this Agreement. Architect expressly acknowledges that the following conditions shall apply to any work performed by Architect, Architect's employees or Architect's subconsultants ("Architect representatives") on a school site (and "work" as used in the preceding clause shall mean any entry on to District property for any reason): (1) Architect representatives shall check in with the school office each day immediately upon arriving at the school site; the District may assign a District employee to supervise the representative at the site; (2) Architect representatives shall inform school office staff of their proposed activities and specific location at the school site; (3) Once at such location, Architect representatives shall not change locations without contacting the school office; (4) Architect representatives shall not use student restroom facilities; and (5) if an Architect representative finds himself/herself alone with a student, he/she shall immediately contact the school office and request that a member of the school staff be assigned to the work location

22. MISCELLANEOUS

The following terms and conditions shall apply to this Agreement:

a. Governing Law and Venue: This Agreement shall be construed in accordance with, and governed by the laws of the State of California. Venue shall be in the Superior Court of the State of California in the County of Sonoma, and no other place.

b. Entire Agreement: This Agreement with its exhibits supersedes any and all other prior or contemporaneous oral or written agreements between the parties hereto. Each party acknowledges that no representations, inducements, promises or agreements have been made by any person that are not incorporated herein, and that any other agreement shall be

void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by all parties hereto.

c. Severability: Should any provision in this Agreement be held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall continue in full force and effect.

d. Non-Waiver: None of the provisions of the Agreement shall be considered waived by either party unless such waiver is specifically specified in writing. District's failure to enforce any provision of this Agreement or the waiver of any provision in a particular instance shall not be construed as a general waiver of any part of such provision.


e. Discrimination Prohibited: It is the policy of District that in connection with all work or services performed under contracts, there will be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, religious creed, sex, age, handicap, or marital status. Architect agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment Practice Act, beginning with Government Code section 12900, et seq. In addition, Architect agrees to require like compliance by any consultants or subcontractors employed on the Project.

f. Disabled Veterans Participation Goals: In accordance with Education Code section 17076.11, the District has a participation goal for disabled veteran business enterprises ("DVBE") of at least 3 percent per year of the overall dollar amount of funds allocated to District by the State Allocation Board pursuant to the Leroy F. Greene School Facilities Act of 1998 for construction or modernization and expended each year by the District. Prior to, and as a condition precedent for final payment under any contract for such Project, Architect shall provide appropriate documentation to District identifying the amount paid to disabled veteran business enterprises in conjunction with the contract, so that District can assess its success at meeting this goal.

g. Retention of DVBE Records: Architect agrees that, for all contracts subject to DVBE participation goals, the State and District have the right to review, obtain and copy all records pertaining to performance of the contract in accordance with DVBE requirements. Architect agrees to provide the State or District with any relevant information requested and shall permit the State or District access to its premises upon reasonable notice for purposes of interviewing employees and inspecting records. Architect agrees to maintain such records for a period of three years after final payment under the contract.

In witness whereof, the parties have executed this Agreement this 13th day of July, 2018.

ARCHITECT: Dan Hardin Architect Inc.
a California corporation
136 Massimo Circle
Santa Rosa, CA 95404

By: 
Dan Hardin
Principal
CA License No.: C31756

DISTRICT: Rincon Valley Union School District
1000 Yulupa Avenue
Santa Rosa CA 95405

By: _____
Dr. Joseph Pandolfo
Deputy Superintendent, Business
Rincon Valley Union School District

EXHIBITS:

Exhibit A: Project Schedule
Exhibit B: Fee
Exhibit C: Hourly Billing Rates

Exhibit A – Project Description and Schedule

1. Expand, level and improve student lunch area. Make accessible gathering area and path of travel from MPB.
2. Shade sails at lunch area.
3. Ornamental steel fence at School Street campus entrance, pedestrian gate, site light.
4. Build sidewalk at drop-off loop without new retaining wall at slope. New ornamental steel fencing at Kindergarten to main campus entry near MPB. Relocate existing tree wells, trash enclosure and striping to Do not connect walk to School Street.
5. New landscaped route and site security at visitor entry to Admin Office. Pedestrian gates, concrete paving, landscaping, low retaining wall at hillside, and ornamental steel fencing from parking lot to Office. Demolish existing walk from Highway 12 direct to office. Improve teacher lounge area. Repair storm drain.
6. Install running path at field. Requires regrading field to drain, new storm drain connections, replanting field, new irrigation system.
7. Install new play structure for grades 1-6, connect to storm drain.

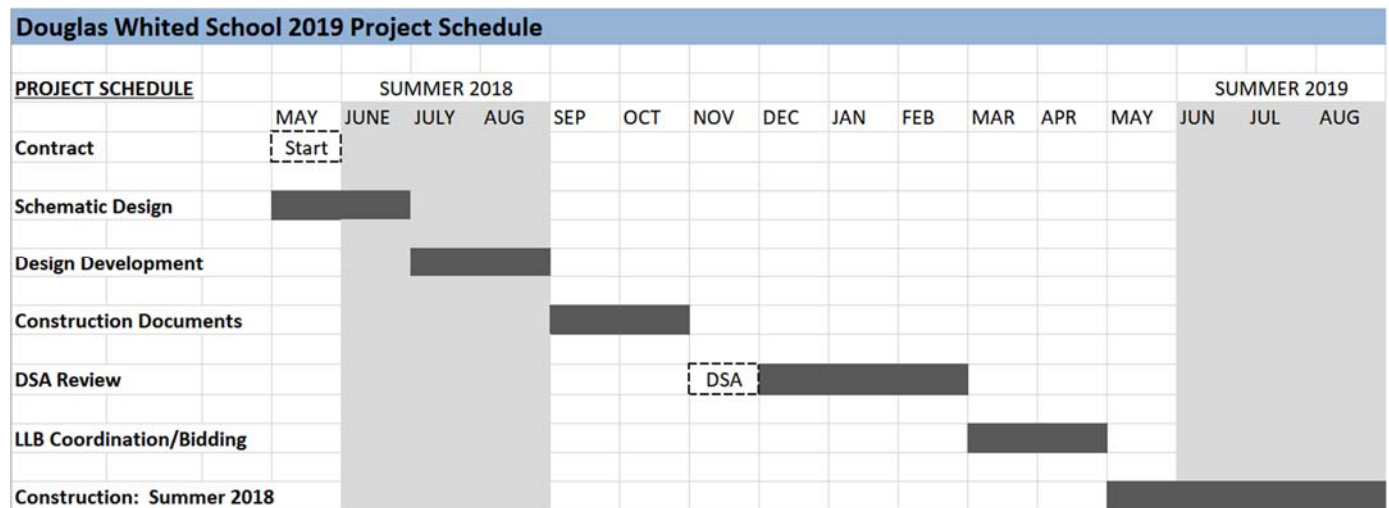


Exhibit B – Tasks and Responsibilities

Scope of Services	District's Responsibilities	Provided By A/E team		Not Provided
		Basic Services	Additional Services	

A	Project Administration Services (throughout all phases)				
1	Project Team Selection				
	- Selection of District's additional consultants (soils, seismic, geo-hazard, haz-mat, const. mgrs., financing, energy mgmt., schedule & claims analysts, legal, financing, inspectors, other.)	√			
	- Coordination of District's additional consultants	√			
2	Project Communications				
	- Develop/implement a Community Relations & Public Information Plan	√			
	- Special board presentations & community meetings	√		√	
	- Special status reports to Board & Oversight Committee	√			
	- Establish & maintain web page	√			
3	Project Administration meetings				
	- As required for A/E basic services		√		
	- Other than required for A/E basic services			√	
4	Agency consultations/approvals				
	- Local Fire Marshal		√		
	- State Office of Reg. Services (DSA, SFM)		√		
	- State Department of Education, School Facilities Planning Approvals (if applicable)		√		
5	Prepare applications & supporting documents (as applicable to architects)				
	- state funding applications	√			
	- DSA application & approval		√		
B	Programming, Planning & Evaluation Services				
1	Special investigations				
	- Geotechnical and soils engineering	√			
	- Hazardous materials reports & studies	√			
2	Investigation of unknown existing conditions	√			
	- Property surveys/building measurements (if not available from existing drawings)	√			
	- On-site utility studies (locations, condition, capacity, etc.)	√			
	- Off-site utility studies (locations, condition, capacity, etc.)			√	
3	Comprehensive ADA compliance study			√	
4	Develop detailed program				
	- Educational specifications/program, design criteria & standards	√			
	- Detailed space/adjacency programming	√			
	- Food service plan/program	√			
	- Equipment program	√			
5	Assistance with environmental, Negative Declaration & EIR studies				
	- Ecological studies and mitigation measures	√			
	- Traffic, noise, off-site parking, etc.	√			
	- Hearings and community meetings	√		√	
C	Schematic Design Phase				
1	Review of program and budget		√		
2	Field verification of existing conditions		√		
3	Code documentation & interpretations		√		
4	Schematic site and building plans		√		

Scope of Services		District's Responsibilities	Provided By A/E team		Not Provided
			Basic Services	Additional Services	
5	Preliminary sections and elevations		√		
6	Preliminary interior elevations of key spaces		√		
7	Room data sheets and/or finish schedules		√		
8	Preliminary selection of systems & materials		√		
9	Develop approximate dimensions & areas		√		
10	Preliminary description of engineering systems (mechanical, electrical, civil, structural) site only		√		
11	Outline specifications of major materials, systems and equipment		√		
12	Construction cost estimates; probable construction cost		√		
	- Unit cost estimate		√		
	- Detailed cost estimate, value engineering or life-cycle cost analyses			√	
13	Presentation models and/or renderings			√	
14	In-house constructability reviews				√
D	Design Development Phase				
1	Code documentation & interpretations		√		
2	Plans, sections, interior and exterior elevations		√		
3	Development of site plan		√		
4	Development of landscape plan, if required by District			√	
5	Typical construction details		√		
6	Equipment layouts			√	
7	Developed description and drawings of engineering systems (mechanical, electrical, civil, structural) site only		√		
8	Preliminary building specifications		√		
9	Preliminary interior design (fixed furniture, furnishings and equipment included within construction contract)		√		
10	Furniture, furnishings and equipment <u>not</u> included within construction contract			√	
11	Construction cost estimates; probable construction cost		√		
	- Unit cost estimate		√		
	- Detailed cost estimate, value engineering or life-cycle cost analyses			√	
12	Presentation models and/or renderings			√	
13	In-house constructability reviews				√
E	Construction Documents Phase				
1	Code documentation & interpretations		√		
2	Preparation of building construction plans		√		
3	Prepare color boards		√		
4	Final building specifications		√		
5	Furniture, furnishings and equipment				
	- Included within construction contract		√		
	- <u>Not</u> included within construction contract	√		√	
6	Develop detailed documentation on Construction Phasing Program or Multiple Contract Delivery	√			
7	Construction cost estimates; probable construction cost		√		
	- Update of DD phase unit cost estimate		√		

	- Detailed cost estimate, value engineering or life-cycle cost analyses			√	
8	Prepare bidding and procurement forms; Construction Specifications		√		
9	Prepare Conditions of the Contract (Divisions 0 & 1)		√		
10	Develop Project Manual		√		
11	Presentation models and/or renderings			√	
12	In-house constructability reviews				√

Scope of Services		District's Responsibilities	Provided By A/E team		Not Provided
F	Other Design Services		Basic Services	Additional Services	
1	Hazardous materials identification/determination of mitigation measures	√			
2	FF&E design (furnishings & movable equipment)	√		√	
3	Graphic & signage design	√		√	
	- Fire/life safety graphics & signage; site only		√		
	- Other graphics & signage; site only		√		
4	Mock-up services (workstations, classroom design, etc.)	√		√	
G	Bidding Phase Services				
1	Advertisement to potential bidders		√		
2	Pre-qualification of bidders	√			
3	Pre-bid conferences		√		
4	Distribution of bidding documents		√		
5	Distribution of special bidding/negotiation addenda		√		
6	Response to bidders' questions and provide clarifications		√		
7	Report bidding results & identify apparent low bidder		√		
8	Bid dispute resolution	√			
9	Contract award processing; issue Notice to Proceed	√	√		
H	Contract Administration Services				
1	Plan & manage move-in & out activities including temp. facilities	√			
2	Site visits/observation				
	- Scheduled meetings (as quantified in scope of services)		√		
	- Additional meetings			√	
3	Timely file with DIR the PWC-100 form re labor compliance & notice of award		√		
4	Coordination of other construction activities				√
	- Removal of non-conforming portables	√			
	- Demolition and/or removal of other structures	√			
	- Moving of utilities underground	√			
	- Utility hookups		√		
5	Multiple contract administration or multiple phase coordination efforts for single project			√	
6	Submittals & substitutions; building not included				
	- Review and respond to Contractors' proposed submittal schedules		√		
	- Receive, process, distribute submittals, shop drawings, & substitutions		√		
	- Review submittals and shop drawings		√		

	- Review proposed substitutions		√		
7	Requests for Information/Clarifications; building not included				
	- Receive, process & distribute requests		√		
	- Evaluate and respond to requests		√		
8	Change orders				
	- Receive, process & distribute Change Orders		√		
	- Changes stemming from A/E documents		√		
	- Owner and contractor initiated changes			√	
	- Review, analyze and/or negotiate prices with contractors			√	
9	Testing and inspection administration; No supervision	√			
10	Maintain official construction logs				
	- Change order log		√		
	- Request for Information (RFI) log		√		
	- Submittal log		√		

Scope of Services		District's Responsibilities	Provided By A/E team		Not Provided
			Basic Services	Additional Services	
11	Contract cost accounting; Review only				
	- Maintain records of payments	√			
	- Coordinate & assemble contractors' payment applications	√			
	- Approve & process contractors' payment applications		√		
12	Interpretations and decisions				
	- Relating to construction documents/specifications		√		
	- Relating to General Conditions	√			
13	Project closeout; not including building				
	- Preliminary and final punch lists		√		
	- Determination of payment withholdings		√		
	- Issuance of Certificates of Substantial Completion		√		
	- Securing and receipt of sureties	√			
	- Receipt & review of warranties & manuals		√		
	- Receipt & review of waivers of liens	√			
	- Issuance of final Certificates of Payment; See #11		√		
	- Project closeout with DSA		√		
14	Construction tours (students & community)		√		
I	Post-Construction & Facility Operation Services			√	
1	Record Drawings				
	- Develop record drawings based on contractor supplied information				√
	- Review record drawings for completeness		√		
	- Compile drawings & forward to District				√
	- Update contract documents to incorporate changes			√	
2	Warranty review				√
3	Detailed analysis or response to Contractor claims not due to fault of Architect			√	
4	Staff training (operating & maintaining equipment and systems)				√
5	Post-construction facility reviews (operations & performance review)				
	- Post occupancy facility review meeting		√		
	- Document defects or deficiencies			√	
	- Prepare instructions to Contractors for correction of defects			√	

6	Project promotion	√			
7	Community tours		√		

Exhibit C – Compensation and Schedule of Hourly Billing Rates

The Architect's total compensation consists of basic services, additional services and reimbursable expenses as follows:

Basic Services

The Architectural fee arrangement for Basic Services may be any of the following options:

1. A lump sum amount mutually agreed to, calculated based on the fee schedule described below, or estimating hours at billing rates or by negotiation of a mutually acceptable amount.
2. A percentage of construction cost based on a mutually agreed formula or fee schedule as described below.
3. Time and material at rates in the Agreement with an estimated not-to-exceed amount.
4. A combination of these options, as described below, for example a percentage fee through Schematic Design or Design Development after which the final lump sum fee shall be negotiated or calculated on a pre-agreed formula based on the Architect's scope definition and cost estimate.

For Basic Services under this Agreement, the parties have agreed to a fee, under option 2 above, of an amount to be determined by the parties.

The Fee Schedule is as follows:

Option 2: BASIC SERVICES: For all "basic services" compensation in the amount of a percentage of construction as follows:

All fees are based on the stated percentage of "total construction costs" for the project and the said compensation applies to work let under a single construction contract. "Total construction costs" for purposes of this paragraph shall mean the total amount of money derived by adding the contractor's bid for the project accepted by DISTRICT and any additive Change Orders agreed to by DISTRICT and the contractor (deductive Change Orders, deductive Bid Alternatives and Additive Bid Alternatives not Awarded shall not reduce "total construction costs" for purposes of this paragraph).

Each portion of the project let separately on a segregated bid basis shall be considered a separate project for purposes of determining the fee.

FEE SCHEDULE - New Construction

- a) Nine percent (9%) of the first Five Hundred Thousand Dollars (\$500,000) of computed cost.
- b) Eight and one-half percent (8 1/2 %) of the next Five Hundred Thousand Dollars (\$500,000) of computed cost.
- c) Eight percent (8%) of the next One Million Dollars (\$1,000,000) of computed cost.
- d) Seven percent (7%) of the next Four Million Dollars (\$4,000,000) of computed cost.

Architect Agreement

2014

e) Six percent (6%) of the next Four Million Dollars (\$4,000,000) of computed cost.
 Five percent (5%) of computed cost in excess of Ten Million Dollars (\$10,000,000).

FEE SCHEDULE – Modernization

- a) Twelve percent (12%) of the first Five Hundred Thousand Dollars (\$500,000) of computed cost.
- b) Eleven and one-half percent (11 1/2 %) of the next Five Hundred Thousand Dollars (\$500,000) of computed cost.
- c) Eleven percent (11%) of the next One Million Dollars (\$1,000,000) of computed cost.
- d) Ten percent (10%) of the next Four Million Dollars (\$4,000,000) of computed cost.

FEE SCHEDULE

Douglas Whited School Design Team Fee				
Design Cost Estimate	\$2,000,000			
OPSC 1998 Fee Table	New Construction		Modernization	\$2,000,000
Contract Amount	Percentage Rate		Percentage Rate	Cumulative Fee
first \$500K	9%		12%	\$60,000
next \$500K (\$1 mil)	8.50%		11.50%	\$57,500
next \$1 mil (\$2 mil)	8%		11%	\$110,000
			Total Fee	\$227,500
Design Phase			Cumulative Fee	
Schematic Design	15%	\$ 34,125	\$ 34,125	
Schematic/Development	20%	\$ 45,500	\$ 79,625	
Construction Documents	38%	\$ 86,450	\$ 166,075	
Agency Approval	4%	\$ 9,100	\$ 175,175	
LLB Coordination	5%	\$ 11,375	\$ 186,550	
Construction Observation	17%	\$ 38,675	\$ 225,225	
DSA Closeout	1%	\$ 2,275	\$ 227,500	
Total:	100%		\$ 227,500	

Additional Services

Any additional services that may be required during the Project must be requested by Architect and approved in writing by District before they are performed. Additional Services shall be compensated as described in Article 4.

Facility Assessment: Architect will provide Facility Assessment services as a fixed fee as an amount to be provided to District for approval. (not included in this contract)

Programming & Implementation Plan: Architect will provide these services on an hourly basis. The number of meetings and other services will be reviewed with District staff to minimize time and maximize efficiency. (not included in this contract)

Landscape Architecture: Architect will work with District's landscape architect for landscape, planting and irrigation design, and bill as reimbursable expense at 110%. Rob Cox of Tangram Landscape Architecture has proposed design services for the project at \$15,700.

Reimbursable Expenses

The Architect has estimated and the District has accepted the following reimbursable expenses to be billed at 110% of cost. The Architect may not exceed the total estimated amount unless approved in writing by District in advance.

Automobile travel (not included in this contract)
Telephone (not included in this contract)
Printing
Plotting
Models and mockups

Total estimated reimbursable expenses \$2,500

Standard Hourly Billing Rates

The following hourly rates shall be used for any time and materials services above or for any calculation of future services:

Architect – Principal	\$ 160 /hr.
Architect - Associate	\$ /hr.
Project Manager/Architect	\$ /hr.
Job Captain	\$ /hr.
Construction Admin Project Manager	\$ /hr.
Specifications Writer	\$ /hr.
CADD/Drafting	\$ 110/hr.

Construction Admin Technician	\$ /hr.
Clerical	\$ 65 /hr.

The above rates are effective January 1, 2018, and are in effect for the calendar year 2018. On January 1 of each of the subsequent years, the above rates shall be adjusted in accordance with the Consumer Price Index issued by the U.S. Department of Labor, Bureau of Labor Statistics for “All Urban Consumers” in “San Francisco-Oakland” for “All Items.”

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

Meeting Date: June 12, 2018

Agenda Item: Action Item 12.6

Subject: Change Order #3- Village Phase 1

Submitter: Dr. Joe Pandolfo, Deputy Superintendent

Background: The original scope of work for Village School did not include upgrades to the local area network infrastructure. Funds through E-rate subsequently became available to upgrade network infrastructure District wide, and the timing was perfect to include it as part of the Village project as a change order, particularly considering the renovations that are occurring in the classroom. If the work is not done this summer, it will be more difficult, costly, and less aesthetically pleasing to accomplish at a later time.

Highlights: The upgrades will provide faster internet service and should remediate the issues the school is currently having.

Challenges: It is an extremely busy summer and there is a short window to perform this work.

Analysis: Although costly, in the long run it will be less expensive and more efficient to do this work now.

Next Steps: Consider approving Village Change Order #3.

Attachments: Village Change Order #3

Fiscal Impact: \$245,036

Recommendation: Approve Change Order

CHANGE ORDER

May 23, 2018

Project Name	Village Elementary School Phase 1	Change Order #	003
Owner	Rincon Valley Union School District	Issuance Date	5/23/18
Contractor	Arntz Builders, Inc.	DSA Application #	01-115745
Architect	Dan Hardin	DSA File #	49-101

The work shall be carried out in accordance with the following additional project requirements issued in accordance with the Contract Documents. All changes in Contract Sum or Contract Time are as included in this document.

1. PCO# 027.1
Title: AV, Data, Pim Cabling (E) Campus
Reason: Provide electrical race ways, low voltage cabling, cable terminations, jacks/connectors, & racks at existing buildings
Requested By: Owner
Net change to contract sum As follows:
Contract Sum: \$245,036.30
Contract Time: 0 days
Reference Documents: CCD 24

Original Contract Sum was:	\$	6,847,833.00
New Change by Previously Authorized Change Orders	\$	128,284.75
The Contract Sum prior to this Change Order was:	\$	6,976,117.75
The Contract Sum will be increased by this change order by:	\$	245,036.30
The new Contract Sum including this Change Order will be:	\$	7,221,154.05
Total percentage of the Change Order Amounts to the original contract sum to date:		5%
The Contract Completion Date is:		8/05/18
New Completion Date change by previously authorized change orders		0 days
Number of days added/subtracted by this change order:		0 days
Revised contract Completion Date		8/05/18

Architect

Contractor

Owner

By:

By:

By:

Date:

Date:

Date:

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

Meeting Date: June 12, 2018

Agenda Item: Action Item 12.7

Subject: RVUTA Revised Contract Language

Submitter: Dr. Tony Roehrick, Superintendent

Background: The District and the Rincon Valley Union Teacher's Association (RVUTA) met throughout the year for negotiations. The parties developed several agreements. On Tuesday, May 29, 2018, RVUTA members ratified these agreements. The agreements are brought forward to the Governing Board for their consideration to approve.

Highlights: Contractual language agreements included the following:

1. Article III: Definitions: This article defines the employees covered under the collective bargaining agreement. Rincon Valley Partnership employees have been added to this article.
2. Article XV: Teaching Hours: This article includes a new section that formalizes in the contract, an agreement that has been in place under an MOU. This language provides for a longer instructional day for students in our RVP preschool program.
3. Article XIX: Class Size: This article has been expanded to include class size language for grades TK – 6. In addition, language covering special education programs has been included. Future negotiations will address grades 7 – 8.
4. Article XXVIII: Health, Dental, And Vision Insurance: This agreement ties unit member compensation for bonus days not taken to the prevailing rate for substitute teachers. The prior language was set at \$100. Teachers that take their bonus day require a sub for their classroom and those that do not, provide a savings to the district. This agreement passes most of the savings onto the employee.
5. 2018-19 Nurse Salary Schedule: Due to difficulty recruiting this position, a new salary schedule has been agreed to. The schedule removes the first twelve steps of the current teacher's schedule and adds an additional eight steps to the bottom.
6. Appendix Q: Observation Feedback Form: The post observation feedback form has been amended to include language used by principals to analyze teacher observations. These terms were introduced through our work with the University of Washington Center for Education Leadership (CEL). The specific terms are noticings, wonderings, and analysis and implications.

Challenges: The parties have not settled on compensation for 2018-19. Negotiations on this topic will continue next school year.

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

Analysis: N/A

Next Steps: Once approved by the Governing Board, the joint RVUSD/RVUTA contract will be revised to incorporate the negotiated changes.

Attachments: *Article III: Definitions*
Article XV: Teaching Hours
Article XIX: Class Size
Article XXVIII: Health, Dental, And Vision Insurance
2018-19 Nurse Salary Schedule
Appendix Q: Observation Feedback Form

Fiscal Impact: None

Recommendation: For approval

ARTICLE III: DEFINITIONS

The term “RVUTA” refers to certificated employees who are members of the Rincon Valley Union Teachers’ Association. The term “RVP” refers to certificated employees, while members of the Rincon Valley Union Teachers’ Association, are also working in the Rincon Valley Partnership program. Language in this agreement pertains to all RVUSD and RVP certificated employees unless otherwise stated.

ARTICLE XV: TEACHING HOURS

4. Preschool shall have two hundred forty (240) instructional minutes Monday – Friday. For RVP SDC Preschool there will be two Friday's per month scheduled as non-student days. One Friday will be for RVP planned activities such as family connection meetings, IEP meetings, and trainings. The other Friday will be reserved for individual RVP Preschool teachers to perform other responsibilities such as do intakes, make contact with families, and for team planning.

ARTICLE XIX: CLASS SIZE

It is recognized by the Board and the Association that pupil-teacher ratio is an important aspect of an educational program. The Board agrees to continue its effort to keep class size at an acceptable number as dictated by the availability of qualified teachers and adequate funds. Small class size benefits all students and teachers. In addition, the Board and the Association recognize that single grade configurations for general education classes provide the best opportunity for unit members to provide the highest quality education program for students. Therefore, RVUSD has committed to single grade configurations for its general education program. However, the Board and the Association recognize that this commitment results in the allocation of additional District resources committed to certificated staffing.

Therefore, it is strongly recommended that class size be kept to an average of no more than 30 students per classroom with a goal of 28 students per classroom.

The District intends to participate in the State's Class Size Reduction (CSR) program for the grades permissible as defined by the State. In the years the District participates, class sizes for the eligible grade levels shall not exceed 24 students, or the maximum number of students as defined by State CSR regulations.

Fourth through sixth grade teachers will receive three (3) hours per day of Paraeducator assistance if the teacher's class has thirty-three (33) or more students on the third Friday of the school year or the third Friday of January. Teachers who have thirty-three (33) or more students on the first day of the fall conferences shall be compensated for three (3) hours at the negotiated supplemental pay rate (see Auxiliary Rates of Pay, Appendix A-3). *refer to Article XV.10 Teaching Hours.*

The following paragraph becomes effective over a three year period in which 24:1 staffing reaches each of the grades, fourth, fifth, and sixth. In the interim, the paragraph above is in effect. The District's intent is to realign class size from transitional Kindergarten through sixth grade to a 24:1 class size ratio. The District's ability to create and maintain this ratio is directly dependent upon the availability of the State CSR funding. As the 24:1 class size model rolls up into the intermediate grades (4th through 6th), and as long as the District continues to enroll students according to this ratio, fourth through sixth grade teachers will receive 3 (three) hours per day of Paraeducator assistance if the teacher's class has 29 or more students on the third Friday of the school year or the third Friday of January. Teachers who have twenty-nine (29) or more students on the first day of the fall conferences shall be compensated for three (3) hours at the negotiated supplemental pay rate.

Every attempt will be made to limit the class size for district and RVP Special Day Classes (SDC) at twelve (12) students. Should it be necessary to exceed twelve students in a given SDC, the District and the affected teacher shall meet to discuss and determine a mutually agreeable mitigation plan to support the affected unit member.

The caseload for unit members assigned as a Resource Specialist (RS) shall not exceed twenty-eight (28) students, unless the District requests and is granted a waiver by the State of California, in which the caseload may not exceed thirty-two (32) students. Should it be necessary to exceed twenty-eight students in a given RS program, the District and the affected teacher shall meet to discuss and determine a mutually agreeable mitigation plan to support the affected unit member.

A conference with the special education unit member, the classroom teacher, and other appropriate personnel will be held prior to a student being mainstreamed into the unit member's classroom. In the event of placement of a full inclusion pupil in a classroom, the supervisor shall meet with the teacher to discuss the actual and potential impact on the teacher's instructional program. A good faith effort will be made to mitigate the teacher's needs, including such things as release time for planning, staff development, classroom assistance and necessary supplies. Every effort shall be made to schedule these meetings during the affected unit member's contract hours. When possible, no more than one full inclusion child shall be placed in a unit member's class. *refer to Article XX.13 Teaching Conditions*

Classes within a school and grade level shall be equitably configured with regard to the number of students and the unique needs of students including academic, social emotional needs, behavioral support, and other related factors.

No combination class may exceed 30 students.

ARTICLE XXVIII: HEALTH, DENTAL, AND VISION INSURANCE

9. A unit member eligible for bonus day(s), for whom a substitute would normally be hired, has the option of accepting payment of the prevailing sub rate for each bonus day in lieu of taking a bonus day off. Less than full time unit members shall receive a prorated portion of this payment. Payment will be made by the October supplemental payroll.

RINCON VALLEY UNION SCHOOL DISTRICT
2018-2019 NURSE SALARY SCHEDULE

Step	BA+30	+45	+60	+75	Step
1	64717	67658	70601	73052	1
2		69620	72071	75013	2
3			73542	76482	3
4			75013	77954	4
5			76482	78934	5
6			77954	79915	6
7			78934	80406	7
8			79425	80896	8
9			79915	81877	9
10			80406	82857	10
11			80896	83348	11
12			82365	85309	12
13			83600	86589	13
14			84854	87888	14
15			86127	89206	15
16			87419	90544	16
17			88730	91902	17
18			90061	93281	18
19			91412	94680	19
20			92783	96100	20

1. National Board Certification \$1,000 annual stipend.
2. Master's Degree \$1,000 annual stipend.
3. Doctorate \$1,000 annual stipend
4. Anniversary stipend - After Step 20 a \$500 anniversary stipend will be added to step 20.
5. Vice Principal \$1,000 annual stipend.
6. For salary adjustment, class verification must be on file in the District Office by October 30th
7. Board reserves the right to withhold increment with advanced notification to such a person.
8. One college unit equals 15 hours of college classroom work.
9. Experience in a public school system, other than this district, will be credited year for year up to ten (10) years. However, for Special Education positions, experience in a public Special Education position will be credited year for year to the actual years of service. Non-public experience will be considered.
10. In order to facilitate original placement on the salary schedule an official transcript must be on file in the District Office by September 15th.
11. Transcripts will be evaluated at the District Office at time of employment.
12. Units for placement on the salary schedule will be granted only if they are taken after the date of Bachelors Degree was granted, regardless of how many units the employee has completed.
13. Effective 7/1/99 the requirement that advancement to steps 17 - 23 must be based on years with Rincon Valley is eliminated.
14. *Teachers with less than 30 units advance year to year in Column BA+30 until year five (5). Teachers must have 30 units or more to advance beyond step 5.
15. Total Number of Paid Days: 186 (4 Inservice Days; 2 Work Days; 180 Student Days)

RVUTA Ratified: Board Approved:
 2016/17 – 2% on, 2% off (3/14/17)
 2017/18 – 1% increase on, 1% off

Observation Feedback

Unit Member

Evaluator

Date & Time of Observation

Date of Conversation

Noticings	Wonderings
Analysis and Implications	Next Steps/Ways Evaluator Can Help

Professional Goal 1: _____

Professional Goal 2: _____

Professional Goal 3: _____

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

Meeting Date: June 12, 2018

Agenda Item: Action Item 12.8

Subject: RVUTA Memorandums of Understanding

Submitter: Dr. Tony Roehrick, Superintendent

Background: During the course of negotiations this year between the District and RVUTA, the parties placed two agreements into the form of Memorandum of Understanding (MOU).

Highlights: The MOUs agreed to this year include:

1. Teacher Preparation: This MOU places into an agreement the provision of thirty minutes of preparation time per week for teachers in grades TK – 3. This preparation time has been provided, but at the discretion of the District. In addition, the agreement removes physical education as the basis for which preparation time is provided to teachers in grades 4 – 6. This MOU is in place for the 2018-19 school year only. Continuing this agreement will require additional negotiations.
2. Placement of Current Nurses on the New Salary Schedule: Due to the removal of the former schedule, the two current nurses need to be placed at different cells on the schedule. This agreement provides a way to make these placements.

Challenges: N/A

Analysis: N/A

Next Steps: N/A

Attachments: *MOU Teacher Preparation, April 12, 2018*
MOU Placement of Current Nurses on New Salary Schedule, April 12, 2018

Fiscal Impact: None

Recommendation: For discussion only

**Memorandum of Understanding
Between the Rincon Valley Union School District
and
Rincon Valley Union Teachers Association**

This Memorandum of Understanding (“MOU”) is entered into by and between the Rincon Valley Union School District (DISTRICT) and the Rincon Valley Union Teachers Association (ASSOCIATION), on this 12th day of April, 2018 to amend Article XV: Teaching Hours, Section 22 for the purposes of:

1. providing 30 minutes of preparation time per week, for 27 weeks, to primary teachers (grades TK – 3rd)
2. removing the provision of PE instruction for preparation time for grades 4th – 6th.

Under this agreement, all classroom teachers in grades TK through 3rd grades shall be provided 30 minutes of weekly prep time for a minimum of 27 weeks. The District shall monitor the provision of this preparation time for each classroom teacher and periodically report to the status to RVUTA.

Under this agreement, all classroom teachers in grades 4th through 6th grades shall be provided two (2) 45 minute preparation periods per week.

Both parties agree this MOU does not set precedent and is only applicable for the 2018-19 school year. Both parties also agree to renegotiate this MOU during the 2018-19 school year for consideration to extend to the MOU for the 2019-20 school year or to incorporate the language into the joint RVUSD-RVUTA collective bargaining agreement.

For the Association

For the District

Robin Horgan
Chief Negotiator

Dr. Tony Roehrick
District Superintendent

Date

Date

**Memorandum of Understanding
Between the Rincon Valley Union School District
and
Rincon Valley Union Teachers Association**

This Memorandum of Understanding (“MOU”) is entered into by and between the Rincon Valley Union School District (DISTRICT) and the Rincon Valley Union Teachers Association (ASSOCIATION), on this 12th day of April, 2018 to assign currently employed nurses to the 2018-19 negotiated nurse salary schedule.

The ASSOCIATION and DISTRICT have negotiated a new salary schedule for the position of Nurse (attached). This MOU stipulates the placement on the schedule for the two (2) existing Nurse employees effective July 1, 2018. Cheri Murphy shall be placed at Column +75, Step 1. Lynn Martin shall be placed at Column +75, Step 13.

Both parties agree this MOU does not set precedent and is only valid in terms of the agreements made herein.

For the Association

For the District

Robin Horgan
Chief Negotiator

Dr. Tony Roehrick
District Superintendent

Date

Date

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

Meeting Date:	June 12, 2018
Agenda Item:	Action Item 12.9
Subject:	2018-19 District and Board Goals and Objectives
Submitter:	Dr. Tony Roehrick, Superintendent
Background:	The Governing Board establishes annual goals that serve to focus the district and ensure coherence across the district schools. The Governing Board began to formalize its goals for the 2018-19 school year during its annual retreat on April 20, 2018. The discussion continued at the Board's regular meeting on May 8, 2018.
Highlights:	In prior years, the District and Board goals incorporated a range of actions that spread across four domains to include 1) Instruction, Assessment, Support, and Character Development, 2) Professional Development, 3) Facilities and Finance, and 4) Governance and Communication. In order to focus the District and Governing Board, five key goals have been separated into a single document that comprise the Board and District proposed goals for 2018-19. The remaining goals are included in a new document titled District and Board Objectives. The Professional Development section has been embedded within the other topic areas.
Challenges:	N/A
Analysis:	This approach provides greater attention to the key goals while providing staff with specific timelines to address and report back to the Board throughout the year.
Next Steps:	Once approved, the various goal and objective reporting timelines will be incorporated into an annual calendar.
Attachments:	<i>2018-19 District and Board Goals 2018-19 District and Board Objectives</i>
Fiscal Impact:	None
Recommendation:	For approval

Rincon Valley Union School District 2018-19 District and Board Goals

Over-arching Goal: *Continuously improve instructional programs to fully engage students, enabling them to be successful in rigorous academic programs, the arts, health and wellness. Guide students in their development of collaborative communication, responsible decision-making skills, and innovation.*

Instruction, Assessment, Support, and Character Development

Goals/Metrics	Actions/Services	Report Timeline	Status
1.0 Ensure that all students, including significant subgroups, demonstrate growth year to year as measured by the ELA CAASPP assessments and reflected on the status and change placement on the California School Dashboard.	<p>1.1 Evaluate the writing program options (Benchmark Advance and Writing by Design) for selection as the core approach.</p> <p>1.2 Evaluate the phonic program options (Benchmark Advance and SIPPS) to ensure all students reach mastery of all skills in a timely manner)</p> <p>1.3 Provide site specific professional development for teachers and principals in the use of the SBAC ELA interim assessments in order to gauge student performance and to provide students practice taking assessments in that format.</p> <p>1.4 Continue to support principals, support coordinators, and counselors in developing site-based systems to provide appropriate intervention support to at-risk students in ELA and to monitor the success of the interventions.</p> <p>1.5 Establish the district-wide expectation that grade alike teachers use their new common prep time to regularly (2x per month) meet for common grade level planning.</p> <p>1.6 Study options for supporting teachers and principals to implement Benchmark Advance and evaluate options against the current consulting teacher model.</p>	<p>November – ELA/Benchmark Advance Status Report</p> <p>November – ELA/Benchmark Advance Status Report</p> <p>November – Professional Development Report</p> <p>December – Student Support Report</p> <p>February – Professional Development Report</p> <p>February – Professional Development Report</p> <p>As topics are appropriate, to be included in monthly Curriculum Committee Reports</p> <p>September – CAASPP Results Report TBD – CA School Dashboard Report</p>	

**Rincon Valley Union School District
2018-19 District and Board Goals**

Instruction, Assessment, Support, and Character Development (continued)

Goals/Metrics	Actions/Services	Report Timeline	Status
2.0 Ensure that all students, including significant subgroups, demonstrate growth year to year as measured by the Math CAASPP assessments and reflected on the status and change placement on the California School Dashboard.	2.1 Analyze the Engage New York program to identify potential gaps and to identify key the key conceptual development through the grade levels.	November – Math Status Report	
	2.2 Provide math literacy professional development to our teachers and principals to bolster their understanding of mathematical concepts and relationships.	February – Professional Development Report	
	2.3 Provide site specific professional development for teachers and principals in the use of the SBAC math interim assessments in order to gauge student performance and to provide students practice taking assessments in that format.	November – Professional Development Report	
	2.4 Continue to support principals, support coordinators, and counselors in developing site-based systems to provide appropriate intervention support to at-risk students in math and to monitor the success of the interventions.	November – Math Status Report	
	2.5 Study options for supporting teachers and principals to implement effective instruction in math and evaluate options against the current consulting teacher model.	February – Professional Development Report	
	2.6 Explore scheduling options for middle school that support effective math instruction.	November – Math Status Report	
	2.7 Select math program options for middle school and pilot the materials.	March – Math Status Report	
		As topics are appropriate, to be included in monthly Curriculum Committee Reports	
		September – CAASPP Results Report TBD – CA School Dashboard Report	

**Rincon Valley Union School District
2018-19 District and Board Goals**

Instruction, Assessment, Support, and Character Development (continued)

Goals/Metrics	Actions/Services	Report Timeline	Status
3.0 Every English learner moves at least one level on the California English learner assessment (CELDT or ELPAC) and is on target and within timelines, as defined by State and local criteria, to be Reclassified as Fluent English Proficient (R-FEP)	3.1 Use the resource of the EL Coordinator to quarterly pull language acquisition and academic performance data for at risk of and long term English learners by grade and school, provide the reports to principals to be used by teachers in planning instruction and by the support coordinator in planning interventions.	February EL Status Report	
	3.2 Examine current designated ELD structures to ensure instruction is targeted to the language acquisition level of each English learner.	October EL Status Report	
	3.3 Study options for supporting teachers and principals implement effective instruction that accelerates English language acquisition for English learners and increases academic performance. Once done, evaluate options against the current consulting teacher model.	February – Professional Development Report	
	3.4 Provide professional development for teachers and principals specific to second language acquisition and the relationship between core access (integrated) and language development (designated) instruction.	November – Professional Development Report	
	3.5 Provide targeted instruction for English learners both during the school year and during summer.	September – Summer Intervention Report	

**Rincon Valley Union School District
2018-19 District and Board Goals**

Instruction, Assessment, Support, and Character Development (continued)

Goals/Metrics	Actions/Services	Report Timeline	Status
4.0 Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment.	<p>4.1 Continue to support principals and counselors in developing site-based systems to monitor students benefitting from services to improve their behavior.</p> <p>4.2 Expand RVP options to serve students with behavior issues that significantly impact their learning.</p> <p>4.3 Provide refresh training to teachers and support personnel on the various SEL programs to include Kimochi's, ToolBox, Restorative Practices, and Time to Teach. Provide this professional development to other employees that have not been trained.</p> <p>4.4 Deepen our commitment to provide PlayWorks options at all elementary schools so that personnel are not pulled away from providing this program.</p> <p>4.5 Review the District's Code of Behavior to ensure it clearly articulates district-wide grade level expectations.</p> <p>4.6 Restructure Back-to-School Night to provide parents with examples of curricular and behavioral programs and expectations.</p> <p>4.7 Provide parent education through Parent University and site-based community events when large numbers of parents normally attend.</p>	<p>December – Student Support Report</p> <p>October – RVP Report</p> <p>February – Professional Development Report</p> <p>September – Student Support Services Report</p> <p>September – Student Support Services Report</p> <p>September – Student Support Services Report</p> <p>December – Parent Education Report</p> <p>As topics are appropriate, to be included in monthly Behavior Committee Reports</p>	

**Rincon Valley Union School District
2018-19 District and Board Goals**

Instruction, Assessment, Support, and Character Development (continued)

Goals/Metrics	Actions/Services	Report Timeline	Status
<p>5.0 Every site administrator has a highly developed understanding of locally defined, high quality instructional practices. Each site administrator has collaborated their understanding of these practices with colleagues across the district. As a result, teachers are provided consistent feedback and support in implementing core instruction.</p>	<p>5.1 Continue the work with Center for Education Leadership in 2018-19 in order to further enhance the capacity of our site administrative team as instructional leaders. Expand this effort in 2018-19 to include teacher leaders at each school.</p> <p>5.2 Develop by our site administrative team, a common model of effective grade level planning that includes monitoring of the practice by site administrators.</p> <p>5.3 Develop district and school-bases systems that allow for and encourage grade level and across grade level articulation for academic and social emotional purposes.</p>	<p>September – Administrative Professional Development Report (follow-up in February)</p> <p>November – Professional Development Report</p> <p>December – Student Support Report</p>	

Rincon Valley Union School District 2018-19 District and Board Objectives

Over-arching Goal: *Continuously improve instructional programs to fully engage students, enabling them to be successful in rigorous academic programs, the arts, health and wellness. Guide students in their development of collaborative communication, responsible decision-making skills, and innovation.*

Area 1: Instruction, Assessment, Support, and Character Development

Goals/Metrics	Actions/Services	Report Timeline	Status
1.0 Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria and measured by an audit of all teacher credentials.	1.1 Ensure every teacher is Highly Qualified and appropriately credentialed for their assignment 1.2 Provide a “New Teachers” series to help them navigate the culture and practices of the district 1.3 Implement “Diff Cert” classes A-D for a new cohort and prepare participants to successfully complete class E in Fall 2018. 1.4 Recognize “certified” teachers at end-of-year celebration 1.5 Explore evaluation rubric options	October – Personnel Report September – New Teacher Training Report January – Diff Cert update October & April – Evaluation Report	
2.0 Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.	2.1 Ensure every student is provided with standards aligned instructional materials in all core subject areas.	September – Sufficiency Resolution	

**Rincon Valley Union School District
2018-19 District and Board Objectives**

Goal Area 1(continued): Instruction, Assessment, Support, and Character Development

Goals/Metrics	Actions/Services	Report Timeline	Status
3.0 Ensure that all students have access to high quality visual and performing art programs at the district, school, and classroom level.	3.1 Provide professional development opportunities for Music, Art and Drama teachers	March – Music Program Report	
	3.2. Provide collaboration opportunities between music teachers and classroom teachers	March – Music Program Report	
	3.3. Provide Art Docent and Dance Docent lessons at all schools; maintain adequate number of docents and provide regular training	May – Visual and Performing Arts Report	
	3.4. Provide a forum to share ideas and resources for Fine Arts Days, classroom plays and presentations, and school-wide assemblies and performances	May – Visual and Performing Arts Report	
	3.5 Pilot the “music for all” concept at least four schools in 2018-19 as a strategy to reduce classroom interruptions during core instruction time, ensure all students are involved in music, and provide grade alike teachers with weekly common planning time.	March – Music Program Report	
4.0 Increase student access to, and competence with, technology	4.1 Expand how grade 3-8 students utilize mobile devices in their classrooms in lieu of computer lab sessions as appropriate for instruction.	November – Technology Report	
	4.2 Continue implementation of K-8 scope and sequence of technology skills and experiences.	March – Instructional Technology Summary	
	4.3 Develop long-range plan for library and computer lab configuration and usage (i.e. instructional media centers/maker spaces)	April – Library/Media Center Plan	
5.0 Increase enrollment in Home Study Program	5.1 Expand Home Study Program to include online learning, advanced class options, enrichment classes and other offerings that provide options for families looking for alternatives to the traditional school setting	September – Enrollment report	

**Rincon Valley Union School District
2018-19 District and Board Objectives**

Goal Area 1(continued): Instruction, Assessment, Support, and Character Development

Goals/Metrics	Actions/Services	Report Timeline	Status
6.0 Provide an appropriately challenging program for gifted and talented students <ul style="list-style-type: none"> - STAR reading and math scores - Student and parent survey - Individual Learning Plans 	6.1 Develop criteria that accurately identifies students from all demographic subgroups	September – Identification process	
	6.2 Provide teacher support through demo lessons, observations of students, coaching, and planning	May – End of Year Report	
	6.3 Provide opportunities and support for students to extend their learning in the classroom	May – End of Year Report	
	6.4 Provide enrichment opportunities outside of the classroom	May – End of Year Report	
7.0 Increase student awareness of health and wellness factors <ul style="list-style-type: none"> - 5th grade PE test - Use of gardens - PE minutes 	7.1 Ensure that CA Physical Education standards are taught through the PE program	September – PE Testing Results	
	7.2 Promote participation in President’s Physical Fitness program	April – Student Health Initiatives	
	7.3 Promote school gardens	April – Student Health Initiatives	
	7.4 Provide opportunities for healthy lifestyle (i.e. top chef competition, walk-a-thons, district track meet)	April – Student Health Initiatives	
8.0 Study and plan for revision of the middle school program (s)	8.1 Evaluate the work to date of the middle school refresh committee to either finalize recommendations to the Board or to begin implementation of those recommendations approved by the Board	October – Middle Schools Programs	
9.0 Provide safety training for all staff.	9.1 Develop plan for safety training for all staff <ul style="list-style-type: none"> - Digital citizenship - Sexual harassment prevention - Child abuse reporting - Emergency procedures (fire drill, earthquake, lockdown) 	January – Safety Training Report	
	9.2 Implement safety training plan	January – Safety Training Report	

Rincon Valley Union School District

2018-19 District and Board Objectives

Goal Area 2: Facilities and Finances

Goals/Metrics	Actions/Services	Report Timeline	Status
10.0 Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.	101. Ensure every student is housed in facilities that meet the State criteria for being in good repair.	January – School Accountability Report cards	
11.0 Develop well managed budgets	11.1 Review Original, 1 st & 2 nd , Interim Budgets and Actuals 11.2 Align financial allocations to priorities and goals 11.3 Convene a comprehensive budget committee	September – Unaudited Actuals December – 1 st Interim Report March – 2 nd Interim Report June – Initial Budget March – Approval of 2019-19 Program Rate Fees October, February, May – Committee Reports	
12.0 Increase contributions from Rincon Valley Ed Foundation.	12.1 Assist Foundation Board and Executive Director with identifying professional development opportunities. 12.2 Align RVEF goals with District's goals 12.3 Annually identify shared funding priorities 12.4 Annually recruit RVEF Site Liaisons to report monthly to PTA/PTO	September & May – RVEF Report September & May – RVEF Report September & May – RVEF Report September & May – RVEF Report	
13.0 Implement the Master Facility Plan	13.1 Review and if needed modify the schedule of construction work on each campus based on need and available funding 13.2 Continue to discuss facility update priorities and needs with site principals and other stakeholders 13.3 Research and discuss configuration of learning spaces to meet instructional needs	September, December, February, June – Facility Reports September, December, February, June – Facility Reports TBD	

**Rincon Valley Union School District
2018-19 District and Board Objectives**

Goal Area 2 (continued): Facilities and Finances

Goals/Metrics	Actions/Services	Report Timeline	Status
13.0 Implement the Master Facility Plan (con't)	<p>13.4. Proceed with construction as indicated on the schedule of construction work</p> <p>13.5 Meet with Bond Oversight Committee as required</p> <p>13.6 Manage construction projects</p> <p>13.7 Maintain Oak Park Committee to plan needed actions after acquiring the property</p> <p>13.8 Hold a Board session to review the recommendations made by the RVCS Exploratory Committee so a decision is made in a timely manner</p>	<p>Monthly construction updates provided to board</p> <p>Meetings requested twice per year</p> <p>Weekly formal construction meetings</p> <p>Monthly Committee Reports</p> <p>August – RVCS Exploratory Committee Recommendations Study Session, return items for action in September</p>	
14.0 Maintain performance and reliability of technology at all school sites and district office (infrastructure, hardware and software)	<p>14.1 Improving Campus Security</p> <ul style="list-style-type: none"> • Camera Upgrades and Installations at RVCS-MT, WT, and AC • Introduction of ID Badges to All Employees <p>14.2 Phone System Replacement</p> <ul style="list-style-type: none"> • Beta Testing (at District Office) of Potential Site Phone System Replacement <p>14.3 Network Reliability</p> <ul style="list-style-type: none"> • Re-wiring of Information Data Feeds (IDFs) to increase network reliability and throughput • Exploration of e-rate funding to expand wireless offerings both outside of classrooms and load balancing of existing APs 	<p>November – Technology Report</p> <p>November Technology Report</p> <p>November Technology Report</p> <p>As topics are appropriate, to be included in Budget Committee Reports</p>	

**Rincon Valley Union School District
2018-19 District and Board Objectives**

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**Rincon Valley Union School District
2018-19 District and Board Objectives**

Goal Area 3: Governance and Communication

Goals/Metrics	Actions/Services	Report Timeline	Status
15.0 Each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 50 or more English learners, as defined by each groups bylaws.	15.1 Provide opportunities for parent participation in leadership groups, such as PTA/PTO, School Site Council, School and District Advisory Committees, and ELAC/DELAC, that consult and advise individual schools and the District.	March – LCAP Annual Update Report	
16.0 Increase the capacity of parents/guardians to create a positive climate outside of school for their children.	16.1 Provide ongoing school-based activities that promote school to home/school collaboration such as Back to School Night, Open House, Family Math Night, Family Literacy Night, and other site-based community events.	December – Parent Education Report	
	16.2. Provide networking opportunities for parents to engage and learn from one another. Hold a parent event where parents can network, attend workshops and become familiar with community resources.	December – Parent Education Report	
	16. 3 Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.	December – Parent Education Report	
17.0 Increase the capacity of parents/guardians to support the learning of their students outside of school.	17.1 Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the new California State standards.	December – Parent Education Report	
	17.2 Provide parents of English learners support and resources in order for them to assist their children with homework.	December – Parent Education Report	
	17.3 Provide annual cybersafety parent education.	December – Parent Education Report	
	17.4 Provide adult English classes for parents who are English learners.	December – Parent Education Report	

**Rincon Valley Union School District
2018-19 District and Board Objectives**

Goal Area 3 (continued): Governance and Communication

Goals/Metrics	Actions/Services	Report Timeline	Status
18.0 Increase capacity of administrative and Governance team.	18.1 Provide professional development for administrators, district staff and school board	August – Board professional development opportunities	
	18.2 Encourage central office and board to take part in professional development	September – Administrator professional development plan	
	18.3. Participate in state and local education organizations	February – Administrative report on implementation of professional development trainings	
19.0 Strengthen home-to-school two way communication systems so that parent/community input is increased and acted upon.	19.1 Utilize the LCAP Annual Update process to determine other parent education areas of focus	March – LCAP Annual Update Report	
	19.2 Meet with principals to develop strategies to increase parent/community input	March – State of Schools Report	
	19.3 Develop district-wide and site-based social media platforms that provide and receive real time updates and information	March – State of Schools Report	
	19.4 Incorporate real time parent/community input at the time of events, such as a survey of parents immediately following parent conferences	March – State of Schools Report	
	19.5 Hold several district-wide community events such as Parent University, facility improvement grand-openings, and the District’s 70 th anniversary celebration.	December – Parent Education Report	
	19.6 Provide resources to increase parent understanding of the report card (revision of the report card is planned once the district is ready to incorporate the Next Generation Science Standards into the document)	December – Parent Education Report	

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

Meeting Date: June 12, 2018

Agenda Item: Action Item 12.10

Subject: BP/AR 5145.13, Response to Immigration Enforcement

Submitter: Dr. Tony Roehrick, Superintendent

Background: Our usual practice for adopting Board policy and administrative regulations are to bring the documents to the Governing Board for a first reading and then return the documents at the subsequent Board meeting for consideration of approval. However, there is a need to approve this policy and administrative regulation prior to July 1, 2018, thus requiring the Governing Board to waive its first reading of this policy and administrative regulation if the district is to comply with State law.

AB 699 was signed into law on October 5, 2017 and became law on January 1, 2018. The law is designed to enhance protections for immigrant students in California's public schools. On March 30, 2018, the California Attorney General issued guidance to districts on the required policies and administrative regulations needed to comply with AB 699. CSBA recently provided information in the May 2018 Policy Update regarding how its policies and administrative regulations comply with the requirements of AB 699. Staff's review of the required policies and administrative regulations found that all adoptions are in place with the exception of this new policy and administrative regulation (BP/AR 5145.13 Response to Immigration Enforcement).

Highlights: This policy and administrative regulation outlines how district personnel shall respond to immigration officials.

Challenges: N/A

Analysis: The following description of this policy and administrative regulation is provided by CSBA: *New policy and regulation reflect NEW LAW (AB 699) which mandates districts to adopt, by July 1, 2018, policy consistent with the model policy developed by the California Attorney General, including policy related to the district's response to requests by law enforcement for access to information, students, or school grounds for immigration enforcement purposes and actions to be taken in the event that a student's family member is detained or deported. Policy also reflects NEW LAW (SB 31) which prohibits districts from compiling or assisting federal government authorities with compiling a list, registry, or database based on students' national origin, ethnicity, or religion.*

Next Steps: The remaining recommended policy and administrative regulations contained within the May CSBA update will be brought to the Governing Board in August for the first reading and returned in September for approval.

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

Attachments: *BP 5145.13, Response to Immigration Enforcement
AR 5145.13, Response to Immigration Enforcement
School and College Legal Services of California Legal Update: AB 699 –
Required Policies Protecting Immigrant Students
CSBA Matrix of Required Policies and Administrative Regulations to meet the
July 1, 2018 deadline by the California Attorney General*

Fiscal Impact: None

Recommendation: Waive the first reading of BP/AR 5145.13 Response to Immigration
Enforcement and adopt this policy and administrative regulation.

CSBA Sample

Board Policy

Response To Immigration Enforcement

BP 5145.13

Students

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

(cf. 5145.6 - Parental Notifications)

Consistent with requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

Teachers, school administrators, and other school staff shall receive training regarding immigration issues, including information on responding to a request from an immigration officer to visit a school site or to have access to a student.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

Legal Reference:

EDUCATION CODE

200 Educational equity

220 Prohibition of discrimination

234.1 Safe Place to Learn Act

234.7 Student protections relating to immigration and citizenship status

48204.4 Evidence of residency for school enrollment

48980 Parental notifications

48985 Notices to parents in language other than English

GOVERNMENT CODE

8310.3 California Religious Freedom Act

PENAL CODE

422.55 Definition of hate crime

627.1-627.6 Access to school premises, outsiders

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

COURT DECISIONS

Plyler v. Doe, 457 U.S. 202 (1982)

Management Resources:

CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education,
Regardless of Immigration Status, February 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and
Model Policies to Assist California's K-12 Schools in Responding to Immigration
Issues, April 2018

WEB SITES

CSBA: <http://www.csba.org>

California Office of the Attorney General: <http://oag.ca.gov>
California Department of Education: <http://www.cde.ca.gov>
California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>
California Department of Justice: <http://www.justice.gov>
U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr>
U.S. Immigration and Customs Enforcement: <http://www.ice.gov>
U.S. Immigration and Customs Enforcement, Online Detainee Locator System:
<http://locator.ice.gov/odls>

CSBA Sample

Administrative Regulation

Response To Immigration Enforcement

AR 5145.13

Students

Responding to Requests for Information

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, district staff shall:

1. Notify the Superintendent or designee about the information request
2. Provide students and families with appropriate notice and a description of the immigration officer's request
3. Document any request for information by immigration authorities
4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the district or in cases involving investigations of child abuse, neglect, or dependency

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

Responding to Requests for Access to Students or School Grounds

District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

(cf. 5145.12 - Search and Seizure)

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code 627.2, 627.3)

(cf. 1250 - Visitors/Outsiders)

District staff shall report the presence of any immigration enforcement officers to the appropriate administrator.

(cf. 3515.3 - District Police/Security Department)

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

In addition, district staff shall take the following actions in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent or designee, except under exigent circumstances that necessitate immediate action
2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for his/her reason for being on school grounds and document the response
4. Request that the officer produce any documentation that authorizes his/her

school access

5. Make a copy of all documents produced by the officer and retain one copy for school records
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, comply with the officer's orders and immediately contact the Superintendent or designee
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
 - a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, district staff shall inform the agent that they cannot consent to any request without first consulting with the district's legal counsel or other designated district official.
 - b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, district staff shall promptly comply with the warrant. If feasible, district staff shall consult with the district's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
 - c. If the officer has a subpoena for production of documents or other evidence, district staff shall inform the district's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus.
9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
 - a. A list or copy of the officer's credentials and contact information
 - b. The identity of all school personnel who communicated with the officer
 - c. Details of the officer's request
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge
 - e. District staff's response to the officer's request

- f. Any further action taken by the officer
 - g. A photo or copy of any documents presented by the officer
10. Provide a copy of these notes and associated documents collected from the officer to the district's legal counsel or other designated district official

The district's legal counsel or other designated official shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's responses. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of Student's Family Member

The Superintendent or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The Superintendent or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

(cf. 5141 - Health Care and Emergencies)

The Superintendent or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The Superintendent or designee shall notify a student whose parent/guardian

was detained or deported that the student continues to meet the residency requirements for attendance in a district school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure. (Education Code 48204.4)

(cf. 5111.1 - District Residency)

The Superintendent or designee may refer a student or his/her family members to other resources for assistance, including, but not limited to, an ICE detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.



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April 19, 2018

To: Superintendents, Member School Districts (K-12)

From: Sarah Hirschfeld-Sussman, Schools Legal Counsel 
Carl D. Corbin, General Counsel 

Subject: **AB 699 - Required Policies Protecting Immigrant Students**
Memo No. 09-2018

On October 5, 2017, Governor Jerry Brown signed AB 699 into law, a bill designed to enhance protections for immigrant students served by school districts, county offices of education, and charter schools.¹ The bill went into effect on January 1, 2018, and contains a number of implications for public schools. In particular, the bill obligated the California Attorney General to publish model policies by April 1, 2018, and for schools to adopt those model policies, or their equivalent, by July 1, 2018.

On March 30, 2018, Attorney General Becerra published guidance and model policies pursuant to AB 699 to help schools and local educational agencies comply with the new law. To view the Attorney General's guidance and model policies, along with a quick-reference guide and checklist, visit: <https://www.oag.ca.gov/bcj>. These model policies, or their equivalent, must be adopted by schools by July 1, 2018. Our office expects the California School Boards Association ("CSBA") to develop and revise their model policies to incorporate these new requirements. We advise our clients who subscribe to CSBA's model policies to check for "Policy Updates" over the next month for sample policies in the CSBA format. In the interim, included with this Legal Update is a listing of all of the model policy language from the Attorney General.

AB 699's major provisions are described in further detail below.

¹ The bill is available online at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB699.



Discrimination:

The bill added language to the Education Code expressly prohibiting discrimination on the basis of immigration status. Immigration status cannot be used as a basis to deny students access or opportunity within public schools. The bill also clarifies that the Safe Place to Learn Act, a requirement for the CDE to monitor LEAs' compliance with adoption of a policy that prohibits discrimination, harassment, intimidation, and bullying based on specified characteristics, expressly includes immigration status among those characteristics covered by the law.

Collection of private information:

School officials and employees of a school district or LEA are prohibited from collecting or requesting information or documents regarding the citizenship or immigration status of pupils or their family members, including Social Security numbers, unless required by law or required to administer a state or federally supported educational program.

Reporting to governing board:

Superintendents of school districts and of county offices of education as well as charter school principals are required to timely report to their respective governing board or body of their LEA any requests for information or to access a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. The superintendent or principal must timely report in a manner that ensures the confidentiality and privacy of any potentially identifying information.

Detained and deported parents:

When a student's parents are not available to care for the pupil, for example if they have been detained on immigration charges or deported, a school should not contact Child Protective Services (CPS) until it has exhausted all other avenues to ensure the student's care. Schools are required to pursue all contacts on the child's emergency card or follow any other instructions provided by a parent or guardian prior to contacting CPS. Schools are encouraged to work with parents/guardians to update emergency contact information for this purpose.

Provide "know your rights" information:

Schools must provide "know your rights" information to parents/guardians related to education rights for immigrant students and students with immigrant family members. Schools must advise parents of their children's rights to a free public education regardless of immigration status or religious beliefs. This information and notification may be provided in a school or school district's annual notice to parents, or by any other cost-effective means determined by the LEA. The California Attorney General's website includes "know your rights" resources at <https://oag.ca.gov/immigrant/rights>. One of the documents provided in the recent Attorney General publication is a "know your rights" handout for parents and guardians. We will provide our clients with a version of this handout in both English and Spanish as an attachment to our forthcoming 2018-2019 Annual Notice to Parents Legal Update.



Bullying and harassment education:

Schools must educate students about the negative impacts of bullying based on a student's actual or perceived immigration status or their religious beliefs or customs. The California Department of Education is now required to ensure school districts adopt policies prohibiting discrimination and establish procedures for reporting and addressing such incidents. Schools may need to modify anti-bullying curricula and provide additional professional development to staff.

“Safe Haven” policies:

The California Attorney General was required to create model policies regarding how to handle requests for access to school grounds and requests to obtain information about students and/or their family members for purposes related to immigration enforcement. In addition, the Attorney General was required to create model policies regarding notification procedures when a person gains access to school grounds for purposes related to immigration enforcement. You can find the Attorney General’s model “safe haven” policies in the attachment. Schools are required to implement equivalent policies by July 1, 2018.

Please contact our office with questions regarding this Legal Update or any other legal matter.

The information in this Legal Update is provided as a summary of law and is not intended as legal advice. Application of the law may vary depending on the particular facts and circumstances at issue. We, therefore, recommend that you consult legal counsel to advise you on how the law applies to your specific situation.

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**Immigration Enforcement Model Policy Statements
from the Attorney General's Office**

GATHERING AND HANDLING STUDENT AND FAMILY INFORMATION

AG MODEL POLICY	CSBA POLICY
Required:	
Maintain written policies and procedures for gathering and handling sensitive student information, and provide training to appropriate personnel regarding those policies and procedures	BP 5111 - Admission BP 5125 - Student Records
If the district possesses information that could indicate immigration/citizenship status or national origin, do not use that information to discriminate against students or families or bar students from enrolling in or attending school	BP 0410 - Nondiscrimination in District Programs and Activities BP 5111 - Admission
If parents choose not to provide information that could indicate immigration/citizenship status, do not use such actions to discriminate or bar student from enrollment	BP 5111 - Admission
Do not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin	BP 0410 - Nondiscrimination in District Programs and Activities BP 5125 - Student Records AR 5145.13 - Response to Immigration Enforcement
Do not inquire about immigration status or require documentation that may include immigration status	BP 5111 - Admission AR 5111.1 - District Residency
If national origin information is required for a special program, solicit that information separately from school enrollment process	BP 5111 - Admission
Establish alternative means of establishing age or residency that are available to all persons and do not reveal immigration/citizenship status or national origin	AR 5111 - Admission AR 5111.1 - District Residency
Notify parents of the full range of documents that will prove residency or age	AR 5111 - Admission BP 5111.1 - District Residency
Do not solicit or collect full Social Security numbers. Only solicit last four digits if necessary for a federal program. In such cases, explain limited purpose and explain it won't bar school enrollment.	BP 5111 - Admission BP 5125 - Student Records
Treat all students equitably in the receipt of school services, including gathering student and family information for free and reduced price lunch, transportation, and instruction.	BP 0410 - Nondiscrimination in District Programs and Activities
Recommended:	
When family completes application for free and reduced price meals, notify family that they do not need to provide social security number	District may add to BP/AR 3553 - Free and Reduced Price Meals
Communicate to all families, regardless of immigration status, whether available volunteer positions require completion for live scan or other fingerprinting.	District may add to BP/AR 1240 - Volunteer Assistance

SHARING STUDENT AND FAMILY INFORMATION

Required:	
Avoid disclosure of information that might indicate immigration status if not authorized by FERPA	AR 5125 - Student Records AR 5145.13 - Response to Immigration Enforcement
Take specified steps upon receiving information request related to a student's immigration status (notify district official, parent/guardian, document request, provide documents to parent)	BP/AR 5145.13 - Response to Immigration Enforcement
Give parent notification of court order or subpoena except for investigations of child abuse or neglect	AR 5145.13 - Response to Immigration Enforcement
Do not disclose immigration status to immigration authorities without court order or subpoena	AR 5125 - Student Records AR 5145.13 - Response to Immigration Enforcement
Include specified information in the request for parent/guardian consent for release of student information (same as existing law 34 CFR 99.30)	AR 5125 - Student Records
If the parent does not provide written consent, do not release information	AR 5125 - Student Records
Provide annual parental notification with specified components regarding types of student records maintained, circumstances when records might be released, right to consent, assurance won't release information for immigration enforcement purposes without court order	AR 5125 - Student Records AR 5145.13 - Response to Immigration Enforcement
Provide annual parental notification of the district's directory information policy, including statement that immigration status is not directory information and will not be disclosed.	AR/E 5125.1 - Release of Directory Information

RESPONDING TO REQUESTS FOR ACCESS TO SCHOOL GROUNDS FOR IMMIGRATION-ENFORCEMENT PURPOSES

Required:	
Require outsiders, which would include immigration officers, to register at school office	BP 1250 - Visitors/Outsiders AR 5145.13 - Response to Immigration Enforcement
If immigration officer doesn't have warrant or court order, require him/her to present name, address, purpose, proof of identity, etc.	AR 5145.13 - Response to Immigration Enforcement
Adopt measures for responding to outsiders that avoid interruptions and preserve peaceful conduct of school	BP 1250 - Visitors/Outsiders
Post signs to notify outsiders of requirement to register	AR 1250 - Visitors/Outsiders
Report to district police or administrator if immigration enforcement officer enters school	AR 5145.13 - Response to Immigration Enforcement
Report to superintendent or designee any request for school access or student information for immigration purposes	BP 5125 - Student Records AR 5145.13 - Response to Immigration Enforcement

Take specified steps if immigration officer requests access to school or student (ask for officer's credentials and documentation, make copies, comply if officer declares exigent circumstances, etc.)	AR 5145.13 - Response to Immigration Enforcement
Obtain parental consent before student is searched or interviewed, and notify parent/guardian if officer requests or gains access to student	AR 5145.13 - Response to Immigration Enforcement
Recommended:	
Seek commitments from outside contractors or service providers (particularly school resource officers) not to facilitate immigration enforcement at district schools	District may add to BP 3600 - Consultants, BP 3312 - Contracts, or other applicable policy

RESPONDING TO DETENTION OR DEPORTATION OF STUDENT'S FAMILY MEMBER

Required:	
Encourage students and families to have and know emergency phone numbers and other documents to be prepared if a family member is detained or deported.	AR 5145.13 - Response to Immigration Enforcement
Allow student to update emergency contact information throughout the school year and to provide alternative if no parent/guardian is available.	AR 5141 - Health Care and Emergencies AR 5145.13 - Response to Immigration Enforcement
If parent is deported, only contact child protective services if unable to reach persons on the emergency contact card	AR 5145.13 - Response to Immigration Enforcement
Recommended:	
Educate students and families about completing a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person	District may add to applicable policy
To the extent possible, facilitate a family's development of a Family Safety Plan to be stored at a location known by the student (not school)	District may add to applicable policy
If family member is detained, refer student and family to resources for assistance (ICE Detainee Locator, legal assistance, consulate or embassy)	AR 5145.13 - Response to Immigration Enforcement

BULLYING AND HATE CRIMES

Required:	
Adopt and publicize policy prohibiting discrimination, harassment, intimidation and bullying based on nationality, ethnicity, immigration status, etc.	BP 5131.2 - Bullying BP/AR 5145.3 - Nondiscrimination/ Harassment BP 5145.9 - Hate-Motivated Behavior

Notify parents/guardians of their children's right to free public education regardless of immigration status or religious beliefs	BP 0410 - Nondiscrimination in District Programs and Activities BP 5145.13 Response to Immigration Enforcement E 5145.6 - Parental Notifications
Establish complaint procedures with specified components	BP/AR 1312.3 - Uniform Complaint Procedures BP 5131.2 - Bullying BP/AR 5145.3 - Nondiscrimination/ Harassment
Require staff to immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying	BP 5131.2 - Bullying BP/AR 5145.3 - Nondiscrimination/ Harassment
Educate students about the negative effects of bullying based on immigration status or religious beliefs	BP 5131.2 - Bullying
Train staff about their legal duty to respond to harassment based on immigration status or religious beliefs	BP 5131.2 - Bullying

CHARTER SCHOOLS

All the above requirements are also applicable to charter schools. See E 0420.41 - Charter School Oversight.

For further information, see the Office of the Attorney General's guidance *Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues* (April 2018), available at <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/sanctuary-school-guidance-3-28-18.pdf>.