



SCHOOL

DISTRICT

EDUCATING LEARNERS FOR THE 21ST CENTURY

SPECIAL BOARD MEETING

June 15, 2015

District Office Board Room

JOHN D. PUGLISI, Ph. D.

Superintendent

Board of Education

Matt Klinefelter, President

Ramon Rodriguez, Clerk

Eleanor Torres

Edith Martinez-Cortes

2.0



Monday, June 15, 2015
RSD Special Board Meeting

District Office Board Room
2500 E. Vineyard Ave.
Oxnard, CA 93036
Closed Session: 5:00 p.m.
Open Session: 6:00 p.m.

1. Preliminary Business-5:00 p.m.

- 1.1 Call to Order-5:00 p.m
- 1.2 Pledge of Allegiance
- 1.3 Roll Call

2. Approval of the Agenda

- 2.1 Agenda corrections, additions, and modifications.
- 2.2 Approval of the Agenda

3. Public Comment-Closed Session

- 3.1 Public Comment-The public may address the Board concerning items that are scheduled for discussion during the closed session only. These presentations are limited to three minutes each, or a total of fifteen minutes in all.

4. Closed Session-5:00 p.m.

- 4.1 Conference with Real Property Negotiators, pursuant to Government Code § 54956.8 Property: 2500 Vineyard Avenue, Oxnard CA 93036, APN 145-0-231-075 Agency negotiators: Dr. John Puglisi, District Superintendent, and Dr. Joel Kirschenstein, special consultant to District; Negotiating party: Mission Produce Under negotiation: price and terms of payment
- 4.2 Public Employee Performance Evaluation [Government Code 54957] Title: Staffing 2014/2015 and 2015/2016
- 4.3 Public Employee Appointment [Government Code 54957] Title: Assistant Pnnicipal/Dual Immersion Coordinator

5. Reconvene in Open Session-6:00 p.m.

- 5.1 Report of Closed Session-6:00 p.m.

6. Public Hearing

7. Presentations/Recognitions

- 7.1 Recognitions on the River

8. Communications

8.1 Superintendent Reports

8.2 Public Comment Procedures for receiving communication from the public on topics that fall under the subject jurisdiction of the Governing Board. 1. Special Board Meeting - A member of the public may address the Governing Board on any item(s) on the agenda. (Each person speaking may not exceed a total of three minutes on each item). The speaker may choose to speak during public comment or at the time of the agenda item prior to board consideration. These presentations are limited to three minutes or a total of twenty minutes.

9. Information

9.1 Enrollment Report (Info Only) Ms. Bernal- 2 min

10. Information/Action

10.1 Resolution 1415/23 THE RIO ELEMENTARY SCHOOL DISTRICT ACTING AS THE LEGISLATIVE BODY OF COMMUNITY FACILITIES DISTRICT NO. 1 OF THE RIO ELEMENTARY SCHOOL DISTRICT AUTHORIZING THE LEVY OF SPECIAL TAXES WITHIN COMMUNITY FACILITIES DISTRICT NO. 1 FOR FISCAL YEAR 2015-16(Action) Ms. Pifko-3 min

10.2 Approval of Resolution 1415/25 Awarding Bids for Construction Work Related to the Installation of Portables at Rio del Norte, Rio Lindo, Rio Plaza and Rio Real Schools, and Authorizing the Superintendent to Execute Contracts for those Services (Action) Ms. Pifko-3 min

10.3 Acceptance of Board Member Resignation and Discussion Regarding a Vacancy on the Board(Discussion/Action) Supt Puglisi-5 min

10.4 Second Reading and Final Approval of the CSBA Revised Board Policies (Action) Supt. Puglisi-2 min

10.5 Approval of the STEMscopes Service Agreement (Info/Action) Mr. Turner- 3 min

10.6 Approval of the 2015/2016 Course Descriptions

10.7 Local Control Accountability Plan Approval (Info/Action) Mr. Turner & Ms. Pifko (3 min)

10.8 Education Protection Account Spending (EPA) Plan 2015/2016 (Action) Ms. Pifko-3 min

10.9 2014/2015 Estimated Actuals-Budget Adjustments (Action) Ms. Pifko-3 min

10.10 Budget Adoption 2015/2016 (Action) Ms. Pifko-5 min

10.11 Authorizing the Superintendent and Assistant Superintendent of Business Services to Obtain and Award Bids for the Priority One Summer Projects at Various District Campuses(Action) Ms. Pifko-3 min

11. Consent Agenda

11.1 Approval of the Minutes of the Regular Board Meeting of May 20, 2015

11.2 Approval of the Personnel Report

11.3 Ratification of the Commercial Warrant Register

11.4 Approval of the Certification of Signatures

11.5 Contract Renewals with Lawrence Media Interactive FY 15/16

11.6 Approval for RSD Staff to Attend the EdLeader 21 Annual Conference Sept. 30-Oct. 2, 2015, Dallas, TX

11.7 Food Service Vending Contract with Phoenix School and Gateway

11.8 Food Service Vending Contract with Architecture, Construction and Engineering Charter School (ACE)

- 11.9 Extension of Contract with Balfour Beatty Construction for DSA Closeout of Old Projects
- 11.10 Approval of Resolution 1415/20 Temporary Loans Between District Funds
- 11.11 Approval of Resolution 1415/21 Appropriation Transfers
- 11.12 Approval of Resolution 1415/22 Authority for the Board of Education to Improve Compensation for Certain Categories of Employees after July 1, 2015
- 11.13 Permission to Utilize the Piggyback Bid and California Department of General Services Contracts
- 11.14 Approve Vendor List of Open Purchase Orders for Maintenance, Operations and Transportation
- 11.15 Approval of Appraisal Services with Hoffman, Vance and Worthington, Inc.
- 11.16 Renewal of Educators Assessment Data Management Service Agreement FYs 2015-2018
- 11.17 Renewal of Newsela Agreement
- 11.18 Approval of the Renewal of the Memorandum of Understanding with the Boys and Girls Club of Oxnard and Port Hueneme for 2015/2016 to Provide After School Programs the Students of the RioSchool District
- 11.19 Child Development Resources Inc. (CDR) Contract Renewal FY 15/16
- 11.20 Approval of the Child Development Inc. (CDI) Contract Renewal FY 1516
- 11.21 Approval of the NFL Portion of the Mixteco/Indigena Community Organizing Project (MICOP) Contract Renewal FY 1516
- 11.22 Rio Neighborhood for Learning Contract Renewal FY 1516
- 11.23 Renewal of Sokikom Agreement
- 11.24 Approval of Contract Renewal with Teachers for the Study of Educational Institutions (TSEI) and Rio School District for the History Harvest Project
- 11.25 Approval of Contract Renewal with Learning Priority FY 1516
- 11.26 Authorization of Teaching Assignments

12. Organizational Business

- 12.1 Items for Future Board Meetings
- 12.2 Future Meeting Dates: Board Meeting June 17th, Aug. 19th, Sept. 16th, Oct. 21st, Nov. 18th, Dec. 16th, 2015
- 12.3 Request for Study Session Workshops

13. Adjournment

4.1

**Agenda Item Details**

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	4. Closed Session-5:00 p.m.
Subject	4.1 Conference with Real Property Negotiators, pursuant to Government Code § 54956.8 Property: 2500 Vineyard Avenue, Oxnard CA 93036, APN 145-0-231-075 Agency negotiators: Dr. John Puglisi, District Superintendent, and Dr. Joel Kirschenstein, special consultant to District; Negotiating party: Mission Produce Under negotiation: price and terms of payment
Access	Public
Type	

Public Content

Administrative Content

Executive Content

4.2

**Agenda Item Details**

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	4. Closed Session-5:00 p.m.
Subject	4.2 Public Employee Performance Evaluation [Government Code 54957] Title: Staffing 2014/2015 and 2015/2016
Access	Public
Type	Procedural

Public Content

Administrative Content

Executive Content

4.3



Agenda Item Details

Meeting Jun 15, 2015 - RSD Special Board Meeting
Category 4. Closed Session-5:00 p.m.
Subject 4.3 Public Employee Appointment [Government Code 54957] Title: Assistant Pncipal/Dual Immersion Coordinator
Access Public
Type

Public Content

Administrative Content

Executive Content

9.1



Agenda Item Details

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	9. Information
Subject	9.1 Enrollment Report (Info Only) Ms. Bernal- 2 min
Access	Public
Type	Information

Public Content

The Human Resources Department presents the current monthly enrollment analysis as of June 11, 2015. This comparative analysis shows the District's overall enrollment in comparative years 2011/2012 to 2012/2013, 2012/2013 to 2013/2014 and 2013/2014 to 2014/2015. For the 2014/2015 school year the District has an enrollment target of 4,885 students. Currently the District has enrolled 4,946, 61 students above the target and 146 students above the enrollment in June of 2014.

The Human Resources Department works closely with the Educational Services Department to track enrollment, including inter and intra district transfers, overflow students, class size overages and overall enrollment trends both for the entire District and for individual school sites.

This is for information only and the Human Resources Department will bring regular updates to the board in the future.

Fiscal Impact: N/A

Funding Source: N/A

[Enrollment Comparison 2012-2014 - June.pdf \(109 KB\)](#)

Administrative Content

Executive Content

**RIO SCHOOL DISTRICT
MONTHLY STUDENT ENROLLMENT COMPARISON**

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Average
2011-2012	4615	4611	4621	4614	4647	4634	4645	4644	4627	4608	4626.6
2012-2013	4693	4687	4692	4698	4719	4730	4740	4741	4720	4699	4711.9
Amount +INC./-DEC.	78	76	71	84	72	96	95	97	93	91	85.3

2012-13 Enrollment Target: 4,720 students

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Average
2012-2013	4693	4687	4692	4698	4719	4730	4740	4741	4720	4699	4711.9
2013-2014	4806	4815	4807	4821	4830	4825	4826	4833	4821	4800	4818.4
Amount +INC./-DEC.	113	128	115	123	111	95	86	92	101	101	106.5

2013-2014 Enrollment Target: 4,800 students

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Average
2013-2014	4806	4815	4807	4821	4830	4825	4826	4833	4821	4800	4818.4
2014-2015	4945	4963	4954	4947	4950	4946	4956	4957	4965	4946	4952.9
Amount +INC./-DEC.	139	148	147	126	120	121	130	124	144	146	134.5

2014-2015 Enrollment Target: 4,885 students

10.1



Agenda Item Details

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	10. Information/Action
Subject	10.1 Resolution 1415/23 THE RIO ELEMENTARY SCHOOL DISTRICT ACTING AS THE LEGISLATIVE BODY OF COMMUNITY FACILITIES DISTRICT NO. 1 OF THE RIO ELEMENTARY SCHOOL DISTRICT AUTHORIZING THE LEVY OF SPECIAL TAXES WITHIN COMMUNITY FACILITIES DISTRICT NO. 1 FOR FISCAL YEAR 2015-16(Action) Ms. Pifko-3 min
Access	Public
Type	Action
Recommended Action	Staff recommends approval

Public Content

The Board of Trustees must take action to adopt a resolution authorizing the levy of the special taxes of CFD No. 1 on the property within its boundaries to meet the obligations of CFD No. 1 for Fiscal Year 2015-16. This resolution will set the Annual Special Tax rates for CFD No. 1 for fiscal year 2015-16. These special taxes will be used to i) Meet the debt service obligation of the Special Tax Bonds issued to fund the construction of School Facilities within the River Park project, ii) defray the costs incurred by the School District to administer the CFD and iii) set aside an amount to support the expansion of the support facilities of the School District.

Once adopted, this resolution will allow Dolinka Group LLC, the Special Tax Consultants for the District, to submit these taxes to the County for inclusion on the regular property tax bills for the properties within the CFD.

Fiscal Impact: None

Funding Source: Special Taxes of CFD No. 1

[Res141523CFDNo1061515.pdf \(63 KB\)](#)

[resolution - portables construction work - exh a - 00400 - Agreement - Rio Master 2015 - final.pdf \(37 KB\)](#)

Administrative Content

Executive Content

RESOLUTION NO. 1415/23
THE BOARD OF TRUSTEES OF
THE RIO ELEMENTARY SCHOOL DISTRICT ACTING
AS THE LEGISLATIVE BODY OF COMMUNITY
FACILITIES DISTRICT NO. 1 OF THE RIO
ELEMENTARY SCHOOL DISTRICT AUTHORIZING
THE LEVY OF SPECIAL TAXES WITHIN COMMUNITY
FACILITIES DISTRICT NO.1 FOR FISCAL YEAR 2015/2016

WHEREAS, the Rio Elementary School District (the "District") previously established Community Facilities District No. 1 of the Rio Elementary School District ("CFD No. 1") all pursuant to the terms and provisions of the Mello-Roos Community Facilities Act of 1982, as amended, commencing with Government Code Section 53111 (the "Act"); and

WHEREAS, the Board of Trustees of the District acting as the legislative body of CFD No.1 is authorized pursuant to Resolution No. 0405-25 approved on May 3, 2005 (the "Resolution of Formation") and the Ordinance Authorizing the Levy of Special Taxes, approved on June 7, 2005 (the "Ordinance") to levy a special tax on property in CFD No. 1 to pay principal, interest and administrative expenses with respect to all bonds of CFD No. 1, and to pay for the construction, acquisition and rehabilitation of certain public facilities authorized to be financed by the levy of special taxes of CFD No. 1 pursuant to the Resolutions of Formation and to pay all expenses incidental thereto; and

WHEREAS, it is now necessary and appropriate that this Board levy and collect the special taxes for Fiscal Year 2015-16 for the purpose specified in the Ordinance, by the adoption of a resolution as specified by the Act and the Ordinance; and

WHEREAS, the special taxes being levied hereunder are at the same rate or at a lower rate than provided by the Ordinance; and

NOW, THEREFORE, THE BOARD OF EDUCATION OF THE RIO ELEMENTARY SCHOOL DISTRICT, ACTING IN ITS CAPACITY AS THE LEGISLATIVE BODY OF COMMUNITY FACILITIES DISTRICT NO. 1, DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. The above recitals are true and correct.

Section 2. The special tax ("Special Tax") is imposed without regard to property valuation and is levied in compliance with the Act and the Ordinance.

Section 3. In accordance with the Act and the Ordinance, there is hereby levied upon the parcels within the District, which are not otherwise exempt from taxation under the Act or the Ordinance the special taxes for Fiscal Year 2015-16 at the tax rates set forth in the report prepared by the Dolinka Group, LLC for CFD No. 1 entitled "Maximum Annual Special Tax Levy For Fiscal Year 2015-16" (the "Report") submitted herewith, which rates do not exceed the maximum rates set forth in the Ordinance. After adoption of this Resolution, the Superintendent of the District, or his designee, may make any necessary modifications to these special taxes to correct any errors, omissions or inconsistencies in the listing or categorization of parcels to be taxed or in the amount to be charged to any category of parcels; provided, however, that any such modifications shall not result in an increase in the tax applicable to any category of parcels and can only be made prior to the submission of the tax rolls to the Ventura County Auditor.

Section 4. All of the collections of the special tax shall be used only as provided for in the Act and Resolutions of Formation. The special tax shall be levied only so long as needed to accomplish the purposes described in Resolutions of Formation.

Section 5. The special tax shall be collected in the same manner as ordinary *ad valorem* taxes are collected and shall be subject to the same penalties and the same procedure and sale in cases of delinquency as provided for ad valorem taxes as such procedure may be modified by law or this Board from time to time.

Section 6. The actions of District staff heretofore taken in order to obtain consent from the Ventura County Auditor to a later filing date are hereby ratified and the Clerk is hereby authorized and directed to transmit a certified copy of this Resolution and the Report to the Ventura County Auditor, together with other supporting documentation as may be required to place said special taxes on the secured property tax roll for Fiscal Year 2015-16 on or before July 6, 2015, and to perform all other acts which are required by the Act, the Ordinance, or by law in order to accomplish the purpose of this Resolution.

ADOPTED, SIGNED AND APPROVED this 15th day of June, 2015.

BOARD OF TRUSTEES OF THE
RIO ELEMENTARY SCHOOL
DISTRICT ACTING AS THE
LEGISLATIVE BODY
OF COMMUNITY FACILITIES
DISTRICT NO. 1 OF THE RIO
ELEMENTARY SCHOOL
DISTRICT

By: _____
President of the Board of Trustees of
the Rio Elementary School District

STATE OF CALIFORNIA)
) ss.
COUNTY OF VENTURA)

I, Ramon Rodriguez, Clerk of the Board of Trustees of the Rio Elementary School District, do hereby certify that the foregoing Resolution was duly passed, approved and adopted by the Board of Education of the Rio Elementary), School District at a regular meeting of said Board held on the 15th day of June, 2015.

Clerk of the Board of Trustees of the
Rio Elementary School District,
State of California

EXHIBIT A

SECTION 00400

AGREEMENT FOR CONSTRUCTION SERVICES

THIS AGREEMENT FOR CONSTRUCTION SERVICES (this "Agreement") is made this ___ day of _____, 2015, between **RIO SCHOOL DISTRICT**, a political subdivision of the State of California, hereinafter called the "District," and _____, hereinafter called the "Contractor." District and Contractor are sometimes individually referred to herein as a "Party" and collectively as the "Parties."

WITNESSETH, that in consideration of the mutual covenants contained herein the Parties agree as follows:

1. The Work. Within the Contract Time and for the Contract Price, subject to adjustments thereto pursuant to the Contract Documents, the Contractor shall perform and provide all necessary labor, materials, tools, equipment, utilities, services and transportation to complete in a workmanlike manner all of the Work required in connection with the work of improvement commonly referred to as

Contractor shall complete all Work covered by the Contract Documents, including without limitation, the Drawings and Specifications prepared by the Architect, and other Contract Documents enumerated in Section 5 below, along with all modifications and addenda thereto issued in accordance with the Contract Documents.

2. Contract Time. The Contractor shall commence performance of the Work (as defined in the Contract Documents) on the date stated in the District's Notice to Proceed. The Contractor shall achieve Final Completion of each Phase of the Work in accordance with the Supplemental Conditions, Section 00800. The Contractor expressly understands and acknowledges that time is of the essence for this Agreement.

3. Contract Price. The District shall pay the Contractor as full consideration for the Contractor's full, complete and faithful performance of the Contractor's obligations under the Contract Documents, subject to any additions or deduction as provided for in the Contract Documents, the Contract Price of _____ dollars (\$_____). The Contract Price is based upon the Contractor's Base Bid. The District's payment of the Contract Price shall be in accordance with the Contract Documents.

4. Liquidated Damages. In the event of the failure or refusal of the Contractor to achieve Final Completion of the Work of the Contract Documents within the Contract Time, as adjusted, the Contractor shall be subject to assessment of Liquidated Damages in accordance with the Contract Documents and the terms specifically listed in the Supplemental Conditions, Section 00800.

5. Hold Harmless Agreement. The Contractor shall defend, indemnify and hold harmless the District, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses,

costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission or breach connected with or arising from the progress of work or performance of service under this Agreement, the Contract, or the Contract Documents. As part of this indemnity, the Contractor shall protect and defend, at its own expense, the District, the State of California and their officers, employees, agents and independent contractors from any legal action, including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Section.

Furthermore, the Contractor agrees to and does hereby defend, indemnify and hold harmless the District, the State of California and their officers, employees, agents and independent contractors from every claim or demand made and every liability, loss, damage, expense or attorney's fees of any nature whatsoever which may be incurred by reason of:

(a) Liability for (i) death or bodily injury to persons; (ii) damage or injury to, loss (including theft) or loss of use of any property; (iii) any failure or alleged failure to comply with any provision of law or the Contract; or (iv) any other loss, damage or expense sustained by any person, firm or corporation or in connection with the work called for in this Agreement, the Contract or the Contract Documents, except for liability resulting from the sole or active negligence or the willful misconduct of the District.;

(b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of the Contractor or any person, firm or corporation employed by the Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the District, arising out of or in any way connected with the Work covered by this Agreement, the Contract or the Contract Documents, whether said injury or damage occurs either on or off District property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the District; and

(c) Any dispute between the Contractor and the Contractor's subcontractors/suppliers/sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any subcontractor or materialman of any tier or any other person employed in connection with the work and/or filing of any stop notice or mechanic's lien claims.

The Contractor, at its own expense, cost and risk, shall defend any and all claims, actions, suits or other proceedings that may be brought or instituted against the District, its officers, agents or employees, on account of or founded upon any cause, damage or injury identified in this Section 5 and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceeding as a result thereof.

6. Examination and Audit. Pursuant to California Government Code Section 8546.7, the Parties shall be subject to an examination and audit by the California State Auditor General for a

period of three (3) years after final payment of the contract limited to those matters connected with the performance of the contract.

7. Provisions Required By Law. Each and every provision of law and clause required to be inserted in this contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

8. The Contract Documents. The documents forming a part of the Contract Documents consist of the following, all of which are component parts of the Contract Documents:

Section	Description
00010	Notice to Contractors Calling for Bids
00100	Instructions for Bidders
00210	Bid Form
00215	List of Subcontractors
00220	Non-Collusion Affidavit
00230	Contractors Statement of Experience
00240	Acknowledgement of Bidding Practices Regarding Indemnity
00250	DVBE Requirements and Forms
00300	Bid Bond
00400	Agreement for Construction Services
00405	Labor and Material Payment Bond
00410	Performance Bond
00415	Certificate of Workers Compensation
00417	Drug-Free Workplace Certification
00418	Certificate Regarding Alcoholic Beverages and Tobacco-Free Campus
00419	Contractor Certification Regarding Background Checks
00420	Guarantee Form
00430	Substitution Form
00440	Conditional Waiver and Release upon Progress Payment
00442	Unconditional Waiver and Release upon Progress Payment
00447	Conditional Waiver and Release upon Final Payment
00450	Unconditional Waiver and Release upon Final Payment
00460	Escrow Agreement for Security Deposits in Lieu of Retention
00700	General Conditions
00750	Site Safety and Health Program
00800	Supplemental Conditions
00810	Insurance Requirements
00811	Insurance Documents and Endorsements
00900	Scope of Work

Specification Sections:

Plan Sheets:

9. Prevailing Wages. Wage rates for the Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the Work is to be performed for each craft, classification or type of work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the District and are also available from the Director of the Department of Industrial Relations.

The following are hereby referenced and made a part of this Contract and the Contractor stipulates to the provisions contained therein:

- (a) Labor Code Sections 1720, *et seq.*;
- (b) California Code of Regulations, Title 8, Division 1, Chapter 8, Subchapters 3 and 4 (Sections 16000, *et seq.*); and
- (c) The District's Labor Compliance Program.

10. Contractor's License; Department of Industrial Relations Registration. The Contractor must possess throughout the Project a [redacted] license, issued by the State of California, which must be current and in good standing. Contractor shall only employ subcontractors who possess the requisite licenses, which must be current and in good standing.

Contractor must also maintain current and valid registration with the Department of Industrial Relations throughout the duration of the Contract. Contractor shall only employ subcontractors who have current, valid registration with the Department of Industrial Relations.

11. Governing Law; Venue. This Contract and the Contract Documents shall be construed in accordance with the laws of the State of California. Venue for any legal action or proceeding relating to this Agreement shall lie exclusively in any state court sitting in the County of Ventura.

12. Authority to Execute. The individual(s) executing this Agreement on behalf of the Contractor is/are duly and fully authorized to execute this Agreement on behalf of Contractor and to bind the Contractor to each and every term, condition and covenant of the Contract Documents.

13. Provisions Required by Law. Each and every provision of law and clause required to be inserted into this Agreement shall be deemed to be inserted herein, and the Agreement shall be read and enforced as though it were included herein, and, if through mistake or otherwise, any provision is not inserted or is not inserted correctly, then upon application of either Party the Agreement shall forthwith be physically amended to make such insertion or correction.

14. Severability. If any term or provision of this Agreement shall become illegal, null or void, or against public policy, for any reason, or shall be held by a tribunal of competent jurisdiction to be illegal, null or void or against public policy, the remaining provisions of this Agreement shall not be affected thereby and shall remain in force and effect to the fullest extent permitted by law.

15. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The signature page of any counterpart may be detached therefrom without impairing the legal effect of the signatures thereon provided such signature page is attached to any other counterpart identical thereto except having additional signature pages executed by the other Party. Counterparts may be delivered by fax or email provided that original executed counterparts are delivered to the recipient on the next business day following the fax or email transmission.

IN WITNESS WHEREOF, this Agreement has been duly executed by the Parties as of the date set forth above.

DISTRICT

CONTRACTOR

RIO SCHOOL DISTRICT
2500 Vineyard Avenue
Oxnard, Ca 93036

By: _____

By: _____

Kristen Pifko
Assistant Superintendent
of Business Services

Name: _____
Title: _____

(CORPORATE SEAL)

10.2



Agenda Item Details

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	10. Information/Action
Subject	10.2 Approval of Resolution 1415/25 Awarding Bids for Construction Work Related to the Installation of Portables at Rio del Norte, Rio Lindo, Rio Plaza and Rio Real Schools, and Authorizing the Superintendent to Execute Contracts for those Services (Action) Ms. Pifko-3 min
Access	Public
Type	Action
Recommended Action	Staff recommends approval

Public Content

On April 15, 2015, the Board approved Resolution 1415/17, which authorized the Superintendent to obtain bids for the installation of portables at Rio del Norte, Rio Lindo, Rio Plaza, and Rio Real Schools. The Superintendent, Assistant Superintendent of Business Services, and Balfour Beatty Construction (the District's construction management consultant) have solicited bids by qualified contractors in compliance with the competitive bidding procedures set forth in Public Contract Code Sections 20111, *et seq.* The bids were due June 10, 2015. The Assistant Superintendent of Business Services and Balfour Beatty Construction have reviewed and assessed the bids. The District received three bids for construction services related to the installation of portables at Rio del Norte School and Rio Lindo School: Waisman Construction, Inc. with a bid of \$577,140.00, Taft Electric Company with a bid of \$592,038.00, and Kiwitts General Building Contractor with a bid of \$656,000.00. Therefore, Waisman Construction, Inc. was determined to be the lowest, responsive and responsible bidder for the Rio del Norte and Rio Lindo portables. The District received three bids for construction services related to the installation of portables at Rio Plaza School and Rio Real School: Kiwit General Building Contractor with a bid of \$650,000.00, Hughes General Engineering, Inc. with a bid of \$794,909.00, and Taft Electric Company with a bid of \$819,693.00. Kiwit General Building Contractor's bid was deemed non-responsive because the bid did not include all the requisite subcontractors. Therefore, Hughes General Engineering, Inc. was the lowest responsive and responsible bidder for the Rio Plaza and Rio Real portables.

The winning bidders must now execute a final contract with the District and deliver certain items, including certificates of information, labor and material bonds, and performance bonds, to the District. The attached resolution awards the bids to Waisman Construction, Inc. and Hughes General Engineering, Inc.; authorizes the Superintendent and Assistant Superintendent of Business Services to execute contracts with those entities; and authorizes the Superintendent and Assistant Superintendent of Business Services to resolve any bid protests and, if Waisman Construction, Inc. or Hughes General Engineering, Inc. is unable to fulfill their obligations, award the applicable contract to the then-remaining lowest, responsive and responsible bidder.

Fiscal impact: \$577,140.00 for Rio Lindo and Rio del Norte
\$794,909.00 for Rio Plaza and Rio Real
\$1,372,049.00 total

Funding source: Measure G funds

[resolution - portables construction work 6.15.15 \(1\).pdf \(19 KB\)](#)

[resolution - portables construction work - exh a - 00400 - Agreement - Rio Master 2015 - final \(1\).pdf \(37 KB\)](#)

Administrative Content

Executive Content

RIO SCHOOL DISTRICT

RESOLUTION NO. 201415/25

**AWARDING BIDS FOR CONSTRUCTION WORK RELATED TO THE
INSTALLATION OF PORTABLES AT
RIO DEL NORTE, RIO LINDO, RIO PLAZA, AND RIO REAL SCHOOLS, AND
AUTHORIZING THE SUPERINTENDENT
TO EXECUTE CONTRACTS FOR THOSE SERVICES**

WHEREAS, the Rio School District (“District”) has determined that Rio del Norte School requires the installation of two (2) portable classrooms, Rio Lindo School requires the installation of three (3) portable classrooms and one (1) portable restroom, Rio Plaza School requires the installation two (2) portable classrooms, and Rio Real School requires the installation of two (2) portable classrooms, all due to an increase in the student population within the District, and the District has elected to acquire and install said portables during the summer of calendar year 2015 (the “2015 Summer Portables Project”); and

WHEREAS, pursuant to Resolution No. 1415/17, adopted April 15, 2015, the Board of Trustees (“Board”) authorized the Superintendent and the Assistant Superintendent of Business Services to prepare bid documents (“Bid Documents”) for the provision of various construction services related to the 2015 Summer Portables Project, including, but not limited to, providing grading, paving, and drainage for the portables; installation of the portables; and installation and/or relocation of utility services for the portables (“Construction Services”), and further authorized the Superintendent and Assistant Superintendent of Business Services to solicit bids for the provision of the Construction Services from qualified contractors; and

WHEREAS, the Superintendent, Assistant Superintendent of Business Services, and staff members of the District’s construction management company prepared the Bid Documents, and solicited responsive and responsible bids in accordance with Public Contract Code Sections 20111, *et seq.*; and

WHEREAS, the responses to the Bid Documents were due June 10 2015; and

WHEREAS, the Assistant Superintendent of Business Services and staff members of the District’s construction management company have completed their review and assessment of the bids, and determined that Waisman Construction, Inc. was the lowest responsive and responsible bidder for the Construction Services related to the installation of portables at Rio del Norte School and Rio Lindo School, and further determined that Hughes General Engineering, Inc. was the lowest responsive and responsible bidder for the Construction Services related to the installation of portables at Rio Plaza School and Rio Real School; and

WHEREAS, pursuant to the Bid Documents, the winning bidders are entitled to a certain period of time to execute the final contract and deliver to the District certain requisite documents and items, including but not limited to, certificates of insurance, labor and material bonds,

performance bonds, and the drug-free workplace certificate, which time period will expire after the June 15, 2015 board meeting; and

WHEREAS, it is in the District's best interest for the Construction Services work to commence as soon as possible because the District requires use of the portable classrooms contemplated in the 2015 Summer Portables Project at the beginning of the 2015-2016 school year;

NOW, THEREFORE, be it hereby resolved that:

1. The foregoing recitals are true and correct.
2. The Board hereby awards the bid for Construction Services related to the installation of portables at Rio del Norte School and Rio Lindo School to Waisman Construction, Inc. and awards the bid for Construction Services related to the installation of portables at Rio Plaza School and Rio Real School to Hughes General Engineering, Inc.
3. The Board delegates authority to the Superintendent to execute agreements with Waisman Construction, Inc. and Hughes General Engineering, Inc. for the provision of the Construction Services utilizing a contract substantially in the form set forth in Exhibit A, which is attached hereto and incorporated herein by reference, and all underlying documents referenced therein; respond to and resolve bid protests, if any; and, in the event that either Waisman Construction, Inc. or Hughes General Engineering, Inc. is unable or unwilling to execute a final contract or otherwise fulfill its obligations under the Bid Documents, award the applicable contract to the then remaining lowest, responsive and responsible bidder, and take all necessary steps to execute a contract with that entity.

PASSED AND ADOPTED by the Board of Trustees at a regular meeting held on the 15th day of June, 2015 by the following vote on roll call:

AYES:

NOES:

ABSENT:

ABSTAIN:

Mr. Matthew Klinefelter,
President of the Board of Trustees

Mr. Ramon Rodriguez,
Clerk of the Board of Trustees

EXHIBIT A

SECTION 00400

AGREEMENT FOR CONSTRUCTION SERVICES

THIS AGREEMENT FOR CONSTRUCTION SERVICES (this "Agreement") is made this ___ day of ____, 2015, between **RIO SCHOOL DISTRICT**, a political subdivision of the State of California, hereinafter called the "District," and _____, hereinafter called the "Contractor." District and Contractor are sometimes individually referred to herein as a "Party" and collectively as the "Parties."

WITNESSETH, that in consideration of the mutual covenants contained herein the Parties agree as follows:

1. The Work. Within the Contract Time and for the Contract Price, subject to adjustments thereto pursuant to the Contract Documents, the Contractor shall perform and provide all necessary labor, materials, tools, equipment, utilities, services and transportation to complete in a workmanlike manner all of the Work required in connection with the work of improvement commonly referred to as

Contractor shall complete all Work covered by the Contract Documents, including without limitation, the Drawings and Specifications prepared by the Architect, and other Contract Documents enumerated in Section 5 below, along with all modifications and addenda thereto issued in accordance with the Contract Documents.

2. Contract Time. The Contractor shall commence performance of the Work (as defined in the Contract Documents) on the date stated in the District's Notice to Proceed. The Contractor shall achieve Final Completion of each Phase of the Work in accordance with the Supplemental Conditions, Section 00800. The Contractor expressly understands and acknowledges that time is of the essence for this Agreement.

3. Contract Price. The District shall pay the Contractor as full consideration for the Contractor's full, complete and faithful performance of the Contractor's obligations under the Contract Documents, subject to any additions or deduction as provided for in the Contract Documents, the Contract Price of _____ dollars (\$_____). The Contract Price is based upon the Contractor's Base Bid. The District's payment of the Contract Price shall be in accordance with the Contract Documents.

4. Liquidated Damages. In the event of the failure or refusal of the Contractor to achieve Final Completion of the Work of the Contract Documents within the Contract Time, as adjusted, the Contractor shall be subject to assessment of Liquidated Damages in accordance with the Contract Documents and the terms specifically listed in the Supplemental Conditions, Section 00800.

5. Hold Harmless Agreement. The Contractor shall defend, indemnify and hold harmless the District, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses,

costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission or breach connected with or arising from the progress of work or performance of service under this Agreement, the Contract, or the Contract Documents. As part of this indemnity, the Contractor shall protect and defend, at its own expense, the District, the State of California and their officers, employees, agents and independent contractors from any legal action, including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Section.

Furthermore, the Contractor agrees to and does hereby defend, indemnify and hold harmless the District, the State of California and their officers, employees, agents and independent contractors from every claim or demand made and every liability, loss, damage, expense or attorney's fees of any nature whatsoever which may be incurred by reason of:

(a) Liability for (i) death or bodily injury to persons; (ii) damage or injury to, loss (including theft) or loss of use of any property; (iii) any failure or alleged failure to comply with any provision of law or the Contract; or (iv) any other loss, damage or expense sustained by any person, firm or corporation or in connection with the work called for in this Agreement, the Contract or the Contract Documents, except for liability resulting from the sole or active negligence or the willful misconduct of the District.;

(b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of the Contractor or any person, firm or corporation employed by the Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the District, arising out of or in any way connected with the Work covered by this Agreement, the Contract or the Contract Documents, whether said injury or damage occurs either on or off District property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the District; and

(c) Any dispute between the Contractor and the Contractor's subcontractors/suppliers/sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any subcontractor or materialman of any tier or any other person employed in connection with the work and/or filing of any stop notice or mechanic's lien claims.

The Contractor, at its own expense, cost and risk, shall defend any and all claims, actions, suits or other proceedings that may be brought or instituted against the District, its officers, agents or employees, on account of or founded upon any cause, damage or injury identified in this Section 5 and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceeding as a result thereof.

6. Examination and Audit. Pursuant to California Government Code Section 8546.7, the Parties shall be subject to an examination and audit by the California State Auditor General for a

period of three (3) years after final payment of the contract limited to those matters connected with the performance of the contract.

7. Provisions Required By Law. Each and every provision of law and clause required to be inserted in this contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

8. The Contract Documents. The documents forming a part of the Contract Documents consist of the following, all of which are component parts of the Contract Documents:

Section	Description
00010	Notice to Contractors Calling for Bids
00100	Instructions for Bidders
00210	Bid Form
00215	List of Subcontractors
00220	Non-Collusion Affidavit
00230	Contractors Statement of Experience
00240	Acknowledgement of Bidding Practices Regarding Indemnity
00250	DVBE Requirements and Forms
00300	Bid Bond
00400	Agreement for Construction Services
00405	Labor and Material Payment Bond
00410	Performance Bond
00415	Certificate of Workers Compensation
00417	Drug-Free Workplace Certification
00418	Certificate Regarding Alcoholic Beverages and Tobacco-Free Campus
00419	Contractor Certification Regarding Background Checks
00420	Guarantee Form
00430	Substitution Form
00440	Conditional Waiver and Release upon Progress Payment
00442	Unconditional Waiver and Release upon Progress Payment
00447	Conditional Waiver and Release upon Final Payment
00450	Unconditional Waiver and Release upon Final Payment
00460	Escrow Agreement for Security Deposits in Lieu of Retention
00700	General Conditions
00750	Site Safety and Health Program
00800	Supplemental Conditions
00810	Insurance Requirements
00811	Insurance Documents and Endorsements
00900	Scope of Work

Specification Sections:

Plan Sheets:

9. Prevailing Wages. Wage rates for the Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the Work is to be performed for each craft, classification or type of work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the District and are also available from the Director of the Department of Industrial Relations.

The following are hereby referenced and made a part of this Contract and the Contractor stipulates to the provisions contained therein:

- (a) Labor Code Sections 1720, *et seq.*;
- (b) California Code of Regulations, Title 8, Division 1, Chapter 8, Subchapters 3 and 4 (Sections 16000, *et seq.*); and
- (c) The District's Labor Compliance Program.

10. Contractor's License; Department of Industrial Relations Registration. The Contractor must possess throughout the Project a [redacted] license, issued by the State of California, which must be current and in good standing. Contractor shall only employ subcontractors who possess the requisite licenses, which must be current and in good standing.

Contractor must also maintain current and valid registration with the Department of Industrial Relations throughout the duration of the Contract. Contractor shall only employ subcontractors who have current, valid registration with the Department of Industrial Relations.

11. Governing Law; Venue. This Contract and the Contract Documents shall be construed in accordance with the laws of the State of California. Venue for any legal action or proceeding relating to this Agreement shall lie exclusively in any state court sitting in the County of Ventura.

12. Authority to Execute. The individual(s) executing this Agreement on behalf of the Contractor is/are duly and fully authorized to execute this Agreement on behalf of Contractor and to bind the Contractor to each and every term, condition and covenant of the Contract Documents.

13. Provisions Required by Law. Each and every provision of law and clause required to be inserted into this Agreement shall be deemed to be inserted herein, and the Agreement shall be read and enforced as though it were included herein, and, if through mistake or otherwise, any provision is not inserted or is not inserted correctly, then upon application of either Party the Agreement shall forthwith be physically amended to make such insertion or correction.

14. Severability. If any term or provision of this Agreement shall become illegal, null or void, or against public policy, for any reason, or shall be held by a tribunal of competent jurisdiction to be illegal, null or void or against public policy, the remaining provisions of this Agreement shall not be affected thereby and shall remain in force and effect to the fullest extent permitted by law.

15. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The signature page of any counterpart may be detached therefrom without impairing the legal effect of the signatures thereon provided such signature page is attached to any other counterpart identical thereto except having additional signature pages executed by the other Party. Counterparts may be delivered by fax or email provided that original executed counterparts are delivered to the recipient on the next business day following the fax or email transmission.

IN WITNESS WHEREOF, this Agreement has been duly executed by the Parties as of the date set forth above.

DISTRICT

RIO SCHOOL DISTRICT
2500 Vineyard Avenue
Oxnard, Ca 93036

By: _____

Kristen Pifko
Assistant Superintendent
of Business Services

CONTRACTOR

By: _____

Name: _____
Title: _____

(CORPORATE SEAL)

10.3



Agenda Item Details

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	10. Information/Action
Subject	10.3 Acceptance of Board Member Resignation and Discussion Regarding a Vacancy on the Board(Discussion/Action) Supt Puglisi-5 min
Access	Public
Type	Action
Recommended Action	Staff recommends acceptance of resignation of Dr. Glade Eggett

Public Content

The Governing Board and Superintendent will discuss the process and timing involved to fill a vacant seat on the board that was created by the resignation of Trustee Dr. Glade Eggett effective June 1, 2015.

Upon acceptance of the resignation the district will follow a timeline for the appointment of a Provisional Board Member, term to expire December 2016.

Administrative Content

Executive Content

10.4

**Agenda Item Details**

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	10. Information/Action
Subject	10.4 Second Reading and Final Approval of the CSBA Revised Board Policies (Action) Supt. Puglisi-2 min
Access	Public
Type	Action
Recommended Action	Staff recommends approval

Public Content

The Governing Board will approve the Final Reading of the recommended CSBA Board Policy revisions.

Administrative Content

Executive Content

10.5



Agenda Item Details

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	10. Information/Action
Subject	10.5 Approval of the STEMscopes Service Agreement (Info/Action) Mr. Turner- 3 min
Access	Public
Type	Action, Information
Recommended Action	Staff recommends approval

Public Content

STEMscopes Next Generation State Standards provides teachers with rigorous, scaffolded, and differentiated lessons. Intensive hands-on activities, scientific investigations, Engineering Solutions, Project Based Learnings, and technology integrations coupled with step-by-step guides with embedded videos and numerous cross-curricular connections enable teachers to unwrap science standards in a manner that ensures a clear understanding of student performance.

Lesson planning is made simple through the use an intuitive “drag and drop” system that automatically triggers assignments and assessments as teachers move through a suggested scope and sequence. Underpinning all activities is a sophisticated analytics system that provides insight on how to group students, what objectives are strong or weak, and suggestions for how to adapt lessons to better reach under-served students.

STEMscopes Next Generation Science Standards helps students become tomorrow’s STEM leaders and innovators by letting them authentically experience science. As students dive in, they learn to the standards with a program that was built from the ground up to NGSS Disciplinary Core Ideas, Performance Expectations, Cross Cutting Concepts, Science and Engineering Practices, and Common Core Math & ELA/Literacy standards. Through a custom built curriculum aligned to DCIs (vs. direct correlation to Performance Expectations) and the easy to use IDEA model, students are able to develop their own contexts and meanings for the scientific concepts they are learning.

Fiscal Impact: \$27,105.40

Funding Source: LCFF Supplemental Grant

[stemscope agreement.pdf \(498 KB\)](#)

Administrative Content

Executive Content



STEMscopes.com Quote

Quote/Invoice Number 00002376

Account Name RIO ELEMENTARY SCH DISTRICT

Shipping Address 2500 E VINEYARD AVE
OXNARD, CA 93036

Contact Name Echo Lee

Email elee@rioschools.org

Phone (805) 485-3111

MAIL PO & CHECKS TO:

Company Address PO BOX 732464
Dallas, TX 75373-2464
US

Fax (281) 833-4510

Phone (800) 531-0864

Created Date 6/9/2015

Prepared By Lloyd Martinez

***Note: The quantity below represents the total number of students for each grade level.

Curriculum Licenses:

The online curriculum must be purchased for students in order to purchase supplemental print and hands-on kits.

Permitted Use:

ALI grants the customer a non-exclusive, non-transferable and non-assignable license, during the term of this agreement to use the content solely for educational purposes and only with authorized users paid for by the customer. Customer may not sell, sublicense, disclose, assign, or transfer the online, print, or kit content.

Copyright Protection:

ALI retains all rights, titles, and interests in and to its copyrighted materials.

Product Returns/Exchanges:

No refunds or cancellations for online products. Print or kit materials damaged upon delivery may be returned for replacement product.

Payment Terms:

Payment is due net 30 days after receipt of invoice.

Freight Charges:

Standard freight charge is 8% of the price of the print or kit product purchased. There is no freight charges for online products.

User Information:

ALI reserves the right to collect and store all user information for district reporting.

CUSTOMER SERVICE

Phone: 281-833-4500

Fax: 281-833-4510

Email: stemscopes@acceleratelearning.com

Website: www.acceleratelearning.com

STEMscopes.com Quote

Product	ISBN	Grade	Quantity	Sales Price	Total Price
STEMscopes 2.0, Early Explorer, Online Only	978-1-63037-220-0	EE	635.00	\$5.25	\$3,333.75
STEMscopes 2.0, NGSS, Grade 1, Online Only	978-1-63037-213-2	Grade 1	574.00	\$5.25	\$3,013.50
STEMscopes 2.0, NGSS, Grade 2, Online Only	978-1-63037-214-9	Grade 2	566.00	\$5.25	\$2,971.50
STEMscopes 2.0, NGSS, Grade 3, Online Only	978-1-63037-215-6	Grade 3	580.00	\$5.25	\$3,045.00
STEMscopes 2.0, NGSS, Grade 4, Online Only	978-1-63037-216-3	Grade 4	538.00	\$5.25	\$2,824.50
STEMscopes 2.0, NGSS, Grade 5, Online Only	978-1-63037-217-0	Grade 5	494.00	\$5.25	\$2,583.50
STEMscopes 2.0, NGSS, Middle School, Online Only	978-1-63037-218-7	MS	1,567.00	\$5.95	\$9,323.65
Subtotal				\$27,105.40	
Shipping				\$0.00	
Order Total				\$27,105.40	

Curriculum Licenses:

The online curriculum must be purchased for students in order to purchase supplemental print and hands-on kits.

Permitted Use:

ALI grants the customer a non-exclusive, non-transferable and non-assignable license, during the term of this agreement to use the content solely for educational purposes and only with authorized users paid for by the customer. Customer may not sell, sublicense, disclose, assign, or transfer the online, print, or kit content.

Copyright Protection:

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Product Returns/Exchanges:

No refunds or cancellations for online products. Print or kit materials damaged upon delivery may be returned for replacement product.

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Freight Charges:

Standard freight charge is 8% of the price of the print or kit product purchased. There is no freight charges for online products.

User Information:

ALI reserves the right to collect and store all user information for district reporting.

CUSTOMER SERVICE

Phone: 281-833-4500

Fax: 281-833-4510

Email: stemscopes@acceleratelearning.com

Website: www.acceleratelearning.com

10.6



Agenda Item Details

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	10. Information/Action
Subject	10.6 Approval of the 2015/2016 Course Descriptions
Access	Public
Type	Action, Information
Recommended Action	Staff recommends approval of the attached course descriptions

Public Content

As part of the district's work to align instructional programming at the middle schools to the California State Standards and 21st Century Learning Skills, Educational Services proposes the addition of two new courses for the upcoming 2015-2016 school year.

Minecraft

In this elective course, students will be introduced to Minecraft, along with some basic mining and crafting techniques that will support on a variety of Science Technology Engineering Math (STEM) based and problem-based learning projects throughout the year. Projects will utilize the modification of game objects to provide students opportunities to apply 21st century skills to include creative thinking, collaboration, communication and creativity while designing and constructing digital adventure maps and worlds.

STEM: Math 7 with computing

This course, based on the Common Core Math 7 standards, uses computing to develop and expand students' understanding of Math 7 topics. Students analyze real life situations, identify given information, formulate mathematical steps to find a solution, and analyze the results for accuracy, all within the context of computer programming. The logical process of computer programming allows students to organize their approach to problem solving and efficiently analyze and correct their work. Topics covered include evaluating expressions, one variable equation and inequalities, rates, proportions, percent, probability, similarity, plotting points and linear equations, and identifying slopes and intercepts. Students will participate in group computing activities that create opportunities for students to collaborate on critical thinking activities based on algebraic topics while developing their ability to effectively communicate, listen, share responsibility and respectfully address the suggestions of others. Robotics extension activities allow students to reenact physically derived mathematical problems through robotics technologies to visualize situations, associate graphs with physical phenomenon, predict and identify key features of the graphs with the specific physical situations, and solve physical problems through algebraic means.

Fiscal Impact: None

Funding Source: N/A

[STEM Math Grade 7 \(1\).pdf \(27 KB\)](#)

[updated_minecraft_course_description.pdf \(32 KB\)](#)

Administrative Content

Executive Content

STEM Math 7 with Computing

A. Course Information

Grade Level: 7

Length of Course: Three Trimesters

B. Course Description

This course, based on the Common Core Math 7 standards, uses computing to develop and expand students' understanding of Math 7 topics. Students analyze real life situations, identify given information, formulate mathematical steps to find a solution, and analyze the results for accuracy, all within the context of computer programming. The logical process of computer programming allows students to organize their approach to problem solving and efficiently analyze and correct their work. Topics covered include evaluating expressions, one variable equations and inequalities, rates, proportions, percents, probability, similarity, plotting points and linear equations, and identifying slopes and intercepts. Students will participate in group computing activities that create opportunities for students to collaborate on critical thinking activities based on algebraic topics while developing their ability to effectively communicate, listen, share responsibility and respectfully address the suggestions of others. Robotics extension activities allow students to reenact physically derived mathematical problems through robotics technologies to visualize situations, associate graphs with physical phenomenon, predict and identify key features of the graphs with the specific physical situations, and solve physical problems through algebraic means.

C. Textbook

Learning Mathematical Concepts /UC Davis

D. Supplemental Materials and Professional Development

C+STEM Annual School Subscription

Ch Professional Edition Annual License

C-STEM Professional Development

Optional Barobo Linkbot Package

Minecraft

A. Course Information

Grade Level: 7, 8

Length of Course: Three Trimesters

B. Goal

Becoming a self-directed learner with problem-solving skills is imperative for 21st century students seeking employment in occupations relating to STEM: science, technology, engineering and mathematics. Through the game of Minecraft, students will have the opportunity to experience these roles, along with applying numerical, spatial, and logical relationships to study and solve problems while developing thinking and communication skills. The goal of this course is to expose students to the skills and concepts in science, technology, engineering, and mathematics in a manner that is as engaging and effective as it is fun.

C. Description

In this course, students will begin with an introduction of the controls of the game of Minecraft, along with some basic mining and crafting techniques that will be developed and utilized on a variety of STEM-based and problem-based learning projects throughout the year. Some projects will focus on modifying game objects that will give students an opportunity to take their problem-solving skills to the next level while learning to build and customize amazing worlds. Other projects will emphasize collaborating as a group to build an Adventure Map while learning the importance of teamwork.

Along with the various projects, students will have the opportunity to participate in the programming of their own robot or turtle. This experience is especially important as it allows students to explore the basic fundamentals of programming through a visual language and appreciate the use of algebraic expressions in addition to the application of the scientific method to objectively test hypotheses.

Digital citizenship will be stressed at all times to ensure appropriate and responsible use of technology.

D. Supplementary Instructional Materials/Resources Needed:

1 Desktop Computer to function as the server

Access to a Lap Top computer cart on a daily basis

1 Minecrafteu server software \$41

31 minecrafteu user licenses for students

\$14/student x 31 = \$434

10.7



Agenda Item Details

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	10. Information/Action
Subject	10.7 Local Control Accountability Plan Approval (Info/Action) Mr. Turner & Ms. Pifko (3 min)
Access	Public
Type	Action, Information
Recommended Action	Staff recommends approval

Public Content

The District Local Control Accountability Plan (LCAP) Committee, Parents and English Learner Advisory Councils have assisted in the shaping of District goals, metrics to measure growth, action steps, services, and expenditures. The Rio School District has engaged community members, pupils, local bargaining units, and other stakeholders through a variety of venues during this process.

As part of the development process, the District also engaged other district-wide councils and leadership committees through meetings, surveys, and community forums. In addition, site administrators presented information regarding the LCAP and Local Control Funding Formula to their Parent-Teacher Associations, School Site and English Learner Advisory Councils. They encouraged stakeholders to participate in the development of the District's LCAP by providing feedback pertaining to the goals, actions, and services proposed in the plan.

Prior to adopting the LCAP, the Governing Board held a public hearing on June 3, 2015, to solicit recommendations and comments from the public regarding the specific actions and expenditures.

The Superintendent has satisfied all the statutory requirements and requests the Board of Trustees to approve the Rio School District Local Control Accountability Plan.

Fiscal Impact: \$8,450,237.00

Funding Source: Local Control Funding Formula Base, Supplemental and Concentration Grants

[LCAP draft for June 3 Public Hearing.pdf \(641 KB\)](#)

Administrative Content

Executive Content

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Rio School District; Contact (Name, Title, Email, Phone Number): Dr. John Puglisi, Ph.D., Superintendent; jpuglisi@rioschools.org; 805-485-3111

LCAP Year: 2015-2018 *Local Control and Accountability Plan and Annual Update Template*

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Impact on LCAP	Involvement Process
<p><u>Impact of Pre-LCAP Stakeholder Involvement:</u> This section summarizes the impact of outreach activities prior to the LCAP requirements. The district benefited from early stakeholder involvement and engagement activities as required by statute resulting in the creation of a vigorous plan.</p> <p>The superintendent's analysis and early stakeholder outreach provided the community with a framework regarding all areas of District operation and was foundational to all preceding engagement activities.</p> <p>Pre and required parent outreach activities provided the District with not only an aligned LCAP, LEA and strategic plan tied to its core values, but also a solid foundation on which to develop a pathway to improved services for all students, including proportional improvement of services for unduplicated students and other defined subgroups.</p> <p><u>Summary/Impact of Pre-LCAP Engagement Activities:</u> Pre-LCAP activities directly impacted the selection of goals, actions and services for all students and district subgroups.</p> <p>Activities included presentations on the importance of strategic planning, vision and goal setting. These presentations were tied to progression of student achievement and the patterns of growth for all students as well as the district's efforts in closing the achievement gap for English Learners, students from low-income families, students with special needs, and other significant subgroups.</p> <p>District data indicate a pattern of overall success and show that all district schools have made gains towards meeting the state target of 800 on the Academic Performance Index (API) The data also reinforce the importance of maintaining a focused strategic plan and vision for continuous improvement.</p> <p>The Pre-LCAP activities prepared the district to transition to California Common State Standards and 21st Century Learning. These activities also benefited the district in preparing for the implementation of the LCAP outreach requirements.</p>	<p><u>Background: Pre-LCAP Stakeholder:</u> The engagement process began in August of 2012-2013, when the superintendent began an outreach program with Board trustees, district administrators, bargaining units, parents, community members and other district partners. As part of this process stakeholders reviewed state and local assessment results, identified organizational strengths and weaknesses and developed district goals and priorities.</p> <p>In the spring of the 2012-2013 school year the superintendent, district parent advisory committees and the Board of Trustees reviewed the district's strategic and Local Education Agency (LEA) plans which had not been formally reviewed for several years. As the Local Education Accountability Plan (LCAP) regulations emerged the district reengaged stakeholders in the LCAP development to include the alignment of the District and Local Education Agency goals to the states eight priority areas.</p> <p><u>Summary of Pre-LCAP Engagement Activities:</u> Board of Trustees meetings during which there was public discussion on strategic planning, shared values, priorities and goals.</p> <p>Parent and English Learner Advisory Committee meetings where a review of the district's five year trend of CST/CELDT data was reviewed: 9/13/13</p> <p>Board of Trustees meeting during which initial information on LCAP requirements was presented: 1/15/2014</p> <p>Community Forums during which strategic planning and LCAP process were reviewed: 3/9/14</p> <p><u>LCAP Statutory Requirements:</u> <u>Parent Advisory Input Meetings:</u></p> <ul style="list-style-type: none"> ● 9/13/13 Review of five-year achievement data ● 9/13/13 Review of Strategic Plan ● 9/13/13 Discussion of District Goals ● 1/10/13 Formal LCAP Input meeting ● 2/14/14 Stakeholder Input Activity-1 /LCAP Survey ● 3/14/15 Stakeholder Input Activity-2/LCAP Goal Survey ● 4/11/15 LCAP Section 1

LCAP Statutory Requirements:
 The District Local Control Accountability Plan (LCAP) Committee and Parent and English Learner Advisory Councils have assisted in the shaping of District goals, metrics to measure growth, action steps, services, and expenditures. The Rio School District has engaged community members, pupils, local bargaining units, and other stakeholders through a variety of venues during this process.

As part of the development process, the District also engaged other district-wide councils and leadership committees through meetings, surveys, and community forums. In addition, site administrators presented information regarding the LCAP and Local Control Funding Formula to their Parent-Teacher Associations, School Site and English Learner Advisory Councils, and they encouraged stakeholders to participate in the development of the District's LCAP by providing feedback pertaining to the goals, actions, and services proposed in the plan.

In order to assure that all District stakeholders had an opportunity to provide input and/or make comments related to the District plan, the District hosted two community forums and a public hearing. In addition, the District surveyed all stakeholders to identify stakeholder preferences and needs in relation to the LCAP, including the eight state priorities.

The contribution from stakeholders was invaluable to the development of the District's Local Control Accountability Plan. Stakeholders assisted the district in identifying needs and priorities of the community and its' families as they relate to the state eight priorities, goals, and services offered in the plan. The process also allowed the district to learn, first hand, effective strategies that would increase parent and community engagement outlined in goal three. The greatest benefit to the students of the district is the stakeholder developed plan, incorporating ideas representative of all stakeholders and thus assuring buy-in and a commitment to improve the district.

- 5/9/15 LCAP Section 2 part A
 - 6/13/15 LCAP Section 2 part B/Section 3
- District English Learner Committee Advisory Input Meetings:
- 10/8/13 Review of five-year achievement data
 - 10/8/13 Review of Strategic Plan
 - 10/8/13 Discussion of District Goals
 - 12/10/13 Formal LCAP Input meeting
 - 3/20/14 Stakeholder Input Activity-1 /LCAP Survey
 - 4/30/14 Stakeholder Input Activit-2/LCAP Goal Survey
 - 6/4/14 LCAP Review
- Local Control Accountability Plan Committee Input Meetings:
- 4/30/14 Formal LCAP Input meeting
 - 5/29/14 Stakeholder Input Activity-1 /LCAP Survey
 - 5/29/14 Stakeholder Input Activit-2/LCAP Goal Survey
 - 5/29/14 LCAP Review
 - 5/29/14 Actions and Services
 - 6/4/2014 Actions, Services, and Budget Considerations
- Student Input Meetings:
- 12/10/13 Formal LCAP Input meeting
 - 3/20/14 Stakeholder Input Activity-1 /LCAP Survey
 - 5/29/15 Stakeholder Input Activit-2/LCAP Goal Survey
- Community Forums:
- 4/9/14 State of District
 - 5/28/14 Priorities, Goals, and Metrics
 - 6/11/14 Actions, Services and Budget Considerations

Summary: Impact of Engagement Activities Prior to Public Hearing:
 Engagement activities outlined in the left column of this page generated specific priorities and goal suggestions from an extensive representation of stakeholders. District Leadership (Superintendent, Cabinet, Site Administrators and Board of Trustees) analyzed the input data to determine the highest priorities and recurring themes across all groups. This study of community input shaped the goals, actions, and services included in Sections 2 and 3 of the LCAP.

It is important to note that stakeholders believe all schools are welcoming and provide safe environments for learning. This belief is confirmed by a district-wide attendance rate over 95%. Stakeholders view the district instructional programming positively despite seven out of eight schools continuing in program improvement.

The impact of engagement activities and stakeholder input on the District's LCAP was a combination of: 1) support for continuing effective instructional practices and transition to the California Common Core Standards and 21st Century Learning skills. 2) Clarification of areas needing strengthening and services to significant subgroups. 3) New initiatives not represented in previous long-range planning.

The plan, accompanied by the District's Strategic and Local Education Plans, is ambitious and embodies the priorities goals, actions and services derived by input from the Rio School District community.

Annual Update:
Impact of Pre-LCAP Stakeholder Involvement:
 The superintendent's analysis and early stakeholder outreach provided the community with a framework regarding all areas of District operation and was foundational to all preceding engagement activities.

Pre and required parent outreach activities continue to provide the District with aligned LCAP, LEA and strategic plans tied to its' core values, and provided a foundation on which to develop a pathway to improved services for all students, including proportional improvement of services for unduplicated students and other defined subgroups.

Annual Update:
Summary of Pre-LCAP Activities:
 In August of 2014, the superintendent and staff began engaging district stakeholders, to include Board Trustees, district administrators, bargaining units, parents, community members and other district partners, in a series of conversations around local and state assessment results. As part of this ongoing dialogue, stakeholders evaluated progress towards meeting Local Control Accountability Plan (LCAP) goals, identified areas of relative strength, opportunities for further growth, and focus for the upcoming 2014-2015 school year.

On October 8th, the superintendent, staff and site administrators hosted a Board Trustee and community forum in which state and local assessment results, goals, action steps and strategic planning and LCAP processes were reviewed.

<p>LCAP Statutory Requirements: Parent Advisory Input Meetings</p> <ul style="list-style-type: none"> 9/12/14 Status of Local Control Funding Formula District Vision and LCAP Goals for 2015-2016 10/10/14 Review of Student State and Local Assessment Data Results Review of LCAP Strategic Plan 11/7/14 Discussed progress towards meeting LCAP Goals update LCAP Goal-2 Parent Engagement progress towards meeting goals update 1/8/15 LCAP Part B- Full time Counselors vs Part Time Counselors and How They fit within the District's LCAP Plan 2/12/15 Local Assessment/Trimester 1 District Data Review 3/12/15 Parent Engagement Data Report and Outreach Brainstorming Activities 4/16/15 2014-2015 Stakeholder LCAP Survey Development LCAP Committee Planning Update 6/11/15 LCAP Survey Administration and Refinement 2015-2016 Parent Workshop Model Development Report of Initial LCAP Survey results Review Final LCAP document <p>Parent English Learner Advisory Input Meetings</p> <ul style="list-style-type: none"> 11/13/14 Review of Student State and Local Assessment Data Results Review of LCAP Goals, Strategic Plan, and progress towards meeting goals. 1/8/15 Reviewed CELDT (AMAO 1 and 2) Student Assessment Results Local Assessment/Trimester 1 District Data Review Parent Engagement Data Report and Outreach Brainstorming Activities 2/12/15 2014-2015 Stakeholder LCAP Survey Development LCAP Committee Planning Update 4/16/15 Report of initial LCAP Survey results 6/11/15 Review Final LCAP document <p>Local Control Accountability Plan Committee</p> <ul style="list-style-type: none"> 12/3/14 Status of Local Control Funding Formula District Vision and LCAP Goals for 2015-2016 Review of Student State and Local Assessment Results to include 	<p>LCAP Statutory Requirements: The District Local Control Accountability Plan (LCAP) Committee and Parent and English Learner Advisory Councils continue to assist in measuring progress towards meeting goals as outlined in Part A and B in the District's LCAP Plan. Stakeholders also played a significant role in the update process through evaluation and development of action steps, services, and expenditures for the 2016-2017 school year. The Rio School District continues to engaged community members, pupils, local bargaining units, and other stakeholders through a variety of venues during the update process.</p> <p>The District continues engaged other district-wide councils and leadership committees, as part of the LCAP analysis and update process, through meetings, surveys, and community forums. Site administrators continue to provide information regarding the LCAP and Local Control Funding Formula (LCFF) to their Parent-Teacher Associations, School Site and English Learner Advisory Councils, and they encouraged stakeholders to participate in the development of the District's LCAP by providing feedback pertaining to the goals, actions, and services proposed in the plan.</p> <p>District stakeholders were provided an opportunity to provide input and/or make comments related to the District's plan, through a community forum and a public hearing. In addition, the District surveyed all stakeholders to identify stakeholder preferences and needs in relation to the LCAP.</p> <p>Stakeholder contribution continues to be instrumental as the district evaluates and shapes actions and services for the upcoming years. Stakeholders continue to assist the district in identifying changing needs and priorities of the community and its' families as they relate to the state eight priorities, goals, and services offered in the plan. The growing partnership with parent and community leaders has resulted in increased parent and community engagement and the delivery of relevant parent education and workshops. The update and co-development process continues to support student learning and assures continual buy-in and a commitment to improve the district.</p>
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<p>AMAO's Review of LCAP Goals, Strategic Plan, and progress towards meeting goals</p> <ul style="list-style-type: none"> 2/11/15 Evaluated progress towards meeting goals and implementation status of 2014-2015, Part A All Students Actions and Services Developed 2017-2018 Draft Actions and Services Provided input and help shape 2015 Stakeholder Survey 4/14/15 Evaluated progress towards meeting goals and implementation status of 2014-2015, Part B Low-income, EL, SWD, and Foster Students Actions and Services Developed 2017-2018 Part B Draft Actions and Services 5/19/15 Final review of plan for submission to the Board of Trustees <p>Community Forums/Public Hearing:</p> <ul style="list-style-type: none"> 10/8/14 Board Trustee and Community Forum in which state and local assessment results, goals, action steps and strategic planning occurred 6/3/15 Public Hearing <p>Board of Trustee Input Meetings</p> <ul style="list-style-type: none"> 10/8/14 Board Trustee and Community Forum 11/1-5/1 Board Discussions at 6 regular school board meetings 5/21/15 LCAP Board Report 6/3/15 Public Hearing 6/17/15 Approval of LCAP Update <p>Broad Parent Community Involvement</p> <ul style="list-style-type: none"> 2/13/14 Webpage Launch 2/13/14 Stakeholder Survey Posted 3/12 /15 Stakeholder Survey II Posted <p>School Site Council</p> <ul style="list-style-type: none"> 3/1-4/1 LCAP Presentation and Stakeholder Activity 4/1-6/1 LCAP Survey <p>English Learner Advisory Councils</p>	<p>Summary: Impact of Engagement Activities Prior to Public Hearing: Engagement activities outlined in the left column of this page provided stakeholders. District Leadership (Superintendent, Cabinet, Site Administrators and Board of Trustees) the opportunity to analyze progress towards meeting 2014-2015 LCAP Goals as well as monitor the implementation of actions and services outlined in Part A and B of the District's strategic plan. The continued collection of data and input from stakeholders also assisted the District in determining priorities and next steps for the 2017-2018 school year.</p> <p>It is important to note that stakeholders believe all schools are welcoming and provide safe environments for learning. This belief is confirmed by a district-wide attendance rate over 95%. Stakeholders view the district instructional programming positively despite seven out of eight schools continuing in program improvement.</p> <p>The impact of engagement activities and stakeholder input on the District's LCAP was a combination of: 1) support for continuing effective instructional practices and transition to the California Common Core Standards and 21st Century Learning skills. 2) Clarification of areas needing strengthening and services to significant subgroups. 3) New initiatives not represented in previous long-range planning.</p> <p>The plan, accompanied by the District's Strategic and Local Education Plans, is ambitious and embodies the priorities goals, actions and services derived by input from the Rio School District community.</p> <p>Survey Results indicate that stakeholders 63% of parents, who responded to the LCAP survey, are aware of the academic benefits to students and financial rewards to the district when their child attends school regularly. Despite perceived awareness, the District-wide attendance rates continue to hover a little over 95%. Survey results indicate that 50% of stakeholders believe student achievement is improved by increased access to programs before and after-school. Results also demonstrate that 50% of stakeholders believe that the increased access to technology boosts student achievement. The majority of parents when asked to evaluate their child's College and Career Readiness Skills report that their student demonstrates the following attributes: self- confidence, responsibility for their learning and the ability to solve problems. Fifty</p>
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<ul style="list-style-type: none"> • 3/1-4/1 LCAP Presentation and Stakeholder Activity • 4/1-5/1 LCAP Survey <p>Student Council: 5/26-5/28/15 Middle School Student Leaders Input Activity 5/18-5/22/15 Elementary School Student Leaders Input Activity</p> <p>Public Hearing: 6/3/15</p> <p>Written Responses: 6/3/15 through 6/17/15</p> <p>Board Approval 6/17/15</p>	<p>four percent of parents, who responded to the LCAP survey, report that they support their child’s school through service in PTA, SSC, ELAC and volunteering. Finally 80% of stakeholders report that the District’s schools provide a safe school environment.</p> <p>Student Engagement activities such as increased access to electives, GATE, and extracurricular activities before and after school have increased school connectivity and improved academic success. Students also confirmed that the access to technology has improved but remains an area of need.</p> <p>Engagement activities and stakeholder input continue to shape the District’s LCAP and support the district as it transitions to the California Common Core Standards and 21st Century Learning skills; the implementation inquiry and project based learning; and the continued clarification of areas needing strengthening and services to significant subgroups.</p> <p>The updated plan, accompanied by the District’s Strategic and Local Education Plans, continues to embody the priorities goals, actions and services derived by input from the Rio School District community.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified

goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. **Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d) (5) (b), (c), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is district wide, school wide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils re-designated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 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 Education Code sections 42238.01 and subgroups as defined in 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 Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?

GOAL 1	Improved student achievement at every school and every grade in all content areas		SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1, 2, 3, 4
Identified Need:	-Increase the percentage of students who demonstrate mastery of CCSS in all core content areas. -Close the achievement gap in the district's lowest performing subgroups English Learners, Socio-Economically Disadvantaged and Students with Learning Disabilities. Metrics: Determined by observation and analysis of previous performance on State and Local assessments. Goal Metrics will include new state assessments (CAASSP, CELDT and coordinated		
Goal Applies to:	School: All Rio School District Schools Applicable Pupil Subgroups: All students	LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 10% from 40% in 2014-2015 to 50% in 2015-2016 on local assessments. The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 10% from 56% in 2014-2015 to 66% in 2015-2016 on local assessments. Upon determination of student proficiency levels on the CASSPP/SBAC, the district will strive to increase the proficiency levels by 10%. The District will increase the number of students meeting AMAOs by 10% (i.e., AMAO 1 from 54.4% to 64.4%, AMAO 2 ≥ from 47.3% to 57.3%, AMAO 2 < from 14.9% to 24.9%, AMAO 3: Baseline Year. The District will increase the number of English Learners that have been reclassified (RFEP) by 10% from 153 students in 2014-2015 to 168 students in 2015-2016. 10% percent decrease in the number of students who have been identified through the IPT process to receive academic interventions process to receive academic interventions, from 510 in 2014-15 to 459 in 2015-16. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Build capacity and consistent district-wide procedures through training in Response to Intervention (RTI) at 8 schools. Refresh/reinforce teacher learning in schools previously trained.	LEA-wide	X_ALL	1. Work with site-based teams to conduct a self-study analysis regarding identification of student need and implementation of strategic and intensive interventions for ELA and/or mathematics, teacher release time and supplies •Expenditures: \$4,000 Salaries and Benefits and \$4,000 Books and Supplies, Restricted General Fund

<p>2. Create a systemic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency.</p>	LEA-wide	X_ALL	<p>2a. Conduct visitations in model districts/schools to observe intervention procedures, programs, and practices. Release and substitute time for 10 staff members to make 3 days of visitation. <i>•Expenditures: \$8,000 Salaries & Benefits, Restricted General Fund</i></p> <p>2b. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies and community based tutoring <i>•Expenditures: Continue \$15,000 of Books & Supplies, Unrestricted General Fund</i></p>
<p>3. Provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff.</p>	LEA-wide	X_ALL	<p>3. Provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff. <i>•Expenditures: Continue 6.4 FTE, \$443,000 Salaries & Benefits, Restricted General Fund, classified support staff 2.2 FTEs-\$60,000 Salaries & Benefits, Restricted General Fund</i></p>
<p>4. Provide a three year sequence of professional development and activities supporting new State standards in ELA, ELD, writing and math including teacher training on classroom implementation of instruction aligned to new standards</p>	LEA-wide	X_ALL	<p>4a. Consultant contracts with ELA, ELD, and writing, math, and technology integration content area experts to provide training to RSD principals, lead teachers and teachers. <i>•Expenditures: \$100,000 Services and Other Operating Expenses, Unrestricted General Fund</i></p> <p>4b. Teachers on Special Assignment (TOSAs) @ 3.0 FTE providing site specific professional development and coaching support. <i>•Expenditures: Continue \$300,000 Salaries & Benefits in Unrestricted General Fund</i></p> <p>4c. Teacher release time/compensation for professional development activities <i>•Expenditures: Continue \$150,550 Salaries & Benefits, Unrestricted General Fund</i></p> <p>4d. Continue district-wide ongoing Professional Learning Communities <i>•No additional costs</i></p>
<p>5. Provide standards-aligned instructional materials for all students.</p>	LEA-wide	X_ALL	<p>5a. Consider math materials adoption for 2015-2016, contingent upon selection of appropriate, modified, (not) re-aligned materials. <i>•No additional costs</i></p> <p>5b. Provide teacher release time for continued review of new adopted math materials <i>•Expenditures: \$15,000 Salaries & Benefits Unrestricted General Fund</i></p>

6. Improve and standardized equitable environments for online state testing.	LEA-wide	X_ALL	<p>6a. Continue implementation of effective, equitable online testing environments. Build long-term funding options to support emerging technology. <i>•Expenditures: \$150,000 Books & Supplies Unrestricted General Fund</i></p> <p>6b. Purchase technology devices to complete 6th through 8th grade one-to-one computing initiative. <i>•Expenditures: \$450,000 Capital Outlay Unrestricted General Fund</i></p>
7. Increase access to electives such as music, art, foreign language, enrichment, etc.	LEA-wide	X_ALL	<p>7a. Expand music, art, technology, and foreign language courses to support the addition of programming at a third middle school <i>•Expenditures: Continue \$380,000 Salaries & Benefits from prior year and add 2 FTE, \$200,000 Salaries & Benefits, Unrestricted General Fund</i></p>
8. Increase access to extra support, on-grade level, and challenge activities inside and outside the school day.	LEA-wide	X_ALL	<p>8a. Purchase of instructional materials and supplies to support intervention and/or enrichment programming <i>•Expenditures: \$300,000 Books & Supplies, Unrestricted General Fund</i></p> <p>8b. Certificated/classified extra duty pay <i>•Expenditures: Continue \$15,000 Salaries & Benefits Unrestricted General Fund</i></p>
9. Increase kindergarten instructional day	LEA-wide	X_ALL	<p>9a. Provide ongoing full day kindergarten programming at 6 elementary schools <i>•Expenditures: Continue \$249,000 Salaries & Benefits and \$35,000 Books & Supplies Unrestricted General Fund</i></p>
10. Dual Immersion Academy Expansion	LEA-wide	X_ALL	<p>10a. Provide eight grade DI programming, 1 Additional FTE <i>•Expenditures: Continue \$100,000 from prior year and add \$100,000 Salaries & Benefits, Unrestricted General Fund</i></p> <p>10b. Implement recommendations, training and additional staff <i>•Expenditures: \$80,000 Salaries & Benefits and \$20,000 Services & Other Operating Costs, Unrestricted General Fund Services & Other, Restricted General Fund</i></p> <p>10c. Ongoing program effectiveness evaluation <i>•Expenditures: \$25,000 Services & Other, Restricted General Fund</i></p>
11. Class Size Reduction	LEA-wide	X_ALL	<p>11. Reduce Class size from 30 to 1 to 24 to 1 in first grade, hire 3 additional FTE teachers <i>•Expenditures: Continue \$475,000 Salaries & Benefits from prior year and an additional \$475,000 Salaries & Benefits, Unrestricted General Fund</i></p>

<p>12. After school programming</p>	<p>LEA-wide</p>	<p>X <u>ALL</u></p>	<p>12a. Provide additional district-wide after school programming based on identified need. •Expenditures: \$250,000 salaries & benefits, unrestricted general fund.</p> <p>12b. Apply for Federal 21st CCLC grant funding with improved program design. •No additional cost</p>
<p>FOR LOW-INCOME PUPILS:</p> <p>1. Continue target services for low income students previously funded by EIA</p>	<p>LEA-wide</p>	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)<u>SW</u> <input type="checkbox"/> <u>D</u></p>	<p>1. Add 2 additional FTE for counseling and continue •Expenditures: 17 sub days per school, \$20,000 Salaries & Benefits, 6.5 hours per day of intervention at each school for 165 days, \$350,000 Salaries & Benefits, 8.0 FTE of counselor time, \$625,000 Salaries & Benefits, \$100,000 classified support staff, 3 FTE, \$85,000 Inst. Asst. support, Salaries & Benefits, \$350,000 instructional materials, Books & Supplies and \$275,000 software and consulting, Services & other.</p>
<p>FOR LOW-INCOME AND ENGLISH LEARNERS PUPILS:</p> <p>2. Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days.</p>	<p>LEA-wide</p>	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)<u>SW</u> <input type="checkbox"/> <u>D</u></p>	<p>2a. Identify a district menu of interventions vetted as high-leverage options for use in schools. Continue software licenses and instructional supplies •Expenditures: Continue \$132,000 of Books & Supplies, Unrestricted General Fund</p> <p>2b. Provide zero period to provide academic supports and increase EL access to electives •Expenditures: \$200,000 Salaries & Benefits, Unrestricted General Fund</p> <p>2c. Maintain six weeks of summer programming for migrant, low-income and EL students •Expenditures: Hourly teacher time Salaries & Benefits, Restricted General Fund, \$60,000</p>
<p>3. Increase the percentage of EL students making progress in attaining one level of English language level growth. Increase the number of EL students being reclassified by the end of 5th grade</p>	<p>LEA-wide</p>	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3a. Implement recommendations; continue analysis and make adjustments •Expenditures: \$1,000 Supplies, Unrestricted General Fund</p>

<p>FOR ENGLISH LEARNERS: 4. Analyze district-wide SELD implementation</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u></p>	<p>4a. Implement recommendations; continue analysis and adjustments •Expenditures: \$1,000 Supplies, Unrestricted General Fund</p> <p>4b. Provide SELD training to new employees and follow-up coaching opportunities for trained staff •Expenditures: \$5,000 Salaries & Benefits, Unrestricted General Fund</p> <p>4c. Provide professional development to include coaching on the new English Language Development Standards to all employees for 4 extra hours •Expenditures: \$50,000 Salaries & Benefits, Unrestricted General Fund</p>
<p>FOR RE-DESIGNATED FLUENT ENGLISH PROFICIENT (RFEP) PUPILS: 5. Monitor the progress of Re-designated fluent English proficient students.</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u></p>	<p>5a. Maintain a counselor at all middle schools to monitor progress of RFEP students •Expenditures: \$50,000 Salaries & Benefits, Unrestricted General Fund</p> <p>5b. Maintain a Counselor at all middle schools to support transition to high school for scheduling of RFEP students •Expenditures: Captured above</p>
<p>6. Provide content teachers support at the middle school implementation of new ELD standards.</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u></p>	<p>6a. Work with Ventura County office of Education ELD Content Specialists to support content acquisition •Expenditures: \$7,500 Salaries & Benefits and \$7,500 Services & Other Unrestricted General Fund</p> <p>6b. Maintain to ELD teacher(s) release time to provide implementation of new ELD standards support in content areas 2 sections •Expenditures: \$40,000 Salaries & Benefits, Unrestricted General Fund</p>
<p>7. Provide tiered interventions specific to RFEP students.</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u></p>	<p>7. Continue RTI tiered interventions specific to RFEP to maintain skills. • Expenditures: \$160,000 Salaries and Benefits, Unrestricted General Fund, \$80,000 Supplies Unrestricted General Fund</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 10% from 50% in 2015-2016 to 60% in 2016-2017 on local assessments. The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 10% from 66% in 2015-2016 to 76% in 2016-2017 on local assessments. Upon determination of student proficiency levels on the CASSPP/SBAC, the district will strive to increase the proficiency levels by 10%. The District will increase the number of students meeting AMAOs by 10% (i.e., AMAO 1 from 64.4% to 74.4%, AMAO 2 \geq from 57.3% to 67.3%, AMAO 2 < from 24.9% to 34.9%, AMAO 3: Baseline Year. The District will increase the number of English Learners that have been reclassified (RFEP) by 10% from 168 students in 2015-2016 to 185 students in 2016-2017. 10% percent decrease in the number of students who have been identified through the IPT process to receive academic interventions process to receive academic interventions, from 459 to 413. 		
<p>Actions/Services</p> <p>1. Build capacity and consistent district-wide procedures through training in Response to Intervention (RTI) at 8 schools. Refresh/reinforce teacher learning in schools previously trained.</p> <p>2. Create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academy.</p> <p>3. Provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff.</p>	<p>Scope of Service</p> <p>LEA-wide</p>	<p>Pupils to be served within identified scope of service</p> <p>X_ALL</p>	<p>Budgeted Expenditures</p> <p>1. Evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated <i>•Expenditures: Continue \$4,000 Salaries and Benefits and \$4,000 Books and Supplies, Restricted General Fund</i></p> <p>2a. Conduct visitations in model districts/schools to observe intervention procedures, programs, and practices. Release and substitute time for 10 staff members to make 3 days of visitation. <i>•Expenditures: \$8,000 Salaries & Benefits, Restricted General Fund</i></p> <p>2b. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies and community based tutoring <i>•Expenditures: Continue \$15,000 of Books & Supplies, Unrestricted General Fund</i></p> <p>3. Provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff. <i>•Expenditures: Continue and increase the \$500,000 to \$600,000 Salaries & Benefits Unrestricted General Fund</i></p>

<p>4. Provide a 3-year sequence of professional development and activities supporting new state standards in ELA, ELD, writing and math including teacher training on classroom implementation of instruction aligned to new standards.</p>	LEA-wide	X_ALL	<p>4a. Consultant contracts with ELA, ELD, writing, math, and technology integration content area experts to provide training to RSD principals, lead teachers and teachers. •Expenditures: \$50,000 Services and Other Operating Expenses, Unrestricted General Fund.</p>
<p>5. Provide standard-aligned instructional materials for all students.</p>	LEA-wide	X_ALL	<p>5a. Adopt math materials for 2015-2017 contingents upon selection of appropriately modified, (not) re-aligned materials. •Expenditures: \$700,000 Books & Supplies, Restricted General Fund</p>
<p>6. Improve and standardized equitable environments for online state testing.</p>	LEA-wide	X_ALL	<p>6a. Continue implementation of effective, equitable online testing environments. Build long-term funding options to support emerging technology. •Expenditures: \$250,000 Books & Supplies, Unrestricted General Fund</p> <p>6b. Purchase technology devices to complete K through 2nd grade one-to-one computing initiative. •Expenditures: \$450,000 Capital Outlay Unrestricted General Fund</p>
<p>7. Increase access to electives such as music, art, foreign language, enrichment, etc.</p>	LEA-wide	X_ALL	<p>7. Expand music, art, and technology programming at the elementary schools in the district. •Expenditures: Continue \$300,000 Salaries & Benefits in Unrestricted General Fund</p>
<p>8. Increase access to extra support, on-grade level, and challenge activities inside and outside the school day.</p>	LEA-wide	X_ALL	<p>8a. Purchase of instructional materials and supplies to support intervention and/or enrichment programming. •Expenditures: Continue \$30,000 Books & Supplies, Unrestricted General Fund</p> <p>8b. Certificated/ classified extra duty pay •Expenditures: Continue \$15,000 Salaries & Benefits Unrestricted General Fund</p>
<p>9. Increase kindergarten instructional day.</p>	LEA-wide	X_ALL	<p>9a. Provide full day kindergarten programming at 6 elementary schools •Expenditures: Continue \$249,000 Salaries & Benefits and \$35,000 Books & Supplies Unrestricted General Fund</p>

<p>10. Dual Immersion Academy Expansion</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>10a. Providing ongoing K-8 programming, provide .5 FTE additional •Expenditures: Continue \$200,000 from prior years and add \$50,000 Salaries & Benefits, Unrestricted General Fund</p> <p>10b. Implement recommendations. •Expenditures: Continue \$80,000 Salaries & Benefits and \$20,000 Services & Other Operating Costs, Unrestricted General Fund</p> <p>10c. Ongoing program effectiveness evaluation •Expenditures: \$25,000 Services & Other, Restricted General Fund</p>
<p>11. Class Size Reduction</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>11. Reduce Class size from 30 to 1 to 24 to 1 in second grade, hire 3 additional FTE teachers •Expenditures Continue \$600,000 Salaries & Benefits from prior year and an additional \$300,000 Salaries & Benefits, Unrestricted General Fund</p>
<p>12. After School Programming</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>12a. Provide additional district wide After School Programming based on identified need. •Expenditures: \$100,000 Salaries & Benefits, Unrestricted General Fund</p>
<p>FOR LOW-INCOME PUPILS: 1. Continue target services for low income students previously funded by EIA</p>	<p>LEA-wide</p>	<p>ALL OR: X Low Income pupils X English Learners X Foster Youth X Re-designated fluent English proficient Other Subgroups: (Specify) SWD</p>	<p>1. Add 1 additional FTE for counseling and ongoing •Expenditures: 17 sub days per school, \$20,000 salaries & benefits, 6.5 hours per day of intervention at each school for 165 days, \$500,000 salaries & benefits, 8 FTE of counselor time, \$650,000 salaries & benefits, \$100,000 classified support staff, 3 FTE, \$85,000 Inst. Asst. support, salaries & benefits, \$350,000 instructional materials, books & supplies and \$275,000 software and consulting, service and other.</p>
<p>FOR LOW-INCOME AND ENGLISH LEARNER PUPILS: 2. Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days.</p>	<p>LEA-wide</p>	<p>ALL OR: X Low Income pupils X English Learners X Foster Youth X Re-designated fluent English proficient Other Subgroups: (Specify) SWD</p>	<p>2a. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies and community based tutoring. •Expenditures: Continue \$240,000 of books & supplies, unrestricted general fund.</p> <p>2b. Provide zero period to provide academic supports and increase EL access to electives. •Expenditures: \$200,000 salaries & benefits, unrestricted general fund.</p>

<p>3. Increase the percentage of EL students making progress in attaining one level of English language level growth. Increase the number of EL students being reclassified by the end of 5th grade.</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>3a. Implement recommendations; continue analysis and make adjustments. •Expenditures: \$1,000 supplies, unrestricted general fund.</p>
<p>FOR ENGLISH LEARNERS: 4. Analyze district-wide SELD implementation</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>4a. Implement recommendations continue analysis and adjustments. •Expenditures: \$1,000 supplies, unrestricted general fund</p> <p>4b. Provide SELD training to new employees and follow-up coaching opportunities for trained staff. •Expenditures: \$5,000 salaries & benefits, unrestricted general fund.</p> <p>4c. Provide ongoing professional development to include coaching on the new English language development standards to all employees. •Expenditures: \$50,000 salaries & benefits, unrestricted general fund.</p>
<p>FOR RE-DESIGNATED FLUENT ENGLISH PROFICIENT PUPILS: 5. Monitor Progress of RFEP</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>5a. Maintain a counselor at all middle schools to monitor progress of RFEP students. •Expenditures: \$50,000 salaries & benefits, unrestricted general fund</p> <p>5b. Maintain a counselor at all middle schools to support transition to high school for scheduling of RFEP students. •Expenditures: Captured above</p>
<p>6. Provide content teachers support at the middle school implementation of new ELD standards.</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>6a. Work with Ventura County office of Education ELD Content Specialists to support content acquisition. •Expenditures: \$7,500 salaries & benefits and \$7,500 services & other unrestricted general fund.</p> <p>6b. Maintain to ELD teacher(s) release time to provide implementation of new ELD standards support in content areas 2 sections. •Expenditures: \$40,000 salaries & benefits, unrestricted general fund</p>

7. Provide tiered interventions specific to RFEP students.

LEA-wide

ALL

OR:

Low Income pupils

English Learners

Foster Youth

Re-designated fluent

English proficient

Other

Subgroups: (Specify)

7. Continue: RTI tiered interventions specific to RFEP to maintain skills.

- Expenditures: \$160,000 Salaries and Benefits, Unrestricted General Fund, \$80,000 Supplies Unrestricted General Fund

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 10% from 2016-2017 to 70% in 2017-2018 on local assessments. The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 10% from 2016-2017 to 86% in 2017-2018 on local assessments. Upon determination of student proficiency levels on the CASSPP/SBAC, the district will strive to increase the proficiency levels by 10%. The District will increase the number of students meeting AMAOs by 10% (i.e., AMAO 1 from 74.4% to 84.4%, AMAO 2 \geq from 67.3% to 77.3%, AMAO 2 < from 34.9% to 44.9%, AMAO 3: Baseline Year. The District will increase the number of English Learners that have been reclassified (RFEP) by 10% from 185 students in 2016-2017 to 204 students in 2017-2018. 10% percent decrease in the number of students who have been identified through the IPT process to receive academic interventions process to receive academic interventions from 413 to 372. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Build capacity and consistent district-wide procedures through training in Response to Intervention (RTI) at 8 schools. Refresh/reinforce teacher learning in schools previously trained.</p> <p>2. Create a systematic approach to tiered intervention to ensure that all students have accessed and support to achieve academic proficiency.</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>1. Continue to evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated. -Expenditures: Continue \$4,000 salaries and benefits and \$4,000 books and supplies, restricted general fund.</p> <p>2a. Continue to conduct visitations in model districts/schools to observe intervention procedures, programs, and practices. Release and substitute time for 10 staff members to make 3 days of visitation. -Expenditures: \$8,000 salaries & benefits, restricted general fund.</p> <p>2b. Continue to monitor the effectiveness of district and site interventions systems. Expand software licenses and instructional supplies and community based tutoring. -Expenditures: Continue \$15,000 of Books & Supplies, unrestricted general fund.</p>
<p>3. Provide intervention teacher support, behavior specialist, school counselors, and other certificated and classified support staff.</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>3. Continue to provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff and add FTE @ \$100,000 Salaries & Benefits. -Expenditures: Increase by \$200,000 from \$600,000 to \$800,000 in salaries & benefits, unrestricted general fund</p>

<p>4. Provide a 3-year sequence of professional development and activities supporting new state standards.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>4a. Continue to provide consultant contracts with ELA, ELD, and writing, math, and technology integration content area experts to continue to provide training to RSD principals, lead teachers and teachers. Year 3 emphasis inquiry IPBC, English learners and blended learning. <i>-Expenditures: \$25,000 services & other operating expenses, unrestricted general fund.</i></p> <p>4b. Teacher on Special Assignment (TOSAs) @ 3.0 FTE will continue to provide site specific professional development and coaching support. <i>-Expenditures: Continue \$300,000 salaries & benefits in unrestricted general fund.</i></p> <p>4c. Continue teacher release time/compensation for professional development activities. <i>-Expenditures: Continue \$150,550 salaries & benefits, unrestricted general fund.</i></p> <p>4d. Continue district-wide ongoing professional learning communities. <i>-No additional costs</i></p>
<p>5. Provide standard aligned instructional materials for all students.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>5a. Establish an ELA adoption committee & consider adoption of ELA materials for 2018-19 contingents upon selection of appropriately modified, (not) re-aligned materials. <i>-Expenditures: \$700,000 books & supplies, unrestricted general fund</i></p>
<p>6. Improve and standardized equitable environments for online state testing.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>6a. Continue implementation of effective, equitable online testing environments. Continue to build long-term funding options to support emerging technology. <i>-Expenditures: \$250,000 books & supplies, restricted general fund.</i></p> <p>6b. Maintain technology devices to support grade K-8 with one-to-one computing. <i>-Expenditures: \$450,000 Capital Outlay unrestricted general fund.</i></p>
<p>7. Increase access to electives such as music, art, foreign language, enrichment, etc.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>7a. Continue to expand music, art, and technology programming at the elementary schools in the district by adding 1 FTE @ \$100,000. <i>-Expenditures: Increase salaries & benefits in unrestricted general fund \$300,000 to \$400,000.</i></p>

<p>8. Increase access to extra support, on-grade level, and challenge activities inside and outside the school day.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>8a. Continue to purchase of instructional materials and supplies to support intervention and/or enrichment programming. <i>-Expenditures: Continue \$30,000 books & supplies, unrestricted general fund.</i></p> <p>8b. Continue extra duty pay for certificated/classified employees. <i>-Expenditures: Continue \$15,000 salaries & benefits, unrestricted general fund.</i></p>
<p>9. Increase kindergarten instructional day</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>9a. Continue to provide full day kindergarten programming at 6 elementary schools <i>-Expenditures: Continue \$249,000 salaries & benefits and \$35,000 books & supplies, unrestricted general fund</i></p>
<p>10. Dual Immersion Academy Expansion</p>		<p><u>X</u> ALL</p>	<p>10a. Continue to provide ongoing K-8 programming & provide dual-immersion programming <i>-Expenditures: Maintain \$250,000 salaries & benefits.</i></p> <p>10b. Ongoing program effectiveness evaluation. <i>-Expenditures: \$25,000 services & other, restricted general fund</i></p>
<p>11. Class Size Reduction</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>11. Maintain class-size reduction from 30 to 1 to 24 to 1 in second grade <i>-Expenditures: Continue \$900,000 salaries & benefits unrestricted general fund.</i></p>
<p>12. After-school programming</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>12. Seek out additional funding to expand district-wide after-school programming based on identified need. <i>-Expenditures: \$1,000,000 ASES Grant</i></p>

<p>FOR LOW-INCOME PUPILS:</p> <p>1. Continue target services for low income students previously funded by ELA.</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u></p>	<p>1. Add 1 additional FTE for counseling and ongoing •Expenditures: 17 sub days per school, \$20,000 salaries & benefits, 6.5 hours per day of intervention at each school for 165 days, \$500,000 salaries & benefits, 9 FTE of counselor time, \$700,000 salaries & benefits, \$100,000 classified support staff, 3 FTE, \$85,000 Instruction Asst. support, salaries & benefits, \$350,000 instructional materials, Books & Supplies and \$275,000 software and consulting, Services & other.</p>
<p>FOR LOW-INCOME AND EL PUPILS:</p> <p>2. Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days.</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u></p>	<p>2a. Continue to monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies and community based tutoring. •Expenditures: Continue \$140,000 of books & supplies, unrestricted general fund.</p> <p>2b. Provide zero period to provide academic supports and increase EL access to electives. •Expenditures: \$200,000 salaries & benefits, unrestricted general fund</p> <p>2c. Continue to maintain 6-weeks of summer programming for migrant, low-income and EL students. •Expenditures: Hourly teacher time salaries & benefits, restricted general fund, \$50,000.</p>
<p>3. Increase the percentage of EL students making progress in attaining one level of English language level growth. Increase the number of EL students being reclassified by the end of 5th grade.</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u></p>	<p>3a. Continue to implement recommendations, analysis and make adjustments. •Expenditures: \$1,000 supplies, unrestricted general fund.</p>
<p>FOR ENGLISH LEARNERS:</p> <p>4. Analyze district-wide SELD implementation</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English</p>	<p>4a. Continue to implement recommendations, analysis and adjustments. •Expenditures: \$1,000 supplies, unrestricted general fund</p> <p>4b. Maintain SELD training to new employees and follow-up coaching opportunities for trained staff.</p>

		proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	•Expenditures: \$5,000 salaries & benefits, unrestricted general fund. 4c. Maintain ongoing professional development to include coaching on the new English language development standards to all employees. •Expenditures: \$50,000 salaries & benefits, unrestricted general fund.
FOR RE-DESIGNATED FLUENT ENGLISH PROFICIENT PUPILS: 5. Monitor Progress of RFEP	LEA-wide	___ ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	5a. Continue to maintain a counselor at all middle schools to monitor progress of RFEP students. •Expenditures: \$50,000 salaries & benefits, unrestricted general fund 5b. Continue to maintain a counselor at all middle schools to support transition to high school for scheduling of RFEP students. •Expenditures: Captured above
6. Provide content teachers support at the middle school implementation of new ELD standards.	LEA-wide	___ ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	6a. Continue to work with Ventura County office of Education ELD Content Specialists to support content acquisition. •Expenditures: \$7,500 salaries & benefits and \$7,500 services & other unrestricted general fund. 6b. Continue to provide ELD teacher(s) release times to provide implementation of new ELD standards support in content areas 2 sections. •Expenditures: \$40,000 salaries & benefits, unrestricted general fund.
7. Provide tiered interventions specific to RFEP students.	LEA-wide	___ ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	7. Continue providing RTI tiered interventions specific to RFEP to maintain skills. <ul style="list-style-type: none"> • Expenditures: \$160,000 Salaries and Benefits, Unrestricted General Fund, \$80,000 Supplies Unrestricted General Fund

GOAL 2	Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning		SBE Priorities 4, 5 RSD Goals 5a, 5b, 5c, 5d, 5e, 3c LEAP Goals 1, 2, 3, 4	27
Identified Need :	<ul style="list-style-type: none"> -To build stakeholder knowledge of goals, actions and services outlined in the LCAP -To increase parent participation in student learning and organizational development -To increase business and community partnerships that support school programs Metrics: Survey Results, Naviance, Parent Portal, Website, Newsletters, Donations, News Press releases			
Goal Applies to	Schools	All Rio School District Schools	Applicable Pupil Subgroups All Students	
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> •5% increase in the number of parent participating in district and site advisory councils/committees and sponsored parent events from 3% in 2014-2015 to 8% in 2015-2016 •5% increase in the number of parents who volunteer at the school sites and/or district level functions from 35% in 2014-2015 to 40% in 2015-2016. •10% increase in the number of businesses and/or community partnerships that support school programs from 319 partners in 2014-2015 to 351 partners in 2015-2016 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Expand district stakeholder participation in Parent and English Learner Advisory Councils.	LEA-wide	X_ALL	1a. Maintain ongoing communication through increased communication, training on the scope and purpose of parent and English learner advisory council with all stakeholders to create a culture of inclusion, respect and, integrity and increase participation. •Expenditures: \$10,000 Services & Other, Unrestricted General Fund 1b. Provide training to District Parent, English Learner, and LCAP Advisory Committees on the annual review process •Expenditures: \$25,000 Services & Other, Unrestricted General Fund	
2. Provide training to site administrators and their site advisory councils (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan.	LEA-wide	X_ALL	1c. Provide consistent training materials and information to school sites to assure that information is presented with fidelity. •No additional cost 2a. Provide training for site administrators and their parent groups in alignment of SPSA with LCAP/LEA Plans •Expenditures: \$8,000 Services & Other, Unrestricted General Fund	

<p>3. Identify opportunities for parents and other community based organizations to support student learning</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>3a. Increase partnerships by ten percent annually with parents and other community based organizations to support student learning through participation of the Rio School Foundation, donating fiscal resources, expertise or volunteering •No additional costs</p> <p>3b. Provide parent/community based workshops that promote the use of technology, parenting, personal growth, etc. as determine through parent survey data •Expenditures: \$15,000 Services & Other, Unrestricted General Fund</p>
<p>4. Maintain and increase partnerships with educational organizations, county office of education, institutions of higher learning and local business</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>4a. Continue to publicly recognize educational organizations, county office of education, institutions of higher learning and local business through various media and events. •No additional cost</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>•10 % increase in the number of parent participating in district and site advisory councils/committees and sponsored parent events from 21% in 2015-2016 to 31% in 2016-2017 •5% increase in the number of parents who volunteer at the school sites and/or district level functions from 40% in 2015-2016 to 45% in 2016-2017 •10% increase in the number of businesses and/or community partnerships that support school programs from 351 partners in 2014-2015 to 386 partners in 2015-2016</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within Identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Expand district stakeholder participation in Parent and English Learner Advisory Councils</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>1a. Maintain ongoing communication through increased communication, training on the scope and purpose of parent and English learner advisory councils with all stakeholders to create a culture of inclusion, respect and, integrity and increase participation. •Expenditures: \$10,000 Services & Other, Unrestricted General Fund</p> <p>1b. Continue to provide training to District Parent, English Learner, and LCAP Advisory Committees on the annual review process •Expenditures: \$25,000 Services & Other, Unrestricted General Fund</p> <p>1c. Provide consistent training materials and information to school sites to assure that information is presented with fidelity. •No additional cost</p>
<p>2. Provide training to site administrators and their site advisory councils (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>2a. Provide training for site administrators and their parent groups in alignment of SPSA with LCAP/LEA Plans •Expenditures: \$8,000 Services & Other, Unrestricted General Fund</p>
<p>3. Identify opportunities for parents and other community based organizations to support student learning</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>3a. Increase partnerships by ten percent annually with parents and other community based organizations to support student learning through participation of the Rio School Foundation, donating fiscal resources, expertise or volunteering •No additional costs</p>
			<p>3b. Provide parent/community based workshops that promote the use of technology, parenting, personal growth, etc. as determine through parent survey data •Expenditures: \$15,000 Services & Other, Unrestricted General Fund</p>
<p>4. Maintain and increase partnerships with educational organizations, county office of education, institutions of higher learning and local business</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>4a. Continue to publically recognize educational organizations, county office of education, institutions of higher learning and local business through various media and events. •No additional cost</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes.	<ul style="list-style-type: none"> •10 % increase in the number of parent participating in district and site advisory councils/committees and sponsored parent events from 31% in 2015-2016 to 41% in 2016-2017 •5% increase in the number of parents who volunteer at the school sites and/or district level functions from 40% in 2015-2016 to 45% in 2016-2017 •10% increase in the number of businesses and/or community partnerships that support school programs from 386 partners in 2014-2015 to 425 partners in 2015-2016 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Expand district stakeholder participation in Parent and English Learner Advisory Councils.	LEA-wide	X ALL	1a. Continue to maintain ongoing communication through increased communication, training on the scope and purpose of parent and English learner advisory councils with all stakeholders to create a culture of inclusion, respect and, integrity and increase participation. -Expenditures: \$10,000 services and other, <i>unrestricted general fund</i> . 1b. Continue to provide training to District Parent, English Learner, and LCAP Advisory committee on the annual review process -Expenditures: \$25,000 services and other, <i>unrestricted general fund</i> 1c. Continue to provide consistent training materials and information to school sites to assured that information is presented with fidelity. -No additional cost
2. Provide training to site administrators and their site advisory council (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan	LEA-wide	X ALL	2. Continue to provide training for site administrators and their parent groups in alignment of SPSA with LCAP/LEA Plans -Expenditures: \$8,000 services & other, <i>unrestricted general fund</i>
3. Identify opportunities for parents and other community based organizations to support student learning.	LEA-wide	X ALL	3a. Continue to increase partnerships by 10% annually with parents and other community based organizations to support student learning through participation of the Rio School Foundation, donating fiscal resources, expertise or volunteering. -No additional costs 3b. Continue to provide parent/community based workshops that promote the use of technology, parenting, personal growth, etc. as determined through parent survey data -Expenditures: \$15,000 services & other, <i>unrestricted general fund</i>

4. Maintain and increase partnerships with educational organizations, county office of education, institutions of higher learning and local businesses.	LEA-wide	X ALL	4a. Continue to publicly recognize educational organizations, county office of education, institutions of higher learning and local businesses through various media and events. -No additional costs
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GOAL 3	Create welcoming and safe environments where students attend and are connected to their school			SBE Priorities 3, 4, 5, 8, 7 RSD Goals 2c, 5a, 5b, c, d LEAP Goals 1, 2, 3, 4
Identified Need :	<ul style="list-style-type: none"> -To improve customer service district-wide -To improve organizational communication process and quality -To improve connectedness of students and families at schools Metrics: Local Assessments, Grade Data Attendance Rates, Suspension/Expulsion Rates, CHKS Survey and Customer Service Survey Results, dropout rates			
Goal Applies to:	Schools:	All Rio School District Schools		
Applicable Pupil Subgroups:		All Students		

LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase in customer satisfaction as measured on Customer Service Surveys by 10% • Increase district average attendance rate by 1% from 95% in 2014-2015 to 96% in 2015-2016 • Decrease in the number of students that are suspended or expelled from school by 4% in 2015-2016 to 3% in 2016-2017 • Decrease in the district absenteeism rates from 5% in 2014-2015 to 4% in 2015-2016 			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain facilities in good repair at all locations.	LEA-wide	X ALL	1a. Continue to monitor facilities and perform maintenance as needed. •Expenditures: 5 FTE, \$450,000 Salaries & Benefits, \$115,000 Supplies, \$175,000 Services, Restricted General Fund
2. Develop a Master Plan that includes the building of new facility and improvements that support supplemental and specialist services	LEA-wide	X ALL	2a. Implement and continually evaluate long-term Master plan that includes facility projects that support 21 st century skills and supplemental and specialist services. •Expenditures: \$15,000 Services & Other, Developer Fees 2b. Add classroom and other learning spaces to accommodate programming changes and increased students at campuses as required. •Expenditures: \$1,500,000 Bonds Funds

<p>3. Develop and implement energy, water savings and recycling programs.</p>		<p><u>X</u>_ALL</p>	<p>3a. Continue analysis of energy savings projects through Prop 39 (if available) funding •Expenditures: \$130,000 Services and Other, Restricted General Fund 3b. Analyze effectiveness of water savings and recycling initiatives to expand savings •No additional cost</p>
<p>4. Implement District-wide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g. fire, earthquake, and intruder)</p>	<p>LEA-wide</p>	<p><u>X</u>_ALL</p>	<p>4a Bring in outside consultants/agencies to provide disaster preparedness training to stakeholders. •Expenditures: \$25,000 Services & Other, Restricted General Fund</p>
<p>5. Assure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion</p>	<p>LEA-wide</p>	<p><u>X</u>_ALL</p>	<p>5a. Conduct, analyze and improve customer satisfaction by 10% as measured by survey results at every school in the district. •Expenditures:\$1,000 Books & Supplies, General Fund 5b. Plan and promote three school level and three district level events and activities that showcase student , parent, and employee success •Expenditures: \$7,500 Books & Supplies, Unrestricted General Fund</p>
<p>6. Transition from a centralized services model at the Office of Student and Family Services to Full Service Schools model at all eight district schools</p>	<p>LEA-wide</p>	<p><u>X</u>_ALL</p>	<p>6a. Implement one additional support program identified in year 1. Send 26 participants to 3 days of training. •Expenditures: \$11,000 Salaries & Benefits, \$9,000 Services & Other restricted General Fund 6b. Ongoing site discipline plan evaluation and development. •Expenditures: Continuing \$4,000 Unrestricted General Fund.</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Increase in customer satisfaction as measured on Customer Service Surveys by 10% • Increase district average attendance rate by .5% from 96% in 2015-2016 to 96.5% in 2016-2017 • Decrease in the number of students that are suspended or expelled from school by 3% in 2015-2016 to 2.5% in 2016-2017 • Decrease in the district absenteeism rates from 4% in 2015-2016 to 3% in 2016-2017 				
1. Maintain facilities in good repair at all locations		LEA-wide	X ALL	1a. Continue to monitor facilities and perform maintenance as needed. •Expenditures: 5 FTE, \$450,000 Salaries & Benefits, \$115,000 Supplies, \$250,000 Services, Restricted General Fund
2. Develop a Master Plan that includes the building of new facility and improvements that support supplemental and specialist services		LEA-wide	X ALL	2a. Implement and continually evaluate long term Master plan that includes facility projects that support 21 st century skills and supplemental and specialist services •Expenditures: \$15,000 Services & Other, Developer Fee 2b. Add classroom and other learning spaces to accommodate programming changes and increased students at campuses as required. •Expenditures: \$500,000 Bond Funds
3. Develop and implement energy, water savings and recycling programs		LEA-wide	X ALL	3a. Implement energy savings projects through Prop 39 funding (if available) •Expenditures: \$130,000 Services & Other, Restricted General Fund 3b. Analyze effectiveness of water savings and recycling initiatives to expand savings •No additional cost
4. Implement District-wide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g. fire, earthquake, and intruder)		LEA-wide	X ALL	4a. Continue to provide disaster preparedness training as recommended by the safety committee. •Expenditures: \$25,000 Services & Other, Restricted General Fund

<p>5. Assure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>5a. Conduct, analyze and improve customer satisfaction by 10% measured by survey results at every school in the district <i>•Expenditures: \$1,000 Books & Supplies, General Fund</i></p> <p>5b. Continue to plan and promote three school level and three district level events and activities that showcase student, parent, and employee success <i>•Expenditures: \$7,500 Books & Supplies, Unrestricted General Fund</i></p>
<p>6. Transition from a centralized services model at the Office of Student and Family Services to Full Service Schools model at all eight district schools</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>6a. Implement one additional support program identified in year 1. Send 26 participants to 3 days of training. <i>•Expenditures: \$11,000 Salaries & Benefits, \$9,000 Services & Other Restricted General Fund</i></p> <p>6b. Ongoing site discipline plan evaluation and development <i>•Expenditures: Continuing \$4,000 Unrestricted General Fund</i></p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase in customer satisfaction as measured on Customer Service Surveys by 10%</p> <ul style="list-style-type: none"> •Increase district average attendance rate by .5% from 96.5% in 2016-2017 to 97% in 2017-2018 •Decrease in the number of students that are suspended or expelled from school by 2.5% in 2016-2017 to 2% in 2017-2018 •Decrease in the district absenteeism rates from 3% in 2016-2017 to 2% in 2017-2018 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Maintain facilities in good repair at all locations</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>1a. Maintain monitoring facilities and perform maintenance as needed. <i>-Expenditures: 5 FTE, \$450,000 salaries & benefits, \$115,000 supplies, \$250,000 services, restricted general fund</i></p>
<p>2. Develop a Master Plan that includes the building of new facility and improvements that support supplemental and specialist services</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>2a. Continue to implement and evaluate long-term Master plan that includes facility projects that support 21st century skills and supplemental and specialist services. <i>-Expenditures: \$15,000 services & other, developer fees.</i></p> <p>2b. Add additional classrooms and other learning spaces to accommodate programming changes and increased students at campuses as required. <i>-Expenditures: \$500,000 Bond funds</i></p>

<p>3. Develop and implement energy, water savings and recycling programs</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>3a. Continue energy savings projects through Prop 39 funding (if available) <i>-Expenditures: \$130,000 services & other, restricted general fund</i></p> <p>3b. Continue to analyze and implement water savings and recycling initiatives to expand savings. <i>-No additional cost</i></p>
<p>4. Implement District-wide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g. fire, earthquake, and intruder).</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>4a. Continue to provide disaster preparedness training as recommended by the safety committee. <i>-Expenditures: \$25,000 services & other, restricted general fund</i></p>
<p>5. Assure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>5a. Continue to conduct, analyze, and improve customer satisfaction by 10% as measured by survey results at every school in the district. <i>-Expenditures: \$1,000 books & supplies, general fund</i></p> <p>5b. Continue to plan and promote three school level and three district level events and activities that showcase, pants, and employee success <i>-Expenditures: \$7,500 books & supplies, unrestricted fund</i></p>
<p>6. Transition from a centralized services model at the Office of Student and Family Services to Full Service Schools model at all eight district schools</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>6a. Continue to implement one additional support program identified in year 1. Send 26 participants to 3 days of training. <i>-Expenditures: \$11,000 salaries & benefits, \$9,000 services & other restricted general fund</i></p> <p>6b. Continue ongoing site discipline plan evaluation and development. <i>-Expenditures: Continuing \$4,000 unrestricted general fund</i></p>

GOAL 4	Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking and communication.		SBE Priorities 1, 2, 3, 5, 6, 7, 8 RSD Goals 1a, 1b, 1c, 6a, 6b, 6c, 6d LEAP Goals 1, 2, 3, 4
Identified Need :	<p>-Increase critical thinking, collaboration, creativity and communication through technology tools and projects focused on student learning</p> <p>-Implementation of one to one computing and a robust internet access on all campuses</p> <p>-Develop a teacher-centered professional development model for integration of technology in the classroom.</p> <p>Metrics: Local Assessments, SBAC Interim Assessments, CAASPP Results, CELDT, Grade Data, Survey Results</p>		
Goal Applies to:	Schools: All Rio District Schools	All Students	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 10% from 40% in 2014-2015 to 50% in 2015-2016 on local assessments. The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 10% from 56% in 2014-2015 to 66% in 2015-2016 on local assessments. Upon determination of student proficiency levels on the CASSPP/SBAC, the district will strive to increase the proficiency levels by 10%. The District will increase the number of students meeting AMAOs by 10% (i.e., AMAO 1 from 54.4% to 64.4%, AMAO 2 > from 47.3% to 57.3%, AMAO 2< from 14.9% to 24.9%, AMAO 3: Baseline Year. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Technology Plan Committee to develop a comprehensive plan to integrate 21 st century learning framework into existing district initiatives	LEA-wide	X <u>ALL</u>	<p>1a. Continue to provide release time and professional development as needed to update the comprehensive technology plan. Include research of model implementations for visitations. 13 participants for 6 days. •Expenditures: \$22,000 Salaries & Benefits, \$18,000 Services & Other Unrestricted General Fund</p> <p>1b. Continue to provide technology department resources to support technology integration including Director of Principal Support and Innovation, secretarial and TOSA position •Expenditures: \$200,000 Salaries and Benefits, Unrestricted General Fund</p>

<p>2. Provide District/site technical support, professional development, and coaching that supports, the integration of 21st Century Skills, 4C's, CCSS materials, tools and teaching strategies</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>2a. Begin the implementation and professional development recommendations based on survey results. Provide during regular staff development time. Provide consultants. <i>-Expenditures: \$25,000 services & other, unrestricted general fund</i></p> <p>2b. Consider options for long-term funding of ongoing technology expenditures. Provide recommendations and action steps for implementing a funding plan. <i>-Expenditures: \$300,000 books & supplies and services & other, unrestricted general fund</i></p>
<p>3. Expand STEAM opportunities including access to next generation science standards, the arts, and computer coding skills.</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>3a. Increase technology electives/instruction in the school day and/or before/after-school enrichment activities. Hourly teacher support for 3 hours per week at 8 schools plus .5 FTE technology teachers at K-8 school. <i>-Expenditures: \$100,000 salaries & benefits, unrestricted general fund.</i></p>
<p>4. Implementation of a one to one student computing program coupled with a robust wireless internet access at all campus and student residences</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>4a. Maintain robust wireless/internet access at all campuses. <i>-Expenditures: \$100,000 services & other, unrestricted general fund</i></p> <p>4b. Implementation of a one-to-one student computing program in grades K-8. <i>-Expenditures: Costs captured in Goal 1, 6b.</i></p>
<p>5. Develop community based partnerships to support 21st Century Skills development for all stakeholders.</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>5. Expand career fairs to include all middle school and elementary school sites; provide two student, employee, and parent workshops/training, sessions based on stakeholder interest; and one collaborative projects with all middle school and elementary school sites. <i>-Expenditures: \$3,000 Books & Supplies, Unrestricted General Fund</i></p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 10% from 50% in 2015-2016 to 60% in 2016-2017 on local assessments. • The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 10% from 66% in 2015-2016 to 76% in 2016-2017 on local assessments. • Upon determination of student proficiency levels on the CASSPP/SBAC, the district will strive to increase the proficiency levels by 10%. • The District will increase the number of students meeting AMAOs by 10% (i.e., AMAO 1 from 64.4% to 74.4%, AMAO 2 > from 57.3% to 67.3%, AMAO 2 < from 24.9% to 34.9%, AMAO 3: Baseline Year. 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Technology Plan Committee to develop a comprehensive plan to integrate 21 st century learning framework into existing district initiatives	LEA-wide	X ALL	<p>1a. Continue to provide release time and professional development as needed to update the comprehensive technology plan. Include research of model implementations for visitations. 13 participants for 6 days. <i>•Expenditures: \$22,000 Salaries & Benefits, \$18,000 Services & Other Unrestricted General Fund</i></p> <p>1b. Continue to provide technology department resources to support technology integration including Director of Principal Support and Innovation, secretarial and TOSA position <i>•Expenditures: \$200,000 Salaries and Benefits, Unrestricted General Fund</i></p>
2. Provide District/site technical support, professional development, and coaching that supports, the integration of 21 st Century Skills, 4C's, CCSS materials, tools and teaching strategies	LEA-wide	X ALL	<p>2a. Continue to provide professional development that supports technology implementation plan based on survey results <i>•Expenditures: \$25,000 Services & Other, Unrestricted General Fund</i></p> <p>2b. Implement a funding plan in adopted budget to provide for ongoing district technology needs. <i>•Expenditures: \$300,000 Books & Supplies and Services & Other, Unrestricted General Fund</i></p>
3. Expand STEAM opportunities including access to next generation science standards, the arts, and computer coding skills.	LEA-wide	X ALL	<p>3a. Develop recommendations for a consistent standards for the school day and/or before and after-school technology instruction in the classroom setting <i>•Expenditures: Continue \$100,000 Salaries & Benefits, Unrestricted General Fund</i></p>
4. Implementation of a one to one student computing program coupled with a robust wireless internet access at all campus and student residences	LEA-wide	X ALL	<p>4a. Maintain robust wireless/internet access at all campuses <i>•Expenditures: \$125,000 Services & Other, Unrestricted General Fund</i></p> <p>4b. Implementation of a one-to-one student computing program in grades K-8 <i>•Expenditures: Costs captured in Goal 1 6b</i></p>
5. Develop community based partnerships to support 21 st Century Skills development for all stakeholders	LEA-wide	X ALL	<p>5. Maintain career fairs at all school sites; provide three student, employee, and parent workshops/ training, based on stakeholder interest; sessions, and two collaborative projects with all middle school and elementary school sites. <i>•Expenditures: \$3,000 Books & Supplies, Unrestricted General Fund</i></p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 10% from 60% in 2016-2017 to 70% in 2017-2018 on local assessments. The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 10% from 76% in 2016-2017 to 86% in 2017-2018 on local assessments. Upon determination of student proficiency levels on the CASSPP/SBAC, the district will strive to increase the proficiency levels by 10%. The District will increase the number of students meeting AMAOs by 10% (i.e., AMAO 1 from 74.4% to 84.4%, AMAO 2 > from 67.3% to 77.3%, AMAO 2 < from 34.9% to 44.9%, AMAO 3: Baseline Year 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Technology Plan Committee to develop a comprehensive plan to integrate 21st century learning framework into existing district initiatives</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>1a. Continue to maintain and provide release time and professional development as needed to evaluate and maintain a comprehensive technology plan. Include research of model implementations for visitations. 13 participants for 6 days. •Expenditures: \$22,000 Salaries & Benefits, \$18,000 Services & Other Unrestricted General Fund</p> <p>1b. Maintain technology department resources to support technology integration including Director of Principal Support and Innovation, secretarial and TOSA position. •Expenditures: \$200,000 Salaries and Benefits, Unrestricted General Fund</p>
<p>2. Provide District/site technical support, professional development, and coaching that supports, the integration of 21st Century Skills, 4C's, CCSS materials, tools and teaching strategies</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>2a. Continue to maintain and provide professional development that supports technology implementation plan based on survey results •Expenditures: \$25,000 Services & Other, Unrestricted General Fund</p> <p>2b. Continue to implement a funding plan in the adopted budget to provide for ongoing district technology needs. •Expenditures: \$300,000 Books & Supplies and Services & Other, Unrestricted General Fund</p>
<p>3. Expand STEAM opportunities including access to next generation science standards, the arts, and computer coding skills.</p>	<p>LEA-wide</p>	<p>X ALL</p>	<p>3a. Implement recommendations/standards for the school day and/or before and after-school technology instruction in the classroom setting •Expenditures: Continue \$100,000 Salaries & Benefits, Unrestricted General Fund</p>

<p>4. Implementation of a one to one student computing program coupled with a robust wireless internet access at all campus and student residences</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>4a. Continue to maintain robust wireless/internet access at all campuses. •Expenditures: \$125,000 Services & Other, Unrestricted General Fund</p> <p>4b. Maintain of one-to-one student computing program in grades K-8 •Expenditures: Costs captured in Goal 1 6b</p>
<p>5. Develop community based partnerships to support 21stCentury Skills development for all stakeholders</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>5. Continue to maintain career fairs at all school sites; provide three student, employee, and parent workshop/ trainings, based on stakeholder interest; sessions, and two collaborative projects with all middle school and elementary school sites. •Expenditures: \$3,000 Books & Supplies, Unrestricted General Fund</p>
<p>GOAL 5</p>	<p>Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinker</p>		
<p>Identified Need</p>	<p>-To fill all positions with highly qualified classified and certificated personnel -To increase student access to school libraries -To provide well maintained and clean school environments for students -To improve customer service district-wide -To improve organizational communication process and quality -To improve connectedness of students and families at schools</p>		
<p>Goal Applies to:</p>	<p>Schools: All Rio School District Schools Applicable Pupil Subgroups: All Students</p>	<p>SBE Priorities 1,2,3,4,5,6,7,8 RSD Goals 1a,1b,1c,1d, 2b, 4a, 4b, 4c, 4d, 4e, 5a LEAP Goals 1, 2, 3, 4</p>	
<p>LCAP Year 1: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>In the 2014-2015 school year 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions. In 2015-2016 the District will maintain this goal.</p> <ul style="list-style-type: none"> • 10% increase in customer satisfaction as measured on Customer Service Surveys • 1% increase in the district average attendance rate from 95% in 2014-2015 to 96% in 2015-2016 • 5% increase in the district employee retention rate: Certificated retention rates to improve from 98.5% in 2014-2015 to 99% in 2015-2016. Certificated retention rates to improve from 98.5% in 2014-2015 to 99% in 2015-2016 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Provide a comprehensive certified professional development plan that includes district wide, on- site and virtual learning opportunities accompanied by ongoing coaching</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>1a. Expand New Teacher Institute to include all new employees and from one initial orientation meeting to quarterly meetings <i>•Expenditures: \$5,000 Books & Supplies, Unrestricted General Fund</i></p> <p>1b. Provide ongoing new teacher support through BTSA <i>•Expenditures: \$15,000 Salaries & Benefits Unrestricted General Fund</i></p>
			<p>1c. Provide ongoing teacher support through PAR. <i>•Expenditures: \$15,000 Salaries & Benefits Unrestricted General Fund</i></p> <p>1d. Implement a one day training program for district substitutes and administer satisfaction survey <i>•Expenditures: \$5,000 Salaries & Benefits, Unrestricted General Fund</i></p>
<p>2. Provide a comprehensive classified professional development that includes district-wide, and on-site demonstrations</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>2. Provide training and district-wide and onsite demonstrations as outline in focus group recommendations <i>•Expenditures: \$15,000 Services & Other, Unrestricted General Fund</i></p>
<p>3. Provide a comprehensive management professional development that includes district-wide, and on-site demonstrations</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>3a. Provide on-going professional development and coaching opportunities for site administrators <i>•Expenditures: \$10,000 Books & Supplies, Unrestricted General Fund</i></p> <p>3b. Provide on-going for district level management to attend job alike professional development opportunities <i>•Expenditures: \$10,000 Services & Other, Unrestricted General Fund</i></p>
<p>4. Administer an satisfaction and exit surveys to improve district employee retention rates</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>4a. Continue to administer employee satisfactory and exit surveys. <i>•Expenditures: No additional cost</i></p> <p>4b. Implement strategies determined in Year 1 <i>•Expenditures: No additional cost</i></p>
<p>5. Attract exemplary employees through the promotion of the district to perspective candidates</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>5a. Attend two career fairs <i>•Expenditures: \$10,000 Services & Other, Unrestricted General Fund</i></p> <p>5b. Provide relocation materials to potential candidates <i>•Expenditures: \$5,000 Services & Other, Unrestricted General Fund</i></p>

<p>5c. Develop relationships with universities, career fair providers, professional organizations •No additional costs</p> <p>5d. Implement improved process •No additional costs</p>		
<p>LCAP Year 2: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions • Develop three-five district-wide professional development days specifically for technology integration • 10% increase in customer satisfaction as measured on Customer Service Surveys • .5% increase in the district average attendance rate from 96% in 2015-2016 to 96.5% in 2016-2017) • .5 percent increase in the district employee retention rates: Certificated retention rate to increase from 99% in 2015-2016 to 99.2% in 2016-2017 • to 99.5% in 2016-2017. Classified retention rate to increase from 99% in 2015-2016 to 99.2% in 2016-2017. 		
<p>Actions/Services</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Provide a comprehensive certificated professional development plan that includes district wide, on- site and virtual learning opportunities accompanied by ongoing coaching.</p>	<p>LEA-wide <u>X</u>_ALL</p>	<p>1a. Provide orientation and ongoing support through quarterly meetings. •Expenditures: \$5,000 Books & Supplies, <i>Unrestricted General fund</i></p> <p>1b. Provide ongoing new teacher support through BTSA •Expenditures: \$19,000 Salaries & Benefits <i>Unrestricted General Fund</i></p> <p>1c. Provide ongoing teacher support through PAR. •Expenditures: \$19,000 Salaries & Benefits <i>Unrestricted General Fund</i></p> <p>1d. Continue a one day training program for district substitutes and administer satisfaction survey •Expenditures: \$5,000 Salaries & Benefits, <i>Unrestricted General Fund</i></p>
<p>2. Provide a comprehensive classified professional development that includes district-wide & on-site demonstration.</p>	<p>LEA-wide <u>X</u>_ALL</p>	<p>2. Provide training and district-wide and onsite demonstrations •Expenditures: \$10,000 Services & Other, <i>Unrestricted General Fund</i></p>
<p>3. Provide a comprehensive management professional development that includes district-wide, and on-site demonstrations</p>	<p>LEA-wide <u>X</u>_ALL</p>	<p>3a. Provide on-going professional development and coaching opportunities for site administrators •Expenditures: \$1,000 Books & Supplies, <i>Unrestricted General Fund</i></p>

			<p>3b. Provide on-going for district level management to attend job alike professional development opportunities <i>•Expenditures: \$10,000 Services & Other, Unrestricted General Fund</i></p>
<p>4. Administer an satisfaction and exit surveys to improve district employee retention rates</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>4a. Continue to administer employee satisfactory and exit surveys <i>•Expenditures: No additional cost</i></p> <p>4b. Continue to implement strategies determined in Year 1 <i>•Expenditures: No additional cost</i></p>
<p>5. Attract exemplary employees through the promotion of the district to perspective candidates</p>	<p>LEA-wide</p>	<p>X_ALL</p>	<p>5a. Attend additional job fairs as needed <i>•Expenditures: Continue \$10,000 Services & Other, Unrestricted General Fund</i></p> <p>5b. Continue to evaluate, update and make needed changes to relocation materials. <i>•Expenditures: \$5,000 Services & Other, Unrestricted General Fund</i></p> <p>5c. Continue and increase relationships with universities, career fair providers, professional organizations <i>•No additional costs</i></p> <p>5d. Continue to evaluate, and adjust hiring practices as needed <i>•No additional cost</i></p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions • Develop three-five district-wide professional development days specifically for technology integration • 10% increase in customer satisfaction as measured on Customer Service Surveys • .5% increase in the district average attendance rate from 96.5% in 2016-2017 to 97.5% in 2017-2018 • .5% increase in the district employee retention rates: Certificated retention rates will improve from 99.5% in 2016-2017 to 100% in 2017-2018. Classified retention rate will improve from 99.2% in 2016-2017 to 99.5% in 2017-2018 		
<p>Actions/Services</p>		<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Provide a comprehensive certified professional development plan that includes district wide, on- site and virtual learning opportunities accompanied by ongoing coaching.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>1a. Continue to provide orientations and ongoing support through quarterly meetings. <i>•Expenditures: \$5,000 Books & Supplies, Unrestricted General fund</i></p> <p>1b. Continue to provide ongoing new teacher support through BTSA <i>•Expenditures: \$10,000 Salaries & Benefits Unrestricted General Fund</i></p> <p>1c. Continue to provide ongoing teacher support through PAR. <i>•Expenditures: \$10,000 Salaries & Benefits Unrestricted General Fund</i></p> <p>1d. Continue to provide one-day training programs for district substitutes and administer satisfaction survey <i>•Expenditures: \$5,000 Salaries & Benefits, Unrestricted General Fund</i></p>
<p>2. Provide a comprehensive classified professional development that includes district-wide, and on-site demonstrations</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>2. Continue to provide training and district-wide and onsite demonstrations <i>•Expenditures: \$10,000 Services & Other, Unrestricted General Fund</i></p>
<p>3. Provide a comprehensive management professional development that includes district-wide, and on-site demonstrations</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>3a. Continue to provide on-going professional development and coaching opportunities for site administrators <i>•Expenditures: \$10,000 Books & Supplies, Unrestricted General Fund</i></p> <p>3b. Continue to provide on-going district level management to attend job alike professional development opportunities <i>-Expenditures: \$40,000 Services & Other, Unrestricted General Fund</i></p>
<p>4. Administer an satisfaction and exit surveys to improve district employee retention rates</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>4a. Continue to administer employee satisfactory and exit surveys <i>•Expenditures: No additional cost</i></p> <p>4b. Continue to implement strategies determined in Year 1 <i>•Expenditures: No additional cost</i></p>

<p>5. Attract exemplary employees through the promotion of the district to perspective candidates</p>	<p>LEA-wide</p>	<p>X <u>A</u>LL</p>	<p>5a. Attend additional job fairs as needed •Expenditures: Continue \$10,000 Services & Other, Unrestricted General Fund</p> <p>5b. Continue to evaluate, update and make needed changes to relocation materials. •Expenditures: \$5,000 Services & Other, Unrestricted General Fund</p> <p>5c. Continue and increase relationships with universities, career fair providers, professional organizations •No additional costs</p> <p>5d. Maintain evaluations and adjust hiring practices as needed. •No additional costs</p>
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Original GOAL from prior year LCAP:	<p>GOAL #1: Improved student achievement at every school and every grade in all content areas.</p>	SBE Priorities: 1, 2, 5, 6,7
Goal Applies to:	<p>Schools All Rio School District Schools Applicable Pupil Subgroups: All Students</p>	RSD Goals: 1a, 1b, 1c
		LEAP Goals: 1, 2, 3, 4

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Student scores as measured by local English Language Arts assessments increased by 19% from 21% in 2013-2014 to 40% in 2014-2015. Student scores as measured by local Mathematics assessments increased by 18% from 38% in 2013-2014 to 56% in 2014-2015. English Language Learners scores as measured by the CELDT indicate a .4 increase in the districts AMAO 1 scores from 54.1% to 54.5%; AMOA 2 less than five years decreased by 1% from 15.9% to 14.9%; AMOA 2 more than five years increased by 3.2% from 44.1 to 47.3%. The number of English Language Learners that were reclassified increased by 1 student from 152 in 2013-2014 to 153 in 2015-2016 The number of students who were identified through the IPT process for academic interventions in 2014-2015 is 510. Since this data is not available for 2013-14, the 2014-15 numbers will be the baseline. During the 2014-2015 School year Rio School District students in grades 3-8 participated in the new state assessment model (i.e. CAASPP/SBAC). Pending results will provide the District a base line data in which to measure further goal attainment.
<ul style="list-style-type: none"> 10% increase in the number of students who score at the proficient level or above on local assessments. The district will increase the number of students meeting AMAOs by ten 10% (AMAO 1 from 54.1% to 64.1%, AMAO 2 from 44.1% to 54%, AMAO 3 ELA 27.3% to 37.3% and AMA) 3 MA from 38.3% to 48.3%). 10% increase in the number of English Learners that have been reclassified (RFEP) 10% decrease in the number of students who have been identified through the IPT process to receive academic interventions. 			

LCAP Year: 2014-15			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures

<p>1. Build capacity and consistent district-wide procedures through training in response to intervention (RTI) at 8 schools. Refresh/reinforce teacher learning in schools previously trained.</p>	<p>1. Establish a District Task Force of administrators, teachers and support staff to:</p> <ul style="list-style-type: none"> Review the principles of effective intervention practice Clarify vocabulary and definitions for Tier I, Tier II, Tier III, Strategic and Intensive interventions Define evidence based teaching strategies, accommodations, modifications and interventions 	<p>-The District established a Response to Intervention task force composed of district and site administration, certificated, and classified employees</p> <p>Task Force Meetings were held on the following dates: January 12, 2015 February 9, 2015 March 9, 2015 May 11, 2015</p>	<p>-No Additional Costs</p>
<p>2. Create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency.</p>	<p>2a. District RTI Task Force will assess intervention practices and procedures currently being implemented district-wide, including:</p> <ul style="list-style-type: none"> Student achievement data collection and analysis; Entry and exit criteria for interventions; Intervention Plans (IP) Development IPT Forms/Communication processes Student Program options Aggressive Early Interventions Interventions offered by teachers <p>20 hours of extra pay for 15 teachers <i>-Expenditures: \$12,000 Salaries & Benefits, Restricted General Fund</i></p> <p>2b. Purchase of tiered K-8 Intervention curriculum/ English Language Arts and Math intervention curriculum, software</p>	<p>-The District established a Response to Intervention Task force composed of District and site administration, certificated, and classified employees.</p> <p>Task Force Meetings were held on the following dates: January 12, 2015 February 9, 2015 March 9, 2015 May 11, 2015</p> <p>-In 2015-2016 Response to Intervention Task Force to identify, analyze and purchase of tiered K-8</p>	<p>-Performed During Regular Work Hours</p> <p>-No Expenditures</p>

	<p>and materials</p> <ul style="list-style-type: none"> •Expenditures: \$15,000 Books & Supplies, General Fund <p>2c. Develop community based tutoring supports 8 schools</p> <ul style="list-style-type: none"> •Expenditures: \$2,000 Salaries & Benefits and \$8,000 Books & Supplies, General Fund 	<p>Intervention curriculum/ English Language Arts and Math intervention curriculum, software and materials.</p> <p>-In 2015-2016 Response to Intervention Task Force to explore the development of community based tutoring supports 8 schools</p>	<p>-No Expenditures</p>
<p>3. Provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff.</p>	<p>3. Provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff.</p> <ul style="list-style-type: none"> •Expenditures: certificated support staff 6.7 FTEs, \$550,000 Salaries & Benefits, Restricted General Fund, classified support staff 3.5 FTEs- \$75,000 Salaries & Benefits, Restricted General Fund 	<p>-District provided intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff.</p>	<p>Estimated intervention teacher support 6.7 FTE's, \$432,000.00 in salaries</p> <p><i>Estimated Expenditures: certificated support staff 6.4 FTEs, \$443,000 Salaries & Benefits, Restricted General Fund, classified support staff 2.2 FTEs- \$60,000.00 Salaries & Benefits, Restricted General Fund</i></p>
<p>4. Provide a three year sequence of professional development and activities supporting new State standards in ELA, ELD, writing and math including teacher training on classroom implementation of instruction aligned to new standards</p>	<p>4a. Consultant contracts with ELA, ELD, writing, math, and technology integration content area experts to provide training to RSD principals, lead teachers and teachers. Year one emphasis on delivery of the CCSS through Project Based Learning.</p> <ul style="list-style-type: none"> •Expenditures: 145 participants including workshop fees, materials and supplies \$25,000 Unrestricted General Fund <p>4b. Teachers on Special Assignment (TOSAs) @ 2.0 FTE providing site specific professional development and coaching support.</p> <ul style="list-style-type: none"> •Expenditures: \$200,000 Salaries & 	<p>-Consultant contracts with ELA, ELD, writing, math, and technology integration content area experts to provide training to RSD principals, lead teachers and teachers. Year one emphasis on delivery of the CCSS through Project Based Learning were provided</p> <p>-(3) Teachers on Special Assignment (TOSAs) during the 2014-2015 school year to provide site specific professional development and coaching support.</p>	<p>Estimated Expenditures: \$22,000 Salaries & Benefits, Restricted General Fund, \$15,000 Services & Other, Restricted General Fund</p> <p><i>Estimated Expenditures: \$91,000.00 to include Salaries & Benefits Unrestricted</i></p>

	<p>Benefits Unrestricted General Fund</p> <p>4c. Teacher release time/compensation for professional development activities 145 participants for 27 hours <i>•Expenditures: \$150,550 Salaries & Benefits, Unrestricted General Fund</i></p> <p>4d. Implement district-wide Professional Learning Communities <i>•No additional costs</i></p>	<p>(1) FTE was provided with LCFF Funding (2) FTE's was provided with federal categorical dollars.</p> <p>-Teacher release time/compensation for professional development activities 145 participants for 27 hours</p> <p>Professional Learning Communities were provide through the Learning Thursday Model</p>	<p>General Fund</p> <p><i>Estimated Expenditures: \$163,000.00 Salaries & Benefits, Unrestricted General Fund</i></p> <p>-No Expenditures -No Expenditures</p>
<p>5. Provide standards-aligned instructional materials for all students.</p>	<p>5a. Establish Math Textbook Adoption Committee to explore math adoption process to include digital instructional materials <i>•Costs included below</i></p> <p>5b. Provide teacher release time for teachers to review of new state adopted math materials 36 teachers for 10 hours. <i>•Expenditures: \$15,000 Salaries & Benefits Unrestricted General Fund.</i></p>	<p>-In 2014-2015 the District established a K-5 and 6-8 Adoption Committees to explore math adoption process to include digital instructional materials</p> <p>-Teachers were provided release time to review new state adopted math materials.</p>	<p><i>Estimated Expenditures for release was 15,000.00 Salaries & Benefits Unrestricted General Fund</i></p>

<p>6. Improve and standardized equitable environments for online state testing</p>	<p>6a. Analyze effectiveness of piloted online testing, materials <i>•Expenditures: \$1,000 Books & Supplies, Unrestricted General Fund</i></p> <p>6b. Purchase technology devices to complete 3rd through 5th grade one to one computing initiative 100 devices and 7 carts <i>•Expenditures: \$65,000 Books & Supplies Unrestricted General Fund</i></p>	<p>-Adoption Committee analyzed the effectiveness of piloted one line testing materials</p> <p>-Technology devices were provided to all 2nd through 5th grade students and a third of students in grades K and 1st grade.</p>	<p>-No Expenditures</p> <p><i>Estimated Expenditures: \$277,000 Books & Supplies Unrestricted General Fund</i></p>
<p>7. Increase access to electives such as music, art, foreign language, enrichment, etc. p45</p>	<p>7a. Add music, art, technology, and foreign language courses at both middle schools 2FTEs <i>•Expenditures: \$200,000 Salaries & Benefits, Unrestricted General Fund</i></p>	<p>-District added music, art, technology, and foreign language courses at both middle schools resulting in an additional (3) FTEs</p>	<p><i>Estimated Expenditures: \$196,000 Salaries & Benefits, Unrestricted General Fund</i></p>
<p>8. Increase access to extra support, on-grade level, and challenge activities inside and outside the school day.</p>	<p>8a. Purchase of instructional materials and supplies to support intervention and/or enrichment programming. Materials and supplies at elementary schools <i>•Expenditures: \$30,000 Books & Supplies, Unrestricted General Fund</i></p> <p>8b. Certificated/ classified extra duty stipends/extra duty at all eight school sites <i>•Expenditures: \$15,000 Salaries & Benefits Unrestricted General Fund</i></p>	<p>-The purchase of instructional materials and supplies to support intervention and/or enrichment programming. Materials and supplies at elementary schools</p> <p>-Certificated/ classified extra duty stipends/extra duty at all eight school sites.</p>	<p><i>Estimated Expenditures: \$117,000 Books & Supplies, Unrestricted General Fund</i></p> <p><i>Estimated Expenditures: \$14,000 Salaries & Benefits Unrestricted General Fund</i></p>

<p>9. Increase kindergarten instructional day</p>	<p>9a. Provide full day kindergarten programming at 6 elementary schools</p>	<p>-Provided full day kindergarten programming at 6 elementary schools</p>	<p><i>Estimated Expenditures: Hourly certificated support (.75 additional hours per day per class) \$129,000 Salaries & Benefits, Unrestricted General Fund, Instructional Assistant support (2 hours per class per week) and additional Campus Supervisor hours, \$68,000.00 Salaries & Benefits, Unrestricted General Fund. Additional Professional Development, \$17,000 Services & Other, Unrestricted General Fund</i></p>
<p>10. Dual Immersion Academy Expansion</p>	<p>10a. Provide seventh grade DI programming, 1 additional FTE <i>•Expenditures: \$100,000 Salaries & Benefits, Unrestricted General Fund</i></p> <p>10b. Hire consultants to complete a comprehensive DI program effectiveness study <i>•Expenditures: \$50,000 Restricted General Fund</i></p>	<p>-Provided Instructional Materials, Books & Supplies -Provide seventh grade DI programming, 1 additional FTE -Hired consultants to complete a comprehensive DI program effectiveness study</p>	<p><i>-Estimated Expenditures: Instructional Materials, \$49,000 Books & Supplies, Unrestricted General Fund</i> <i>-Estimated Expenditures: \$65,000 Salaries & Benefits, Unrestricted General Fund</i> <i>-Estimated Expenditures: \$36,000 Restricted General Fund</i></p>
<p>11. Class Size Reduction</p>	<p>11. Reduce Class size from 31 to 1 to 24 to 1 in kindergarten, hire 3 additional FTE teachers <i>•Expenditures: \$300,000 Salaries & Benefits, Unrestricted General Fund</i></p>	<p>-Reduced class size from 31 to 1 ratio to 24 to 1 in kindergarten. (6) additional FTE teachers</p>	<p><i>-Estimated Expenditures: \$414,000 Salaries & Benefits, Unrestricted General Fund</i></p>
<p>12. After School Programming</p>	<p>12a. Evaluate district-wide After School Programming needs and seek funding sources for program expansion. <i>•No additional cost</i></p>	<p>Evaluated district-wide After School Programming needs and seek funding sources for program expansion.</p>	<p>-No Expenditures</p>

	12b. Reapply for ASES grant funding with improved program design. -No additional cost	-Reapplied and received for ASES grant funding for the 2015-2018 school years.	Estimated Expenditures: \$5,000 Services & Other Unrestricted General Fund
Scope of service:	<u>X</u> ALL	Scope of service:	<u>X</u> ALL
For low income pupils: 1. Continue target services for low income students previously funded by EIA	1. Maintain current services previously provided by EIA funding to include instructional support personnel, school counselors, materials, supplies and other supplemental supports.	<ol style="list-style-type: none"> 1. 18 sub days per school 2. Intervention at schools 3. Counselor time 4. Classified Support <ul style="list-style-type: none"> • Instructional Assistants • Instructional Materials • Software, Consulting, Other 	<p><i>Estimated Expenditures: 17 sub days per school, \$18,000 Salaries & Benefits, 3.5 hours per day of intervention at each school for 165 days, \$185,000 Salaries & Benefits, 3.8 FTE of counselor time, \$332,000 Salaries & Benefits, \$114,700 classified support staff, 3 FTE, \$99,500 Inst. Asst. support, Salaries & Benefits, \$143,600 instructional materials, Books & Supplies and \$208,000 software and consulting, Services & Other.</i></p>
For low income and EL pupils: 2. Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days.	<p>2a. Purchase of tiered K-8 Intervention curriculum/ English Language Arts and Math intervention curriculum, software and materials</p> <p>2b. Provide zero period to provide academic supports and increase EL access to electives. Hire 10</p>	<p>2a. Purchased intervention software and materials:</p> <ul style="list-style-type: none"> • My Access • Newsela • Sokikom <p>2b. Not implemented</p>	<p><i>Estimated Expenditures: \$94,900 Books & Supplies, General Fund</i></p> <p>-No Expenditures</p>

<p>3. Increase the percentage of EL students making progress in attaining one level of English language level growth</p> <p>Increase the number of EL students being reclassified by the end of 5th grade</p>	<p>teachers for extra period, •Expenditures: \$200,000 Salaries & Benefits, Unrestricted General Fund</p> <p>2c. Provide six weeks of summer programming for migrant, low-income and EL students •Expenditures: Hourly teacher time Salaries & Benefits, Restricted General Fund, \$40,000</p> <p>3a. Review current language proficiency assessment types, to include CELDT and ADEPT for the purpose of placement into and exit from ELD programs and to inform daily instruction</p>	<p>2c. Implemented Summer programming</p> <p>3a. Reviewed reclassification criteria. Needs to be revised. Will need to be reviewed again when assessment data becomes available.</p>	<p>Estimated Expenditures: Hourly teacher time Salaries & Benefits, Restricted General Fund, \$52,000</p> <p>Estimated Expenditures: \$1,000 Supplies, Unrestricted General Fund</p>
<p>For English learners:</p> <p>4. Analyze district-wide SELD implementation</p>	<p>4a. Conduct district implementation survey and generate district recommendations</p> <p>4b. Provide refresher training and systematize protocols and processes for the use of language proficiency assessments, to include the use of the SELD Progress Monitoring Assessment Tool for the purpose of placement into and exit from ELD programs and to inform daily instruction. Train all teachers for 2 hours of extra time</p>	<p>4a. Not Implemented</p> <p>4b. Provided ELD training during the school day for all K-5 teachers 2 days- Sub costs</p>	<p>-No Expenditures</p> <p>Estimated Expenditures: \$26,500 Salaries & Benefits, Unrestricted General Fund</p>

<p>FOR RE-DESIGNATED FLUENT AND ENGLISH LEARNER PUPILS:</p> <p>5. Monitor progress of RFEP students.</p>	<p>5a. Assign a counselor at all middle schools to monitor progress of RFEP students</p> <p>5b. Assign a Counselor at all middle schools to support transition to high school for scheduling of RFEP students</p>	<p>5a. .5 additional counselor assigned at middle school</p>	<p><i>Estimated Expenditures: \$52,200 Salaries & Benefits, Unrestricted General Fund</i></p> <p>Captured above</p>
<p>6. Provide content teachers support at the middle school implementation of new ELD standards</p>	<p>6a. Work with Ventura County office of Education ELD Content Specialists to support content acquisition</p> <p>6b. Purchase a section to release ELD teacher(s) to provide implementation of new ELD standards support in content areas. 2 sections</p>	<p>6a. ELD Content Specialists to support content acquisition</p> <p>6b. Purchased a section at each of the two comprehensive middle schools to provide implementation support.</p>	<p><i>Estimated Expenditures: \$7,700 Salaries & Benefits Unrestricted General Fund</i></p> <p><i>Estimated Expenditures: \$40,100 Salaries & Benefits, Unrestricted General Fund</i></p>
<p>7. Provide Tiered interventions specific to RFEP students.</p>	<p>7. Support RTI tiered interventions specific to RFEP to maintain skills</p>	<p>-Supported with existing expenditures</p>	<p><i>Supported with existing expenditures</i></p>
<p>Scope of service</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient Other _____ Subgroups:(Specify) _____</p>	<p>Scope of service</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient Other _____ Subgroups:(Specify) _____</p>

An analysis of initial district data has provided affirmation and indication that Local Control and Accountability Plan Actions and Services for "all students" has increased student achievement as indicated by Local Assessments in English Language Arts (19% increase of student scoring at the proficiency level) and Mathematics (38% percent increase of students scoring at the proficiency level).

The District has experienced an increase of 183 ELs between the 2010 and 2014 school years. Despite the growth of nearly 50 ELs each year, the District has shown substantial improvement in the percentage of students demonstrating annual progress learning English (Annual Measurable Achievement Objective 1) from 46.0% to 54.5%, an 8.5% increase. The percentage of ELs attaining English language proficiency with less than five years in U.S. public schools, AMAO 2, remains at 15%. The District has also shown a significant increase (8.1%) in the percentage of English Learners who have gained proficiency in the English language with five or more years in U.S. public schools. In the absence of state assessments during the 2013-2014 school year, the District's AMAO 3 percentage of students achieving academic standards remained unchanged.

During the 2014-2015 School year Rio School District students in grades 3-8 participated in the new state assessment model. Pending results will provide the district a base line in which to measure further goal attainment.

As a result of the district review of Expected Annual Measurable Outcomes and progress made towards implementing planned actions and services during the 2014-2015, the Rio School District had determined that the District will continue to move forward with year two planned actions, services, and expenditures with few changes outlined below:

In 2015-2016 each of the three middle schools will implement an additional class period that will focus on closing the achievement gap for low-income, low performing, and English language learners within the district. This project, will also allow the District to increase access to elective offerings to English learners who participate in English Language Development Classes as part of their regular day.

As a result of the District Response to Intervention Task Force, Educational Services will roll out and provide professional development and ongoing teacher support to assure effective implementation of newly developed district-wide processes and protocols. In 2015-2016, the Task Force will begin the process of identifying, analyzing and piloting tiered K-8 English Language Arts and Mathematics Intervention curriculum, supplementary software, and materials for potential purchase. In addition, the Task Force will explore the development of community based tutoring supports at each of the district's eight schools.

In 2015-2016 the District's K-8 Math Adoption Committee will retool and begin reviewing and evaluating newly released math textbooks. Despite the Adoption Committee's diligence to the 2014-2015 text book evaluation and piloting efforts the committee recommends that the District not purchase textbooks at this time.

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

<p>Original GOAL from prior year LCAP</p>	<p>GOAL #2: Engage parents and other district stakeholders in the development of meaningful partnerships to support student learning.</p>			<p>SBE Priorities: 1, 2, 5, 6, 7 RSD Goals: 1a, 1b, 1c LEAP Goals: 1, 2, 3, 4</p>
<p>Goal Applies to:</p>	<p>Schools: All Rio School District Schools Applicable Pupil Subgroups: All Students</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 10 % increase in the number of parents participating in district and site advisory councils • committees and sponsored parent events • 10% increase in the number of businesses and/or community partnerships that support school programs 	<p>Actual Annual Measurable Outcomes:</p>	<p>In 2014-2015 the Rio School District made a concerted effort to maintain and track parent participation in district and site advisory councils. The 2014-2015 school year established base line data for the district. Currently, 3% of parents in the district serve on a site and/or district level advisory committee to included Parent Advisory, Parent English Language Advisory, Local Control Accountability Plan Councils/Committees and/or School Site Council and English Language Advisory Committees. Fifty- four percent of our parents report that they support and are involved in their school's Parent Teacher Associations (PTA), while 35% of parents volunteer at their child's school. Parent District and School Site participation has remained relatively the same (3%).</p>	<p>In 2013-2014 the district had compiled and documented 285 partnerships with business and/or community partner. The districts partnerships grow to 391 in 2014-2015, a 12% increase from the prior year.</p>
<p>LCAP Year: 2014-15</p>				
<p>Planned Actions/Services</p> <p>1. Expand district stakeholder participation in Parent and English Learner Advisory Councils.</p>	<p>Budgeted Expenditures</p> <p>1a. Foster ongoing communication through increased communication, training on the scope and purpose of parent and English learner advisory councils with all stakeholders to create a culture of inclusion, respect, integrity and increase participation</p>	<p>Actual Actions/Services</p> <p>The District with support of the Ventura Office of Education provided parent education about the purpose of parent and English Language advisory councils and the importance of stake-holders guidance and input as the District strives to create a culture of inclusion, respect, integrity and participation.</p>	<p>Estimated Actual Annual Expenditures</p> <p>Estimated Expenditures: \$10,000 Services & Other, Unrestricted General Fund</p>	

	<p>1b. Ensure common understanding and interpretation of LCAP goals, actions and services by providing information at schedule-district-wide activities and parent workshop</p> <p>1c. Provide consistent training materials and information to school sites to assure that information is presented with fidelity.</p>	<p>-The District provide parent workshops and/or minutes on the following dates:</p> <p>PAC Meetings:</p> <ul style="list-style-type: none"> • 9/12/14 • 10/10/14 • 11/7/14 • 1/8/15 • 2/12/15 • 3/12/15 • 4/16/15 • 6/11/15 <p>PELAC Meetings:</p> <ul style="list-style-type: none"> • 11/13/14 • 1/8/15 • 2/12/15 • 4/16/15 • 6/11/15 	<p>-No additional costs</p>
<p>2. Provide training to site administrators and their site advisory councils (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan</p>	<p>2a. Provide training for site administrators and their parent groups in alignment of SPSA with LCAP/LEA Plans</p>	<ul style="list-style-type: none"> • Oct. 28, 2014 SSC ELAC Training • Nov. 4, 2014 SSC Parent Training 	<p>Estimated Expenditures \$1,400 Services & Other Unrestricted General Fund</p>
<p>3. Identify opportunities for parents and other community based organizations to support student learning</p>	<p>3a. Increase partnerships by ten percent annually with parents and other community based organizations to support student learning through participation of the Rio School District Foundation, donating fiscal resources, expertise or volunteering</p> <p>3b. Provide parent/community based workshops that promote the use of</p>	<p>In 2013-2014 the district had compiled and documented 285 partnerships with business and/or community partner. The districts partnerships grow to 391 in 2014-2015, a 12% increase from the prior year</p> <p>-District increase parent community based workshops by</p>	<p>-No Additional Costs</p> <p>Estimated Expenditures \$5,000 Salaries and Benefits,</p>

	technology, parenting, personal growth, etc.as determine through parent survey data	10 percent -See Parent Workshop Dates Above	Unrestricted General Fund
4. Maintain and increase partnerships with educational organizations, county office of education, institutions of higher learning and local business.	4a. Continue to publicly recognize educational organizations, county office of education, institutions of higher learning and local business through various media and events.	The district publicly recognized educational organizations, county office of education, institutions of higher learning and local business through Recognitions on the River, District Friend-raiser Event, Colloquium Events and Parent Recognition Dinner	<i>Estimated Costs:</i> \$10,000 Services & Other, Unrestricted General Fund
Scope of service	X_ ALL	Scope of service	X_ ALL
FOR FOSTER YOUTH: 1. Provide annual outreach and input opportunities for foster youth, regardless of subgroup size; determine and communicate appropriate services FOR EL's: Work to develop advisory capacity of ELAC and DELAC with expanded representation Provide translation and parent outreach services to Mixteco and Spanish-speaking families	1. Due to low numbers of foster youth, outreach will be individualized under coordination by the Superintendent and Director of Pupil Services 2. Determination of need and coordination of training will be conducted by Assistant Superintendent of Educational Services 3. Evaluate contracted services with MICOP	As parents' of foster youth reach out to our district representative requesting supports and services, the district helps out in whatever way is possible such as bus tokens, backpacks, school supplies, referrals to other agencies such as Interface. Assistant Superintendent of Education Services worked with parent leaders and site administrators to identify meeting format and meeting time, and food and childcare services to increase representation in PELAC and ELAC As a result of evaluation of contract service and the needs of our Mixteco and Spanish speaking families, we increased translation and outreach services through our contract with MICOP	Estimated expenditures: \$1,000 supplies, restricted general fund <i>Estimated expenditures: \$1,000 salaries and benefits, \$1,500 supplies, restricted general fund</i> <i>Estimated expenditures: \$50,600 Services & Other, unrestricted general fund</i>

	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: _____</p>		<p>Scope of service: _____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>
<p>During the 2014-2015 the District developed structures and parent participation data collection mechanisms which allowed the district to develop baseline data for outgoing years.</p> <p>Currently, 3% of parents in the district serve on a site and/or district level advisory committee including Parent Advisory, Parent English Language Advisory, Local Control Accountability Plan Councils/Committees and/or School Site Council and English Language Advisory Committees. Fifty four percent of our parents who responded to the survey report that they support and are involved in their school's Parent Teacher Associations (PTA), while 35% of parents volunteer at their child's school. Parent District and School Site participation has remained relatively the same (3%). A contributing factor to this lack of growth is that many advisory groups require composite structures that do not allow for growth in parent participation. As a result the District developed data indicators that include parent participation measures in volunteering at the district and/or school site level which will be included in upcoming years.</p> <p>The District will continue to work with stakeholders to identify effective engagement strategies that increase parent participation. Base line data collected demonstrates that the increased parent education workshops targeting the use of technology to support student learning; the change of committee meeting formats; venues; and meeting times has been very fruitful. Despite these efforts, parent participation continues to be an area of great potential. Based on parent participation and survey data, as well as ongoing dialogues with stakeholders, the District and parent leaders have developed a new strategic plan for the 2015-2016 school year that includes increased collaboration with the assistance of parent partners and site specific events coupled with district events will continue to allow the district to meet its engagement goal.</p> <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>							

Original GOAL from prior year LCAP	GOAL #3: Create welcoming and safe environments where students attend and are connected to their school			SBE Priorities 3,4,5,8,7 RSD Goals 2c, 5a,5b,c,d, LEAP Goals 1,2,3,4
Goal Applies to	Schools: All Rio School District Schools Applicable Pupil Subgroups: All Students			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> •10% increase in customer satisfaction as measured on Customer Service Surveys •1% increase in the district average attendance rate (95% to 96%) •1% decrease in the number of students that are suspended or expelled from school (5% to 4%) •1% (6% to 5%)decrease in the district absenteeism rates •.5 % decrease in the district middle school dropout rates 	Actual Annual Measurable Outcomes:	<p>The District average attendance rate increased from 95% in 2013-2014 to 95.88% in 2014-2015 (+.88%)</p> <p>The District suspension/expulsion rate has not significantly changed as of May of 2015. In 2013-2014, 153 students (5%) were suspended and/or expelled as compared to 183 students, a .45% increase as compared to the previous year.</p> <p>Absenteeism rates decreased from 6% in 2013-2014 to 4.49 % in 2014-2015 for a total decrease of 1.51%.</p>	
LCAP Year: 2014-15				
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures	
1. Maintain facilities in good repair at all locations	1a. Continue to monitor facilities and perform maintenance as needed.	Monitored facilities and performed maintenance as needed.	Estimated Expenditures: 5 FTE, \$475,000, \$150,000 Supplies, \$290,000 Services & Other, Restricted General Fund	
2. Develop a Master Plan that includes the building of new facility and improvements that support supplemental and specialist services	<p>2a. Hire a consultant to assist with developing a master plan that includes facility projects that support 21st century skills and supplemental and specialist services</p> <p>2b. Add classroom and other learning spaces to accommodate programming changes and increased students at campuses as required.</p>	<p>Secured consultant(s) to assist with developing a master facilities plan</p> <p>Increased classroom and other learning spaces by installing portable classrooms at 3 campuses</p>	<p>Estimated Expenditures: \$60,000 Services & Other, Developer Fees</p> <p>Estimated Expenditures: \$180,000 Capital Outlay, Developer Fees and \$180,000 Capital Outlay, CFD Bond Funds</p>	

<p>3. Develop and implement energy, water savings and recycling programs</p>	<p>3a. Explore energy savings projects through Prop 39 funding •Expenditures:\$130,000 Services and Other, Restricted General Fund</p> <p>3b. Analyze effectiveness of water savings and recycling initiatives to expand savings</p>	<p>Worked with Prop 39 Consultant to complete energy audits at all school sites</p> <p>Analyzed effectiveness of water savings, which resulted in the installation of a sprinkler control application which will reduce water usage</p> <p>District representatives met with representatives from our waste company to discuss potential recycling initiatives.</p>	<p>-Estimated Expenditures: \$70,000 Services and Other, Restricted General Fund</p> <p>-\$14,165 Services and Other, Restricted General Fund</p> <p>-No additional costs at this time</p>
<p>4. Implement District-wide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g. fire, earthquake, and intruder)</p>	<p>4a. Safety Committee meet quarterly to analyze the disaster plans and conditions</p>	<p>Safety meeting met quarterly and analyzed disaster plans and conditions. As part of the quarterly meetings, the sites identified needed earthquake supplies and restocked the supplies as needed.</p>	<p>Estimated Expenditures: \$5,000 Supplies, Unrestricted General Fund</p>
<p>5. Assure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion</p>	<p>5a. Conduct and analyze customer service survey results at every school in the district</p> <p>5b. Plan and promote two school level and three district level events and activities that showcase parent, and employee success</p>	<p>Analyzed customer service survey results. District plans to provide additional professional development for identified growth areas.</p> <p>The district planned and promoted the following events that showcase parent and employee success Recognitions on the River, District Friend-raiser Event, Colloquium Events and Parent Recognition Dinner</p>	<p>-No additional expenditures identified</p> <p>Estimated Expenditures: \$3,000 Supplies, Unrestricted General Fund</p>
<p>6. Transition from a centralized services model at the Office of Student and Family Services to Full Service Schools model at all</p>	<p>6a. Identify and support programs that support social, emotional, and physical well-being of students and staff to include the implementation of Positive Behavior Support, Bullying Prevention,</p>	<p>(3) employees trained on CHAMPS in July 2014, CHAMPS training provided by the 3 trained employees to other employees at Staff Development day.</p>	<p>Estimated Expenditures: \$12,000 Salaries and Benefits, and \$3,000 Services & Other, Restricted General Fund</p>

<p>eight district schools</p>	<p>and Drug Awareness, Teacher release time for training and cost of seminars 6b. Develop site Discipline Committees to support school site discipline plan development. Committee at each site to consist of parent volunteers and staff</p>	<p>ABA training at Spring Break and trained 18 teachers and 12 classified staff.</p> <p>Developed site Discipline Committees to support school site discipline plans</p>	<p>-No additional costs</p>
<p>Scope of service: X ALL</p>		<p>Scope of service: X ALL</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>After review of past progress and measurable outcomes the District will continue with prescribed actions, services and expenditures in its Local Accountability Plan. As indicated above the district increased its overall attendance rate by nearly one percent from 95% to 95.88%, narrowly missing its one percent goal. Students and parents survey results indicate 68% of stakeholders report that the addition of electives, afterschool programming, enrichment activities, and extra-curricular activities have contributed to an increased connectivity to school and student achievement as a whole.</p> <p>Despite slight increases in the rate of suspensions and expulsions, primarily at the two comprehensive middle schools, the district will continue to execute its plan and is optimistic that the addition of one counseling FTE for the 2015-2016 school year will provide additional supports needed to reduce the unwanted behavior resulting in suspensions and /or expulsion. In addition, the District staff has begun meeting with site administrators to assist in identifying root causes and site level actionable steps to reduce suspension/expulsion rates.</p> <p>Finally, the District's Response to Intervention Task Force, as outlined in the plan above, has evaluated, re-shaped, and created District wide processes and protocols that will assist teachers and students in accessing resources more effectively, increased progress monitoring, and collaboration between stakeholders that will result in the reduction of suspension and/expulsions in 2015-2016.</p>		
<p>Original GOAL from prior year LCAP</p>	<p>Goal 4: Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking and communication</p>		
<p>Goal Applies to:</p>	<p>Schools: All Rio School District Schools Applicable Pupil Subgroups: All Students</p>		
<p>SBE Priorities 1,2,3,5,6,7,8 RSD Goals 1a,1,b,1c,6a,6b,6c,6d LEAP Goals 1,2,3,4</p>			

•Increase in the number of students who score at the proficient level or above on local assessments
 •CCSS aligned Local Assessment Baseline Year

Student scores as measured by local Language Arts assessments increased by 19% from 21% in 2013-2014 to 40% in 2014-2015.
 Student scores as measured by local Mathematics assessments increased by 18% from 38% in 2013-2014 to 56% in 2014-2015.
 English Language Learners scores as measured by the CELDT indicate a .4 increase in the districts AMAO 1 scores from 54.1% to 54.5%; AMOA 2 less than five years decreased by 1% from 15.9% to 14.9%; AMOA 2 more than five years increased by 3.2% from 44.1 to 47.3%.

The number of English Language Learners that were reclassified 152 from in 2013-2014 to 152 in 2015-2016

During the 2014-2015 School year Rio School District students in grades 3-8 participated in the new state assessment model. Pending results will provide the district a base line in which to measure further goal attainment.

Parent Survey Data indicates that 61% of parents who responded to the LCAP survey report that their students demonstrate the ability to solve problems, research, interpret, and present their findings. Sixty-five percent of parents report that students show self-confidence and set goals for learning. Finally, parents report that 59% of their students demonstrate a responsibility for their own learning.

Actual Annual Measurable Outcomes:

Expected Annual Measurable Outcomes:

LCAP Year: 2014-15

Planned Actions/Services

Budgeted Expenditures

Actual Actions/Services

Estimated Actual Annual Expenditures

<p>1. Technology Plan Committee to develop a comprehensive plan to integrate 21st century learning framework into existing district initiatives</p>	<p>1a. Provide release time and professional development as needed to develop a comprehensive technology plan by 2014-2015. Include research of model implementations for visitations. 13 participants for 6 days.</p> <p>1b. Expand technology department resources to support technology integration by adding Director of Principal Support and Innovation, secretarial and TOSA position</p>	<p>Provided release time and professional development for 8 participants for 6 dates</p> <p>Added Director of Principal Support and Innovation, secretarial and TOSA positions</p>	<p><i>Estimated Expenditures: \$22,000 Salaries & Benefits, \$18,000 Services & Other Unrestricted General Fund</i></p> <p><i>Estimated Expenditures: \$200,000 Salaries and Benefits, Unrestricted General Fund</i></p>
<p>2. Provide District/site technical support, professional development, and coaching that supports, the integration of 21st Century Skills, 4C's, CCSS materials, tools and teaching strategies</p>	<p>2a. Implement staff, student, and parent survey regarding effective use of instructional technology and evidence of 21st century learning skills, 4C's, and CCSS instruction.</p>	<p>Implemented Brite Bytes Survey</p>	<p><i>Estimated Expenditures: \$10,000 Services & Other, Unrestricted General Fund</i></p>
<p>3. Expand STEAM opportunities including access to next generation science standards, the arts, and computer coding skills.</p>	<p>3a. Expand technology resources at all middle and elementary schools to support the addition of technology electives and before/after-school enrichment activities. Refurbish classrooms and equipment</p>	<p>Provided expanded technology resources by adding robotics electives, 3D printers, and newspaper resources</p>	<p><i>Estimated Expenditures: \$30,000 Books and Supplies, Unrestricted General Fund</i></p>
<p>4. Implementation of a one to one student computing program coupled with a robust wireless internet access at all campuses and student residences</p>	<p>4a. Implement robust wireless/internet access at all campuses.</p> <p>4b. Implementation of a one to one student computing program in grades 3-5</p>	<p>Implemented robust wireless/internet access at all campuses</p> <p>Completed the purchase of devices to accomplish one to one computing in grades 3-5</p>	<p><i>Estimated Expenditures: \$45,000, Services & Other, Unrestricted General Fund</i></p> <p><i>Estimated Expenditures: \$125,000 Supplies, Unrestricted General Fund</i></p>

<p>5. Develop community based partnerships to support 21st Century Skills development for all stakeholders</p>	<p>5. Provide, career fairs at all middle schools; provide one student, employee, and parent workshop/training, session based on stakeholder interest; and one collaborative project with each of the three middle schools.</p>	<p>Provided career fairs at middle schools, provided cyber bullying workshop for parents based on parent interest, time and space program is held at Rio Real, trout project and habitat restoration project at Rio Vista, blueberry project is planned at Rio del Valle</p>	<p><i>Estimated Expenditures: \$11,000 Books & Supplies, Unrestricted General Fund</i></p>
<p>Scope of service: X ALL</p>		<p>Scope of service: X ALL</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			<p>Current local and state assessments embed the 4 C's within their design. However, the District has identified the need to create and develop specific measures to further determine student application of the 5 C's (Critical Thinking, Creativity, Collaboration, Communication and Caring). During the 2014-2015 school year K-8 teacher leaders worked with Educational Services and District partners to create performance tasks, 4 C rubrics, and plan to integrate reporting student application of the 5c's as part of the current Common Core aligned report card. In addition, to this body of work, students will also participate in ELA and Mathematics Performance Tasks as part of the new state assessment model.</p> <p>The District has also established ED Leader 21 Committee comprised of district stakeholders who has been tasked to begin the work of shaping district policy, developing district-wide aims, and developing a 5 C strategic plan.</p>

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 5: Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers</p>			<p>SBE Priorities 1,2,3,4,5,6,7,8 RSD Goals 1a,1b,1c,1d,2b,4a, 4b, 4c, 4d,4e,5a LEAP Goals 1,2,3,4</p>
<p>Goal Applies to:</p>	<p>Schools All Rio School District Schools</p>	<p>Applicable Pupil Subgroups: All Students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>•100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions •Develop two district-wide professional development</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>100% of classified and certificated personnel have met qualifications outlined in corresponding job descriptions</p>	

<p>days specifically for technology integration</p> <ul style="list-style-type: none"> •10% increase in customer satisfaction as measured on Customer Service Surveys •1% increase in the district average attendance rate(95% to 96%) •1 percent increase in the district employee retention rates 	<p>The District developed two district-wide professional development days aimed at technology integration that where held on August 28, 2014 and February 2, 2015</p> <p>The District's Customer Service satisfaction</p> <p>The District average attendance rate increased from 95% in 2013-2014 to 95.88% in 2014-2015 (+.88%)</p> <p>Absenteeism rates decreased from 6% in 2013-2014 to 4.49 % in 2014-2015 for a total decrease of 1.51%.</p> <p>The District retention rate for both Certificated and Classified employees for 2014-2014 was 98.5% The retention rate for certificated management employees was 90% and classified management employees was 70% for 2014-15. Exit survey data shows that the major reason for employees to separate is the desire to relocate.</p> <p>Parent Survey data reports that 61% of parents who replied to the survey believe the District always recruits, trains, and retains exemplary employees.</p>
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<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Actual Actions/Services</p>	<p>Estimated Actual Annual Expenditures</p>
<p>1. Provide a comprehensive certificated professional development plan that includes district wide, on-site and virtual learning opportunities accompanied by ongoing coaching</p>	<p>1a. Provide new employee Institute/Orientation</p> <p>1b. Provide ongoing new teacher support through BTSA</p> <p>1c. Provide ongoing teacher support through PAR</p> <p>1d. Develop and offer a one day training program for district substitutes</p>	<p>Provided new employee institute</p> <p>Participated in BTSA</p> <p>Participated in PAR</p> <p>Not completed</p>	<p>Estimated Expenditures: \$1,500 Books and Supplies, Unrestricted General Fund</p> <p>Estimated Expenditures: \$9,000 Salaries & Benefits, Unrestricted General Fund</p> <p>\$9,000 Salaries & Benefits Unrestricted General Fund</p> <p>NA</p>

<p>2. Provide a comprehensive classified professional development that includes district-wide, and on-site demonstrations</p>	<p>2. Work with a focus group of classified employees to develop a comprehensive plan that meet their professional development needs. Hold 2 one hour meetings</p>	<p>Worked with classified department leaders to develop comprehensive professional development plan</p>	<p>Estimated Expenditures: \$1,300 Salaries & Benefits, Unrestricted General Fund</p>
<p>3. Provide a comprehensive management professional development that includes district-wide, and on-site demonstrations</p>	<p>3a. Develop Principal Academy 3b. Provide for district level management to attend job alike professional development opportunities</p>	<p>Developed Principal Academy Provided coaches and professional development opportunities for principals</p>	<p>Estimated Expenditures: \$2,000 Books & Supplies, Unrestricted General Fund \$11,600 Services and Other, Unrestricted General Fund</p>
<p>4. Administer an satisfaction and exit surveys to improve district employee retention rates</p>	<p>4a. Develop and implement an employee satisfactory to include a satisfaction index and exit surveys 4b. Identify potential strategies to improve the district retention and employee satisfaction rate based on baseline survey results</p>	<p>Performed computerized exit surveys upon meeting with employees when they return keys, etc. Retention rate is: Certificated: 98.5% Classified: 98.5% Certificated Mgmt: 90% Classified Mgmt: 70%</p>	<p>No additional costs No additional costs</p>
<p>5. Attract exemplary employees through the promotion of the district to perspective candidates</p>	<p>5a. Develop information materials that promote district employment benefits to perspective candidates. 5b. Work with community contacts to develop relocation materials for perspective candidates 5c. Identify target venues to disseminate information (e.g. university, career fairs, professional organizations, etc.</p>	<p>Human Resources developed pamphlets, brochures and advertising to recruit exemplary employees</p>	<p>Estimated Expenditures: \$4,000 Supplies, Unrestricted General Fund</p>

	5d. Review and evaluate hiring practices for rigor		
Scope of service. X_ALL		Scope of service: X_ALL	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In 2015-2016 the District, with the support of Human Resources, will develop a committee of stakeholders to define and outline Exemplary Employee attributes to be used in recruitment, hiring, and recognition of outstanding employees. In addition, Human Resource personnel will develop district recruitment materials and participate in a minimum of two recruit fairs and/or job fairs. In closing, Human Resources will develop and provide relocation materials to successful candidates moving from out of the area.</p>
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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any fund district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$8,743,526
<p>Rio School District is expending the supplemental and concentration grant funds to support class size reduction in kindergarten and first grade. Additionally the district is providing an all-day kindergarten model that includes additional teacher support, instructional assistant support and professional development for teachers. The district is adding counseling support for students and a Dual Immersion Coordinator. The district is providing six weeks of summer programming for migrant, low-income and English learner students. Rio School District is providing zero period for academic supports and to increase English learner access to electives. The district provides intervention support in the form of additional teachers at all school sites to assist low income and English learner pupils. The district provides student access to technology such as personal devices, software programs to support student learning, student wireless access and classroom communication tools. The district adds to after school programming provided through categorical funding to increase access and effectiveness for students. The district maintains all facilities in good repair and provides a safe environment for students. Rio School District is using supplemental and concentration funds in a districtwide manner. The services described above are principally directed to unduplicated pupils and are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and local priority areas.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

26.98	%
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The services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5CCR 15496(a)(7). Services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year by 27% as calculated pursuant to 5 CCR 15496(a). The qualitative description of increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils includes, providing zero period for academic supports and increased electives for English learners, first-grade class size reduction, intervention support during the school day, increased technology to support English learners, improved after school programming with increased student access.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).

10.8



Agenda Item Details

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	10. Information/Action
Subject	10.8 Education Protection Account Spending (EPA) Plan 2015/2016 (Action) Ms. Pifko-3 min
Access	Public
Type	Action
Recommended Action	Staff recommend approval

Public Content

With the successful passage of Proposition 30 by the voters in California in November 2012, school districts across the state are receiving funds through the creation of the Education Protection Account (EPA). The EPA funding is a separate line item shown on the LCFF Calculator for each school district.

Although local school districts have latitude to determine how the EPA funds are spend, the creation of the EPA includes an accountability component that includes the following:

- The EPA spending plan must be approved by the governing board during a public meeting
- EPA funds cannot be used for administrative costs, including salaries or benefits for administrators
- Annually, the local school district must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Rio School District plans to spend all the EPA funding for 2015-16 on salaries and benefits for classroom teachers.

Fiscal Impact: \$5,552,824.00

Funding Source: General Fund

[EPA rev and exp report 2015-16.pdf \(109 KB\)](#)

Administrative Content

Executive Content

July 1 Budget
2015-16 Adopted Budget
Education Protection Account Revenue and Expenditure Report

Description	Object Codes	2015-16 Budget
Revenue		
LCFF Sources	8010-8099	5,552,824
Expenditures		
Certificated Salaries	1000-1999	3,950,920
Classified Salaries	2000-2999	-
Employee Benefits	3000-3999	1,601,904
Total Expenditures		<u>5,552,824</u>
Balance		-
Indirect Costs	7310 and 7350	-

10.9



Agenda Item Details

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	10. Information/Action
Subject	10.9 2014/2015 Estimated Actuals-Budget Adjustments (Action) Ms. Pifko-3 min
Access	Public
Type	Action
Recommended Action	Staff recommends approval

Public Content

AB1200 requires that school districts provide ongoing updates to their fiscal integrity no less than twice each school year following adoption of the budget. Commonly referred to as "interim budget reports," the primary purpose is to ensure that Boards of Education are kept abreast of the changing nature of the district finances and more importantly, to ensure that the district has sufficient financial reserves to complete the current fiscal year as well as two subsequent years.

In their approval of our certificated settlement, Ventura County Office of Education personnel requested that we adjust our budgets to reflect the impact of the settlement.

The Estimated Actuals budget includes improved revenue projections for 2014-15. The improvement in 2014-15 is due to a higher average daily attendance (ADA) than forecasted. The expenditure projections have been adjusted to include the impact of the two labor settlements that have been reached, RTA and non-represented, and the impact of providing the same terms to the unsettled group, CSEA. The resulting projections approximate the Second Interim budget position.

Fiscal Impact: Net Budget Increase of \$650,439.00

Funding Source: General Fund

[2014-15 budget adjustments spreadsheet EAREv.pdf \(647 KB\)](#)

Administrative Content

Executive Content

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	2014-15 2nd Interim Budget			2014-15 Estimated Actuals			Total	Unrestricted Variance	Restricted Variance	Total Variance
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total				
Revenue Detail										
Revenue Limit	34,923,311	-	34,923,311	35,215,850	-	35,215,850	292,539	-	292,539	
Federal Revenue	-	2,351,918	2,351,918	-	2,376,918	2,376,918	-	25,000	25,000	
Other State Revenue	1,038,572	1,213,002	2,251,574	1,079,884	1,235,913	2,315,797	41,312	22,911	64,223	
Other Local Revenue	540,244	2,655,506	3,195,750	466,494	2,655,506	3,122,000	(73,750)	-	(73,750)	
Total Revenue	36,502,127	6,220,426	42,722,553	36,762,228	6,268,337	43,030,565	260,101	47,911	308,012	
Expenditure Detail										
Certificated	15,334,279	2,362,330	17,696,609	15,807,563	2,432,747	18,240,310	473,284	70,417	543,701	
Classified	3,611,645	1,275,633	4,887,278	3,626,533	1,273,761	4,900,294	14,888	(1,872)	13,016	
Employee benefits	7,968,357	1,346,139	9,314,496	8,168,726	1,412,975	9,581,701	200,369	66,836	267,205	
Books & Supplies	1,694,398	746,570	2,440,968	1,830,398	828,129	2,658,527	136,000	81,559	217,559	
Service, Other Operating	3,820,826	2,685,115	6,505,941	3,595,291	2,880,494	6,475,785	(225,535)	195,379	(30,156)	
Capital Outlay	60,000	45,640	105,640	10,000	45,640	55,640	(50,000)	-	(50,000)	
Other Outgo	150,949	1,528,000	1,678,949	150,949	1,523,000	1,678,949	-	-	-	
Direct Support/Indirect	(279,208)	167,208	(112,000)	(279,208)	167,208	(112,000)	-	-	-	
Total Expenditures	32,361,246	10,156,635	42,517,881	32,910,252	10,563,954	43,479,206	549,006	412,319	961,325	
Excess/(Deficiency)	4,140,881	(3,936,209)	204,672	3,851,976	(4,303,617)	(448,641)	(288,905)	(364,408)	(653,313)	
Other Financing Sources/uses										
Transfers In	1,051,500	-	1,051,500	1,054,374	-	1,054,374	2,874	-	2,874	
Transfers Out	589,733	-	589,733	589,733	-	589,733	-	-	-	
Other Sources	-	-	-	-	-	-	-	-	-	
Other Uses	-	-	-	-	-	-	-	-	-	
Contributions	(3,831,054)	3,831,054	-	(4,146,671)	4,146,671	-	(315,617)	315,617	-	
Total Other Sources/Uses	(3,369,287)	3,831,054	461,767	(3,682,030)	4,146,671	464,641	(312,743)	315,617	2,874	
Net Inc/Dcr to Fund Balance	771,594	(105,155)	666,439	169,946	(153,946)	16,000	(801,648)	(48,791)	(650,439)	
Beginning Balance	1,842,646	829,115	2,671,761	1,842,646	829,115	2,671,761	-	-	-	
Ending Balance	2,614,240	723,960	3,338,200	2,012,592	675,169	2,687,761	(601,648)	(48,791)	(650,439)	
Components of Ending Fund Balance										
Revolving Cash	5,000	-	5,000	5,000	-	5,000	-	-	-	
Stores	25,000	-	25,000	25,000	-	25,000	-	-	-	
Prepaid Expend.	-	-	-	-	-	-	-	-	-	
Reserve for Economic Uncer	1,293,228	723,960	2,017,188	1,322,068	675,169	1,997,237	28,840	(48,791)	28,840	
Other restricted	1,291,011	1,291,011	2,582,022	660,524	675,169	1,335,693	(630,488)	-	(630,488)	
Undesignated	2,614,240	723,960	3,338,200	2,012,592	675,169	2,687,761	(601,648)	(48,791)	(650,439)	
Total	5,000	723,960	5,723,960	5,000	675,169	5,675,169	(601,648)	(48,791)	(650,439)	
% EUR				3.00%		3.00%			3.00%	
Total Unrestricted/Undesignated									4.50%	

10.10



Agenda Item Details

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	10. Information/Action
Subject	10.10 Budget Adoption 2015/2016 (Action) Ms. Pifko-5 min
Access	Public
Type	Action
Recommended Action	Staff recommends approval

Public Content

The Rio School District must adopt a budget by July 1 of every year to allow for payments of any liabilities and expenditures, such as salaries, supplies and services. The attached documents represent the District's proposed 2015-16 budget.

As required by law, a public hearing for the 2015-16 budget was held on June 3, 2015. At that meeting, no public comment was given.

Staff will present a summary for all funds and discuss the assumptions used for projections. The following State Accounting Software forms are considered to be part of Rio School District's 2015-16 budget.

CB	Budget Certification	350	County School Facility Fund
CC	Workers' Compensation Certification	490	Capital Project Fund for Blended Projects
TC	Table of Contents	510	Bond Interest and Redemption
010	General Fund	510A	Bond Indebtedness
130	Child Nutrition Services Fund	520	Debt Service Fund - CFD
140	Deferred Maintenance Fund	ADA	Average Daily Attendance
200	Special Reserve for Retiree Benefits	MYP	Multi Year Projection
210	Building Fund	CS	Criteria and Standards
250	Capital Facilities Fund		

This report has been available for review since May 27, 2015, at the Rio School District office located at 2500 E. Vineyard Avenue, Oxnard, CA.

Fiscal Impact: Report Attached

Funding Source: All District Funds

Administrative Content

Executive Content

10.11



Agenda Item Details

Meeting	Jun 15, 2015 - RSD Special Board Meeting
Category	10. Information/Action
Subject	10.11 Authorizing the Superintendent and Assistant Superintendent of Business Services to Obtain and Award Bids for the Priority One Summer Projects at Various District Campuses(Action) Ms. Pifko-3 min
Access	Public
Type	Action
Recommended Action	Staff recommends approval

Public Content

On April 15, 2015, the Board approved Resolution No. 1415/18 which authorized the Superintendent and Assistant Superintendent of Business Services to complete certain projects at District schools during the summer of 2015. The Superintendent and Assistant Superintendent of Business Services, in collaboration with the District's architect and construction management consultant, have finalized a list of projects to be completed in summer 2015. The attached resolution authorizes the Superintendent and Assistant Superintendent to solicit bids by the informal procedures set forth in the California Uniform Public Construction Cost Accounting Act or by competitive bidding under the Public Contract Code, as applicable; award bids to the lowest, responsive and responsible bidders; execute contracts for the provision of the applicable construction services; and approve any reasonable requests for change orders.

The projects include installing shade structures, electronic marquee signs, and an outdoor classroom at Rio del Mar School; installing an HVAC pilot and shade structures at Rio del Norte School; improving landscaping at Rio del Valle School; painting certain buildings and improving landscaping at Rio Lindo School; installing electronic marquee signs, fencing, and an outdoor classroom, and painting certain buildings at Rio Plaza School; installing fencing, electronic marquee signs, an HVAC pilot, and a new phone system, and painting certain buildings at Rio Real School; installing an electronic marquee sign at Rio Rosales School; installing an electronic marquee sign at Rio Vista School; installing new audio-visual equipment in the multi-purpose room and new audio-visual equipment in classrooms at each school site; and relocating the Educational Services Department. The Construction Schedule, attached to the Resolution, includes installation of video surveillance equipment and portables at various sites, both of which have been approved by separate resolutions (Resolutions No. 1415/13 and 1415/17, respectively.)

Therefore, the costs for the installation of video surveillance equipment and portables are not included in the above project descriptions or the below total fiscal impact. The summer priority one projects will be funded by Measure G bonds. It is the recommendation of the staff that the Board approve the attached resolution in furtherance of the District's obligations under Measure G to modernize District facilities.

Fiscal Impact: \$2,945,000.00

Funding Source: Measure G bonds

[resolution summer priority one projects - award bid.pdf \(24 KB\)](#)

[resolution - summer priority one projects - award bid - exhibits.pdf \(711 KB\)](#)

Administrative Content

Executive Content

RIO SCHOOL DISTRICT

RESOLUTION NO. 1415/26

**AUTHORIZING THE SUPERINTENDENT AND ASSISTANT SUPERINTENDENT OF
BUSINESS SERVICES TO OBTAIN AND AWARD BIDS FOR THE
PRIORITY ONE SUMMER PROJECTS AT VARIOUS DISTRICT CAMPUSES**

WHEREAS, as set forth in Resolution No. 1415/18, adopted on April 15, 2015, Rio School District (“District”) determined that it is advisable to complete certain projects at District schools during the summer of 2015 (the “Priority One Summer Projects”), the majority of which will be funded by the Measure G bond proceeds; and

WHEREAS, as further set forth in Resolution No. 1415/18, the Superintendent and Assistant Superintendent of Business Services were authorized to refine and adjust the Priority One Summer Projects, prior to final approval of the projects, as determined to be in the best interest of the District; and

WHEREAS, the Superintendent and Assistant Superintendent of Business Services, in conjunction with various District consultants, have determined that the Priority One Summer Projects shall include installing video surveillance equipment, shade structures, electronic marquee signs, and an outdoor classroom at Rio del Mar School; installing portables, video surveillance equipment, an HVAC pilot and shade structures at Rio del Norte School; installing video surveillance equipment and improving landscaping at Rio del Valle School; installing portables and video surveillance equipment, painting certain buildings, and improving landscaping at Rio Lindo School; installing portables, video surveillance equipment, electronic marquee signs, fencing, and an outdoor classroom, and painting certain buildings at Rio Plaza School; installing portables, video surveillance equipment, fencing, electronic marquee signs, an HVAC pilot, and a new phone system, and painting certain buildings at Rio Real School; installing video surveillance equipment and an electronic marquee sign at Rio Rosales School; installing video surveillance equipment and an electronic marquee sign at Rio Vista School; and installing new audio-visual equipment in the multi-purpose room and new audio-visual equipment in classrooms at each school site, and relocating the Educational Services Department, all of which are described in further detail on the construction management spreadsheet attached hereto as Exhibit A and incorporated herein by reference; and

WHEREAS, pursuant to Resolution No. 1415/18, the Board of Trustees (“Board”) authorized the Superintendent and the Assistant Superintendent of Business Services to solicit bids for the provision of the construction services related to the Priority One Summer Projects; and

WHEREAS, by Resolution No. 1415/13, adopted on March 23, 2015, the Board approved the video surveillance projects pursuant to the procedures for sole source providers of a uniform security system set forth in Public Contract Code Section 3400; and

WHEREAS, by Resolution No. 1415/17, adopted on April 15, 2015, the Board approved the various portables projects pursuant to a competitive bidding process; and

WHEREAS, the Assistant Superintendent of Business Services and the District's construction management consultant have determined that of the remaining projects certain projects are eligible for the informal bidding process under the California Uniform Public Construction Cost Accounting Act, codified in Public Contract Code Sections 22032, *et seq.*, including the painting projects, installation of HVAC pilots, and the relocation of the Educational Services Department, and further determined that certain projects may be eligible for the bidding process under the California Uniform Public Construction Cost Accounting Act but may be bid by the traditional competitive bidding process under the Public Contract Code, including projects related to the installation of shade structures, electronic marquee signs, outdoor classrooms, fencing, and audio-visual equipment; and paving and improving landscaping; and

WHEREAS, the District desires to complete the Priority One Summer Projects before the beginning of the 2015-2016 academic school year, which is expected to commence in August 2015, but the Board will not meet again until August 19, 2015; and

WHEREAS, the Assistant Superintendent of Business Services, the District's construction management consultant, and District's legal counsel have prepared the template bid documents for construction services related to the Priority One Summer Projects; and

WHEREAS, pursuant to Public Resources Code Sections 21083 and 21084, and California Code of Regulations, Title 14, Division 6, Chapter 3, Sections 15301, *et seq.*, the District's special consultant has completed an initial study of the Priority One Summer Projects and determined that the Priority One Summer Projects do not have a significant effect on the environment because the installation of HVAC pilots, installation of audio-visual equipment, painting projects, and the relocation of the Educational Services Department are Class 1 exemptions, which pertain to the repair, maintenance or minor alteration of existing structures involving negligible expansion of existing uses, pursuant to 14 CCR Section 15301; the installation of shade structures and outdoor classrooms are Class 3 exemptions, which pertain to the construction and location of limited numbers of new, small facilities or structures and installation of small new equipment and facilities in small structures, pursuant to 14 CCR Section 15303; the paving and improving of landscaping at certain schools, and installation of fencing at certain schools are Class 4 exemptions, which pertain to minor alternations in the condition of land and vegetation, including grading on land with a slope of less than 10%, and new gardening or landscaping, pursuant to 14 CCR Section 15304; and the installation of electronic marquee signs at certain schools are Class 11 exemptions, which pertain to the construction or placement of minor structures accessory to existing institutional facilities, including, but not limited to, on-premises signs, pursuant to 14 CCR Section 15311;

NOW, THEREFORE, be it hereby resolved that:

1. The foregoing recitals are true and correct.

2. The Board hereby delegates authority to the Superintendent and the Assistant Superintendent of Business Services to solicit bids for construction services related to the Priority One Summer Projects set forth in Exhibit A pursuant to the applicable provisions of the Public Contract Code.

3. The Board further hereby delegates authority to the Superintendent and the Assistant Superintendent of Business Services to open, review, and assess the bid responses for the Priority One Summer Projects; request and evaluate any additional information from bidders, as necessary; respond to bid protests, if any; and ascertain which bidders are the lowest, responsive and responsible bidders.

4. The Board further delegates authority to the Superintendent and Assistant Superintendent of Business Services to award bids for construction services related to the Priority One Summer Projects to the lowest, responsive and responsible bidders in accordance with the Public Contract Code, and to execute any requisite contracts for provision of said services utilizing the contract template set forth in Exhibit B, which is attached hereto and incorporated herein by reference, or, in their sole discretion, to reject any such bids.

5. The Board further delegates authority to the Superintendent and Assistant Superintendent of Business Services to approve any reasonable requests for change orders or otherwise respond to any requests for change orders related to the Priority One Summer Projects.

PASSED AND ADOPTED by the Board of Trustees at a regular meeting held on the 15th day of June, 2015 by the following vote on roll call:

AYES:

NOES:

ABSENT:

ABSTAIN:

Mr. Matthew Klinefelter,
President of the Board of Trustees

Mr. Ramon Rodriguez,
Clerk of the Board of Trustees

EXHIBIT A

EXHIBIT B

SECTION 00400

AGREEMENT FOR CONSTRUCTION SERVICES

THIS AGREEMENT FOR CONSTRUCTION SERVICES (this "Agreement") is made this ___ day of ____, 2015, between **RIO SCHOOL DISTRICT**, a political subdivision of the State of California, hereinafter called the "District," and _____, hereinafter called the "Contractor." District and Contractor are sometimes individually referred to herein as a "Party" and collectively as the "Parties."

WITNESSETH, that in consideration of the mutual covenants contained herein the Parties agree as follows:

1. The Work. Within the Contract Time and for the Contract Price, subject to adjustments thereto pursuant to the Contract Documents, the Contractor shall perform and provide all necessary labor, materials, tools, equipment, utilities, services and transportation to complete in a workmanlike manner all of the Work required in connection with the work of improvement commonly referred to as

Contractor shall complete all Work covered by the Contract Documents, including without limitation, the Drawings and Specifications prepared by the Architect, and other Contract Documents enumerated in Section 5 below, along with all modifications and addenda thereto issued in accordance with the Contract Documents.

2. Contract Time. The Contractor shall commence performance of the Work (as defined in the Contract Documents) on the date stated in the District's Notice to Proceed. The Contractor shall achieve Final Completion of each Phase of the Work in accordance with the Supplemental Conditions, Section 00800. The Contractor expressly understands and acknowledges that time is of the essence for this Agreement.

3. Contract Price. The District shall pay the Contractor as full consideration for the Contractor's full, complete and faithful performance of the Contractor's obligations under the Contract Documents, subject to any additions or deduction as provided for in the Contract Documents, the Contract Price of _____ dollars (\$ _____). The Contract Price is based upon the Contractor's Base Bid. The District's payment of the Contract Price shall be in accordance with the Contract Documents.

4. Liquidated Damages. In the event of the failure or refusal of the Contractor to achieve Final Completion of the Work of the Contract Documents within the Contract Time, as adjusted, the Contractor shall be subject to assessment of Liquidated Damages in accordance with the Contract Documents and the terms specifically listed in the Supplemental Conditions, Section 00800.

5. Hold Harmless Agreement. The Contractor shall defend, indemnify and hold harmless the District, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses,

costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission or breach connected with or arising from the progress of work or performance of service under this Agreement, the Contract, or the Contract Documents. As part of this indemnity, the Contractor shall protect and defend, at its own expense, the District, the State of California and their officers, employees, agents and independent contractors from any legal action, including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Section.

Furthermore, the Contractor agrees to and does hereby defend, indemnify and hold harmless the District, the State of California and their officers, employees, agents and independent contractors from every claim or demand made and every liability, loss, damage, expense or attorney's fees of any nature whatsoever which may be incurred by reason of:

(a) Liability for (i) death or bodily injury to persons; (ii) damage or injury to, loss (including theft) or loss of use of any property; (iii) any failure or alleged failure to comply with any provision of law or the Contract; or (iv) any other loss, damage or expense sustained by any person, firm or corporation or in connection with the work called for in this Agreement, the Contract or the Contract Documents, except for liability resulting from the sole or active negligence or the willful misconduct of the District.;

(b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of the Contractor or any person, firm or corporation employed by the Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the District, arising out of or in any way connected with the Work covered by this Agreement, the Contract or the Contract Documents, whether said injury or damage occurs either on or off District property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the District; and

(c) Any dispute between the Contractor and the Contractor's subcontractors/suppliers/sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any subcontractor or materialman of any tier or any other person employed in connection with the work and/or filing of any stop notice or mechanic's lien claims.

The Contractor, at its own expense, cost and risk, shall defend any and all claims, actions, suits or other proceedings that may be brought or instituted against the District, its officers, agents or employees, on account of or founded upon any cause, damage or injury identified in this Section 5 and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceeding as a result thereof.

6. Examination and Audit. Pursuant to California Government Code Section 8546.7, the Parties shall be subject to an examination and audit by the California State Auditor General for a

period of three (3) years after final payment of the contract limited to those matters connected with the performance of the contract.

7. Provisions Required By Law. Each and every provision of law and clause required to be inserted in this contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

8. The Contract Documents. The documents forming a part of the Contract Documents consist of the following, all of which are component parts of the Contract Documents:

Section	Description
00010	Notice to Contractors Calling for Bids
00100	Instructions for Bidders
00210	Bid Form
00215	List of Subcontractors
00220	Non-Collusion Affidavit
00230	Contractors Statement of Experience
00240	Acknowledgement of Bidding Practices Regarding Indemnity
00250	DVBE Requirements and Forms
00300	Bid Bond
00400	Agreement for Construction Services
00405	Labor and Material Payment Bond
00410	Performance Bond
00415	Certificate of Workers Compensation
00417	Drug-Free Workplace Certification
00418	Certificate Regarding Alcoholic Beverages and Tobacco-Free Campus
00419	Contractor Certification Regarding Background Checks
00420	Guarantee Form
00430	Substitution Form
00440	Conditional Waiver and Release upon Progress Payment
00442	Unconditional Waiver and Release upon Progress Payment
00447	Conditional Waiver and Release upon Final Payment
00450	Unconditional Waiver and Release upon Final Payment
00460	Escrow Agreement for Security Deposits in Lieu of Retention
00700	General Conditions
00750	Site Safety and Health Program
00800	Supplemental Conditions
00810	Insurance Requirements
00811	Insurance Documents and Endorsements
00900	Scope of Work

Specification Sections:

Plan Sheets:

15. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The signature page of any counterpart may be detached therefrom without impairing the legal effect of the signatures thereon provided such signature page is attached to any other counterpart identical thereto except having additional signature pages executed by the other Party. Counterparts may be delivered by fax or email provided that original executed counterparts are delivered to the recipient on the next business day following the fax or email transmission.

IN WITNESS WHEREOF, this Agreement has been duly executed by the Parties as of the date set forth above.

DISTRICT

RIO SCHOOL DISTRICT
2500 Vineyard Avenue
Oxnard, Ca 93036

CONTRACTOR

By: _____

Kristen Pifko
Assistant Superintendent
of Business Services

By: _____

Name: _____
Title: _____

(CORPORATE SEAL)