



SCHOOL

DISTRICT

EDUCATING LEARNERS FOR THE 21ST CENTURY

REGULAR BOARD MEETING

May 19, 2021

**Rio School District
Conference Room
1800 Solar Drive
Oxnard, CA 93030**

**John Puglisi, Ph.D.
Superintendent**

**Board of Education
Cassandra Bautista, President
Eleanor Torres, Clerk
Linda Armas
Edith Martinez-Cortes
Kristine Anderson**

2.0



**Wednesday, May 19, 2021
RSD Regular Board Meeting**

**Rio School District
1800 Solar Drive
Oxnard, CA 93030**

1. Open Session 5:00 p.m.

- 1.1 Call to Order
- 1.2 Pledge of Allegiance
- 1.3 Roll Call

2. Approval of the Agenda

- 2.1 Agenda Correction, Additions, Modifications
- 2.2 Approval of the Agenda

3. Public Comment-Closed Session

3.1 Public Comment (Closed Session) 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

- 4.1 CONFERENCE WITH REAL PROPERTY NEGOTIATORS Property: 2715 E. Vineyard Avenue, Oxnard, CA (APN: 132-0-052-175) Agency Negotiator: Dr. John Puglisi, Superintendent; Joel Kirschenstein, Sage Realty Group; Jeff Hoskinson, AALRR Negotiating Parties: Anthony de Groot Under Negotiation: Leaseback Price and Terms of Payment
- 4.2 Conference with Labor Negotiators [Government Code 54957.6] Agency designated representatives: RSD Negotiating Team; Employee Organization: California School Employee's Association and Rio Teachers' Association
- 4.3 Public Employee Performance Evaluation [Government Code 54957] Title: Staffing 2020/2021 and 2021/2022 and Superintendent's Evaluation
- 4.4 Public Employee Appointment/Employment (Govt. Code 54957) (Title: Interim Director of Human Resources).

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

- 5.1 Report of Closed Session

6. Public Hearing

- 6.1 Rio Teachers' Association Proposal for a Successor Agreement for the 2021/2022 School Year with the Rio School District

7. Communications

- 7.1 Acknowledgement of Correspondence to the Board
- 7.2 Board Member Reports
- 7.3 Organizational Reports-RTA/CSEA/Other

7.4 Superintendent Report

7.5 Public Comment-Board meetings are meetings of the Governing Board held in public, not public forums, and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the board through the board president. To assure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must fill out a speaker card. Cards are available at the meeting and on the District website. Cards must be submitted to the Secretary or Clerk of the Board. The speaker may choose to speak during public comment or at the time of the agenda item prior to board consideration. The Governing Board may place limitations on the total time to be devoted to each topic if it finds that the number of speakers would impede the Board's ability to conduct its business in a timely manner. Procedures for receiving communication from the public on topics that fall under the subject jurisdiction of the Governing Board. A member of the public may address the Governing Board on any item(s) on the agenda or non-agenda items. 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.

8. Information

8.1 Business Services Report

9. Discussion/Action

9.1 Approval of the Second and Final Reading of CSBA Policy Revisions

9.2 Approval of Purchase and Sale Agreement and Joint Escrow Instructions between the Rio School District and Anthony de Groot for 2715 E. Vineyard Avenue, Oxnard, CA (APN: 132-0- 052-175).

9.3 2021/2022 RTA to RSD Sunshine Proposals for Successor Agreement

9.4 Ratification of the Ventura County Office of Education Plan for Expelled Students 2021/2024

9.5 Approval of the Expanded Learning Opportunity (ELO) Grant Plan

9.6 Approval of Science Adoption MOU with Ventura County Office of Education

9.7 Approval of Contract of Employment with Interim Director for Human Resources

10. Consent

10.1 Approval of the Consent Agenda

10.2 Approval of the Minutes of April 21, 2021

10.3 Approval of the Minutes of the Special Board Meeting of May 10, 2021

10.4 Ratification of the Commercial Warrant for April 9, 2021 through May 6, 2021

10.5 Approval of the May 2021 Personnel Report

10.6 Ratification of the Amended 20/21 School Safety Plan for Rio Rosales.

10.7 Approval of the Memorandum of Understanding for Educator Support and Effectiveness Programs between RSD and VCOE

10.8 Service Contracts with Ventura County SELPA for Occupational Therapy Services

10.9 Approval of Ventura County Office of Education MOU with Rio Real School

10.10 Contract with County for Para Educator Support

10.11 Service Contracts with Ventura County SELPA for Adaptive PE, Deaf and Hard of Hearing Services, Orientation and Mobility Services, and Physical Therapy Services

10.12 Approval of Change Order from Custom Modular Services Corporation for Modular Classroom Building Renovation, Project No. 21-02L at Rio Del Valle

10.13 Approval of Change Order from M/M Mechanical for Modular Classroom Building Plumbing, Project 21-04L, at Rio Del Valle

10.14 Approval of Change Order #1 from BC Rincon Construction, Inc. for additional ADA path of travel repairs, COVID 19 outdoor sitting area repairs and storm drain additions at new modular classroom building at Rio Del Valle, 21-05L

10.15 Approval of Award of Bid from Venco Electric for Project #21-09L for the Campus Wide Fire Alarm at Rio Real

10.16 Approval of Award of Bid from Venco Electric for Project #21-10L for the Campus Wide Fire Alarm at Rio Plaza

10.17 Approval of Award of Bid from Venco Electric for Project #21-08L for the Campus Wide Fire Alarm at Rio Del Valle

10.18 Approval of Award of Bid from EJS Construction for Project #21-11L for the Rio Del Norte Ceilings

10.19 Approval of Award of Bid from EJS Construction for Project #21-07L for the Rio Del Norte HVAC Replacement

11. Organizational Business

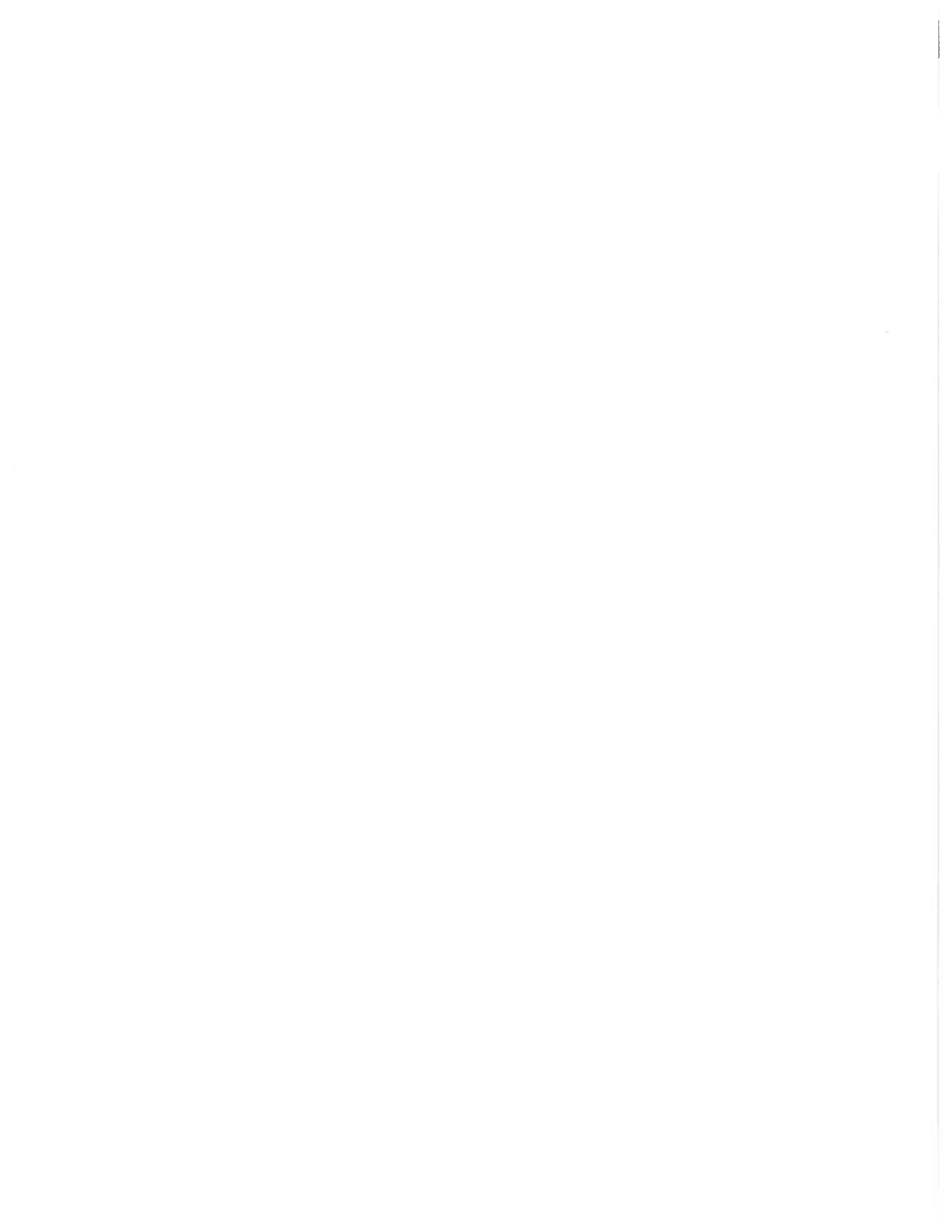
11.1 Future Items for Discussion

11.2 Future Meeting Dates: June 9, 2021 and June 30, 2021

12. Adjournment

12.1 Adjournment

4.1





Agenda Item Details

Meeting May 19, 2021 - RSD Regular Board Meeting

Category 4. Closed Session

Subject 4.1 CONFERENCE WITH REAL PROPERTY NEGOTIATORS Property: 2715 E. Vineyard Avenue, Oxnard, CA (APN: 132-0-052-175) Agency Negotiator: Dr. John Puglisi, Superintendent; Joel Kirschenstein, Sage Realty Group; Jeff Hoskinson, AALRR Negotiating Parties: Anthony de Groot Under Negotiation: Leaseback Price and Terms of Payment

Access Public

Type

Public Content

Speaker:

Rationale:

Administrative Content

Executive Content



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	4. Closed Session
Subject	4.2 Conference with Labor Negotiators [Government Code 54957.6] Agency designated representatives: RSD Negotiating Team; Employee Organization: California School Employee's Association and Rio Teachers' Association
Access	Public
Type	Discussion

Public Content

Speaker:

Rationale:

Administrative Content

Executive Content



Agenda Item Details

Meeting May 19, 2021 - RSD Regular Board Meeting

Category 4. Closed Session

Subject 4.3 Public Employee Performance Evaluation [Government Code 54957] Title: Staffing 2020/2021 and 2021/2022 and Superintendent's Evaluation

Access Public

Type Discussion

Public Content

Speaker:

Rationale:

Administrative Content

Executive Content

4.4



Agenda Item Details

Meeting May 19, 2021 - RSD Regular Board Meeting

Category 4. Closed Session

Subject 4.4 Public Employee Appointment/Employment (Govt. Code 54957) (Title: Interim Director of Human Resources).

Access Public

Type

Public Content

Speaker:

Rationale:

Administrative Content

Executive Content

6.1



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	6. Public Hearing
Subject	6.1 Rio Teachers' Association Proposal for a Successor Agreement for the 2021/2022 School Year with the Rio School District
Access	Public
Type	Information

Public Content

Speaker: John Puglisi, Ph.D., Superintendent

Rationale:

Pursuant to the provision of Government Code Section 3547, the Governing Board must formally inform the public through a Board meeting and conduct a public hearing to receive input from the community prior to the initiation of negotiations. Accordingly, a public hearing has been set for tonight's meeting to hear input from the public.

Administrative Content

Executive Content

RIO SCHOOL DISTRICT
1800 SOLAR DRIVE
OXNARD, CALIFORNIA

**NOTICE OF
PUBLIC HEARING**

**PUBLIC HEARING ON THE RIO TEACHERS
ASSOCIATION
PROPOSAL FOR A SUCCESSOR AGREEMENT FOR
THE 2021-2022 SCHOOL YEAR WITH THE RIO
SCHOOL DISTRICT**

Pursuant to the provision of Government Code Section 3547, the Governing Board must formally inform the public through a Board Meeting and conduct a public hearing to receive input from the community prior to the initiation of negotiations.

Accordingly, a public hearing is scheduled for the Governing Board meeting to be held on May 19, 2021, at the Rio School District Board Room, 1800 Solar Drive, 3rd Floor, Oxnard, CA 93030 beginning at 6:00 p.m. Copies of the initial proposals have been distributed to and are available at:

Rio School District and all Rio School Sites

**Rio Teachers' Association
Sunshine Proposal for the 2021-2022 School Year
Initial Contract Reopeners with Rio School District
May 12, 2021**

Rio Teachers' Association values the collaborative spirit through which collective bargaining is accomplished between the District and the Association. Per the Rodda Act, the Collective Bargaining Agreement between the Rio School District and the Rio Teachers' Association, Rio Teachers' Association is submitting its 2021-2022 negotiations proposal.

The following constitutes the initial proposals of Rio Teachers' Association and the 2021-2022 contract negotiations with the Rio School District:

- ARTICLE 6: Unit Member Work Day/Work Year/Work Conditions
- ARTICLE 8: Class Size
- ARTICLE 9: Sick Leave
- ARTICLE 19: Compensation
- ARTICLE 20: Employee Benefits

We look forward to initiating a good faith bargaining effort with the Rio School District.

Sincerely,
Marisela Valdez
President, Rio Teachers' Association

8.1



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	8. Information
Subject	8.1 Business Services Report
Access	Public
Type	Information
Goals	Goal 3-Create welcoming and safe environments where students attend and are connected to their school Goal 1-Improved student achievement at every school and every grade in all content areas

Public Content

Speaker: Wael Saleh, Assistant Superintendent of Business Services

Rationale: Mr. Saleh will update the Governing Board on the following topics:

- May Revise Update

Administrative Content

Executive Content

9.1



Agenda Item Details

Meeting May 19, 2021 - RSD Regular Board Meeting

Category 9. Discussion/Action

Subject 9.1 Approval of the Second and Final Reading of CSBA Policy Revisions

Access Public

Type Action

Recommended Action Staff recommends approval of the second and final ready of the CSBA Board Policy Revisions.

Public Content

Speaker:

Rationale:

[FirstReading1221.pdf \(10,215 KB\)](#)

Administrative Content

Executive Content

9.2

**Agenda Item Details**

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	9. Discussion/Action
Subject	9.2 Approval of Purchase and Sale Agreement and Joint Escrow Instructions between the Rio School District and Anthony de Groot for 2715 E. Vineyard Avenue, Oxnard, CA (APN: 132-0-052-175).
Access	Public
Type	Action

Public Content

Speaker: Joel Kirschenstein, District Consultant, SAGE

Rationale:

On April 21, 2021, the Board received written and oral proposals for the purchase of 2715 E. Vineyard Avenue, Oxnard, CA (APN 132-0-052-175), ultimately awarding a purchase-sale agreement to Anthony de Groot, the highest bidder at that public meeting of the Board. The Board approved the Purchase-Sale Agreement, and delegated authority to the Superintendent and this designees to negotiate the terms of the District's leaseback of the property.

Those lease terms are now included in the final document for the Board's consideration this evening. As provided in Article 19 of the proposed Purchase-Sale Agreement, the District would be entitled to leaseback the property for a period of two years. Commencing in the first full month of the District's tenancy, after the close of escrow, the District would pay \$10,500 per month for the first three months, and thereafter \$12,600 per month for the duration of the leaseback term. The District would be able to terminate the lease after 12 months by providing at least 90 days notice. The District would indemnify the Buyer for its use during the lease term, and provide insurance coverage during such time.

Administrative Content**Executive Content**

9.3



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	9. Discussion/Action
Subject	9.3 2021/2022 RTA to RSD Sunshine Proposals for Successor Agreement
Access	Public
Type	Action

Public Content

Speaker: John Puglisi, Ph.D., Superintendent

Rationale:

Pursuant to the provisions of Government Code Section 3547, the Governing Board must formally inform the public, through notice of and by conducting a Public Meeting, to receive input from the community prior to the initiation of negotiations.

Accordingly, the Rio Teachers Association sunshine proposal for negotiations to commence the 19/20 negotiations cycle is recommended for adoption after a Public Meeting is held at a regular meeting of the Governing Board on December 9, 2019.

Administrative Content

Executive Content

**Rio Teachers' Association
Sunshine Proposal for the 2021-2022 School Year
Initial Contract Reopeners with Rio School District
May 12, 2021**

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The following constitutes the initial proposals of Rio Teachers' Association and the 2021-2022 contract negotiations with the Rio School District:

- ARTICLE 6: Unit Member Work Day/Work Year/Work Conditions
- ARTICLE 8: Class Size
- ARTICLE 9: Sick Leave
- ARTICLE 19: Compensation
- ARTICLE 20: Employee Benefits

We look forward to initiating a good faith bargaining effort with the Rio School District.

Sincerely,
Marisela Valdez
President, Rio Teachers' Association

9.4



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	9. Discussion/Action
Subject	9.4 Ratification of the Ventura County Office of Education Plan for Expelled Students 2021/2024
Access	Public
Type	Action
Fiscal Impact	No
Budgeted	No
Budget Source	Not applicable
Recommended Action	Staff recommends board approval of the Ventura County Office of Education Plan for Expelled Students 2021/2024

Public Content

Speaker: Rebecca Rocha/Oscar Hernandez

Rationale:

Attached you will find the newly revised Ventura County Plan for Expelled Pupils. The Plan was recently updated by the Ventura County Pupil Services Collaborative. The plan is reviewed and update every three years by representatives from all twenty local school districts and the Ventura County Superintendent of Schools before being sent to districts to be approved by the districts' School Boards and Superintendents. As per state legal guidelines, the plan was reviewed and revised with the input of a variety of stakeholders.

The newly revised plan includes California Education Codes that support the operation of community schools, a short summary of the changes that have been made every three years, existing school district educational alternatives for expelled students, acknowledgment of gaps in services and strategies available to districts to try and bridge those gaps, county and district agreements on those alternatives, and the referral process and guidelines for districts to follow when referring both general education and special education students to the program.

Administration is recommending approval of the triennial update at this time.

VCOE Plan for Expelled Students 2021-2024 4-30-21.pdf (2,034 KB)

Administrative Content

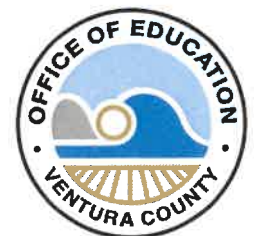
Executive Content

Ventura County Plan for Expelled Students Triennial Update June 2021-2024



Ventura County Office of Education
Dr. César Morales, Ventura County Superintendent of Schools

5189 Verdugo Way • Camarillo, CA 93012
805-383-1900 • www.vcoe.org



Collaborative Plan By

Briggs School District
 Conejo Unified School District
 Fillmore Unified School District
 Hueneme School District
 Mesa Union School District
 Moorpark Unified School District
 Mupu Elementary School District
 Oak Park Unified School District
 Ocean View School District
 Ojai Unified School District
 Oxnard School District
 Oxnard Union High School District
 Pleasant Valley School District
 Rio School District
 Santa Clara Elementary School District
 Santa Paula Unified School District
 Simi Valley Unified School District
 Somis Union School District
 Ventura County Office of Education
 Ventura Unified School District

Acknowledgements

Student Services Collaborative Team

Shauna Ashmore, Conejo Valley Unified School District
 Sheryl Barnd, Mupu Elementary School District
 Stephanie Barnes, Santa Paula Unified School District
 Carol Bjordahl, Pleasant Valley School District
 Lisa Brown, Ventura County Office of Education
 Cheryl Burns, Ventura Unified School District
 David Castellano, Hueneme Elementary School District
 Kent Cromwell, Oak Park Unified School District
 Deborah Cuevas, Briggs School District
 Stefan Cvijanovich, Fillmore Unified School District
 Cynthia Frutos, Ventura Unified School District
 Sean Goldman, Simi Valley Unified School District
 Ray Gonzales, Oxnard Union High School District
 Marlo Hartsuyker, Ventura County Office of Education
 Shannon Houston Scott, Oxnard Union High School District
 Bianca Lopez, Santa Paula Unified School District
 Cesar Morales, Ventura County Office of Education
 Ian Mc Gugan, Oak Park Unified School District
 Norma Perez Sandford, Fillmore Unified School District
 Michele Pizarro-Ortiguerra, Ventura County Office of Education
 Maria Elena Plaza, Ocean View School District
 Maria Ponce-Montanez, Ventura County Office of Education
 Jose Ramirez, Ocean View School District
 Irene Ramirez, Mesa Union School District
 Raul Ramirez, Mesa Union School District
 Chris Ridge, Oxnard School District
 Rebecca Rocha, Rio School District
 Kari Skidmore, Santa Clara Elementary School District
 Jamie Snodgrass, Simi Valley Unified School District
 Brett Taylor, Ventura County Office of Education
 Jesus Vaca, Somis Union School District
 Teresa Vega, Ventura County Office of Education
 Donna Welch, Moorpark Unified School District
 Consuelo Hernandez Williams, Ventura County Office of Education
 Mike Winters, Moorpark Unified School District

Community Stakeholders

Pam Darby, City Impact
 Leoda Valenzuela, California Rural Legal Assistance
 Franchesca Verdin, California Rural Legal Assistance
 Stacy Ratner, Ventura County District Attorney
 Lupe Paz, Ventura County Probation Agency
 Gina Johnson, Ventura County Probation Agency
 Mark Varela, Ventura County Probation Agency
 Matt Benitez, Ventura County Public Defender
 Michael Rodriguez, Ventura County Public Defender

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Legal Requirements of a Countywide Expulsion Plan

On July 1, 1996 California Education Code section 48926 became operational. California Education Code 48926 states, “each county superintendent of schools in counties that operate community schools pursuant to section 1980, in conjunction with superintendents of the school districts within the county shall develop a plan for providing education services to all expelled students in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.” California Education Code section 48926 required county superintendents to submit a plan to the Superintendent of Public Instruction, no later than June 30, 1997 regarding the provisions of educational services to all expelled students in the county.

Section 48926 further provides that each county superintendent of schools, in conjunction with district superintendents in the county, shall submit to the Superintendent of Public Instruction a triennial update to that plan on June 30 thereafter. The first triennial update was due no later than June 30, 2000, the second triennial update no later than June 30, 2003, the third triennial update was due no later than June 30, 2006, the fourth triennial update was due no later than June 30, 2009, the fifth triennial update was due no later than June 30, 2012, the sixth triennial update was due June 20, 2015, the seventh triennial update was due June 30, 2018, and the most current plan is to be submitted no later than June 30, 2021. A list of the board approval dates for each triennial update is contained in this document (see Appendix II).

Education Code section 48926 requires that the following components be contained in this plan:

- a. An enumeration of existing educational alternatives for expelled students, which include a focus on how such practices may impact the disproportionate number of minority students being suspended or expelled.
- b. The identification of gaps in educational services for expelled students
- c. Proposed strategies for fulfilling said gaps
- d. Alternative placements for those expelled students who have failed to meet the terms and conditions of their rehabilitation plan

California Education Code section 4816.1 states, “At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion....” Therefore, every Ventura County School District governing board will refer each expelled student to an appropriate educational placement for the period of the expulsion. The educational placement will be determined on an individual basis by the school district’s governing board based on:

1. The educational needs of students
2. The seriousness of the offense
3. Available educational alternatives
4. Other related factors

Factors Impacting District-level Alternatives

District-level alternatives for expelled students will vary from one district to another depending on such factors as:

1. District size
 - a. Larger districts may have more options than smaller districts.
 - b. Smaller districts may need to rely on county-operated programs or partner with other small districts to develop viable in-district options.
2. District philosophy and approach to student discipline which may include varying degrees of:
 - a. Restorative practices
 - b. Alternative means of correction
 - c. Staffing
3. Individual student academic needs and current skill levels as determined by the student's:
 - a. Grades
 - b. State standardized assessments
 - c. Formative and summative assessments
 - d. Quality of schoolwork
 - e. Other formal and informal assessments which may contribute to better understanding the individual student's level of academic skills
4. Attendance patterns demonstrated by the student's excused and unexcused absences as well as tardies.
5. Behavior in and out of class
6. Communication: Student's ability to communicate and navigate through the formal and informal curriculum and culture of the school
7. Discipline: Discipline history including patterns of past disciplinary offenses and the severity of those offenses.
8. Health and medical status which may include:
 - a. Health limitations
 - b. 504 accommodations if any
 - c. Drug and/or alcohol dependence or abuse
 - d. Physical limitations and/or mobility needs
9. Social/emotional well-being including:
 - a. Level of student engagement with peers
 - b. Pattern of conflicts with other students and staff
10. Response to instructional approaches - based on existing evidence



Photo Credit: Harold Litwiler

Ventura County Background and Context

Ventura County covers an area of 1,843 square miles and ranks 26th in size and 11th in population among California’s 58 counties (population 850,000). It is bordered on the north by Kern County, on the west by Santa Barbara County, and on the south and east by Los Angeles County. The Pacific Ocean provides the county’s southwestern border stretching along 42 miles of coastline. There are ten incorporated cities in the county. The five cities with populations of 50,000 or more are Oxnard, Simi Valley, Ventura, Thousand Oaks, and Camarillo. Ventura is the County seat.

A total of twenty school districts in Ventura County (eleven elementary school districts, eight unified school districts, and one high school district) provide services to over 135,000 students. School districts range in size from the smallest with fifty students to the largest with enrollments of over 20,000 students.

Table 1. 3-Year Ventura County Student Demographics

Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2019-20	135,312	1.2%	0.2%	4.4%	1.8%	60.0%	0.2%	28.5%	3.4%	0.3%
2018-19	135,721	1.2%	0.2%	4.5%	1.8%	59.6%	0.2%	29.2%	3.3%	0.1%
2017-18	137,758	1.2%	0.2%	4.5%	1.8%	58.9%	0.2%	29.9%	3.2%	0.0%

Table 2. Ventura County 2018-2020 English Learner Population

2019-2020 Enrollment by English Language Acquisition Status and Grade – Ventura County Report						
Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
KN	7,024	517	3,350	2	179	11,072
1	5,762	425	3,085	24	13	9,309
2	5,533	185	3,493	182	6	9,399
3	5,659	197	3,343	444	4	9,647
4	5,515	224	2,822	1,289	1	9,851
5	5,529	238	2,733	1,375	6	9,881
6	5,735	220	2,016	2,101	1	10,073
7	5,795	273	1,693	2,609	1	10,371
8	6,109	271	1,618	3,047	1	11,046
9	6,558	359	1,270	3,248	9	11,444
10	6,473	367	1,152	3,379	7	11,378
11	6,408	371	873	3,420	5	11,077
12	6,288	375	747	3,350	4	10,764

Report Totals						
Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Ventura County	78,388	4,022	28,195	24,470	237	135,312
State	3,600,001	273,950	1,148,024	1,133,977	7,049	6,163,001

Educators in Ventura County recognize the need for a continuum of educational services for all students, including expelled students. It is important to provide support and service to the expelled student while recognizing the rights of others to be safe. Local educators also recognize the seriousness of an expulsion and are committed to applying careful thought, with an emphasis on fairness and consistency during the decision-making process.

Educational programs within Ventura County provide numerous opportunities for students who are in need of traditional and/or alternative educational programs. Individual school districts offer a spectrum of educational alternatives, and the Ventura County Office of Education (VCOE) offers options via court and community school programs. In addition, the county's public charter schools offer a wide variety of educational options for students in all grades K-12. Together, the local school districts and VCOE attempt to provide the needed range of services for expelled students.

Legal Update

In recent years, including the time since the last update (2018-2021) was developed, the State of California has enacted numerous legislative changes that have impacted the way that schools and districts address the issue of student suspensions (which often lead to expulsion) and expulsions. An effective plan aimed at better serving expelled students must take these changes into account in addition to relevant sections of the education code that are worthy of note and may assist schools and districts in their efforts to better serve students subject to expulsion. Therefore, this section highlights some of the most important legislative changes as they impact student suspension and expulsion.

Suspension

1. [Education Code 48900 \(k\)\(2\)](#)
 - a. Schools and districts may not suspend students for willful defiance in grades K-8. This code also precludes any school district from recommending a student for expulsion under this provision.
 - b. Education Code 48910-Teachers may suspend for willful defiance.
2. [Education Code 48900 \(v\)](#):
 - a. Provides school administrators the discretion to impose age-appropriate alternatives to suspension and expulsion on students subject to discipline so long as the alternative is designed to address the specific behavior of the student.
3. [Education Code 48900 \(w\)](#):
 - a. Expresses the legislature's intent that alternative means of correction are used in place of suspension and expulsion for students who are tardy, truant, or otherwise absent from school activities.
4. [Education Codes 48900.5 and 48900.6](#)
 - a. These codes together present strong guidance on alternative means of correction including making numerous suggestions for such alternatives including restorative approaches and community service.

Expulsion

5. [Education Code 48915](#)
 - a. Details provisions related to student expulsion including differentiating between “may” and “shall” expellable offenses.
 - b. Provides the Superintendent to impose alternative means of correction.
 - c. K-12 students cannot be expelled for willful defiance.

Enrollment and Transfer

6. Education Code 1981

- a. Details the conditions under which a county board of education may enroll students in a county community school program as follows:
 - i. Expelled from a school district for any reason other than those specified in subdivision (a) or (c) of Section 48915.
 - ii. Referred to a county community school by a school district as a result of the recommendation by a school attendance review board.
 - iii. On probation, with or without the supervision of a probation officer and consistent with an order of a juvenile court, who are considered to be wards of the court under Sections 601 and 602 of the Welfare and Institutions Code and ordered placed pursuant to Sections 725, 729.2, and 791 of, and paragraph (2) of subdivision (a) of Section 727 of, the Welfare and Institutions Code.
 - iv. When a school district of attendance, has, at the request of the pupil's parent, guardian, or responsible adult, approved the pupil's enrollment in a county community school.

7. Education Code 48201

- a. Details notice provisions related to transfers of expelled students as follows:

(b) (1) Upon a pupil's transfer from one school district to another, the school district into which the pupil is transferring shall request that the school district in which the pupil was last enrolled provide any records that the district maintains in its ordinary course of business or receives from a law enforcement agency regarding acts committed by the transferring pupil that resulted in the pupil's suspension from school or expulsion from the school district. Upon receipt of this information, the receiving school district shall inform any teacher of the pupil that the pupil was suspended from school or expelled from the school district and shall inform the teacher of the act that resulted in that action.

8. Education Code 48915.1

- a. Details the responsibilities and procedures of an Local Education Agency (LEA) that receives a student under an expulsion agreement from another LEA.

(a) If the governing board of a school district receives a request from an individual who has been expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915, for enrollment in a school maintained by the school district, the board shall hold a hearing to determine whether that individual poses a continuing danger either to the pupils or employees of the school district. The hearing and notice shall be conducted in accordance with the rules and regulations governing

procedures for the expulsion of pupils as described in Section 48918. A school district may request information from another school district regarding a recommendation for expulsion or the expulsion of an applicant for enrollment. The school district receiving the request shall respond to the request with all deliberate speed but shall respond no later than five working days from the date of the receipt of the request.

(b) If a pupil has been expelled from his or her previous school for an act other than those listed in subdivision (a) or (c) of Section 48915, the parent, guardian, or pupil, if the pupil is emancipated or otherwise legally of age, shall, upon enrollment, inform the receiving school district of his or her status with the previous school district. If this information is not provided to the school district and the school district later determines the pupil was expelled from the previous school, the lack of compliance shall be recorded and discussed in the hearing required pursuant to subdivision (a).

(c) The governing board of a school district may decide to deny enrollment to an individual who has been expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915, for the remainder of the expulsion period after a determination has been made, pursuant to a hearing, that the individual poses a potential danger to either the pupils or employees of the school district.

(d) The governing board of a school district, when making its determination whether to enroll an individual who has been expelled from another school district for these acts, may consider the following options:

- (1) Deny enrollment
- (2) Permit enrollment
- (3) Permit conditional enrollment in a regular school program or another educational program

Credits and Graduation Requirements

9. [Education Code 48645.5](#)

- a. Details the requirement that LEA's must accept partial credit as follows:

(a) Each public school district and county office of education shall accept full or partial credit for coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, or nonpublic, nonsectarian school or agency. The coursework shall be transferred by means of the standard state transcript. If a pupil completes the graduation requirements of his or her school district of residence while being detained, the school district of residence shall issue to the pupil a diploma from the school the

pupil last attended before detention or, in the alternative, the county superintendent of schools may issue the diploma.

- b. Details that a pupil shall not be denied enrollment or readmission to a public school solely on the basis that he or she has had contact with the juvenile justice system, including, but not limited to:

- (1) Arrest

- (2) Adjudication by a juvenile court

- (3) Formal or informal supervision by a probation officer

- (4) Detention for any length of time in a juvenile facility or enrollment in a juvenile court school

- (5) Pursuant to subparagraph (B) of paragraph (8) of subdivision (f) of Section 48853.5, a pupil who has had contact with the juvenile justice system shall be immediately enrolled in a public school.

- c. Details the requirement that if a pupil completes the statewide coursework requirements for graduation specified in Section 51225.3 while attending a juvenile court school, the county office of education shall issue to the pupil a diploma of graduation and shall not require the pupil to complete coursework or other requirements that are in addition to the statewide coursework requirements.

9. **Education Code 51225.1**

- a. Outlines graduation requirements for Foster Youth including expelled Foster Youth in custody and students transferring to school districts from juvenile court schools.

School Accountability System

10. **Education Code 52066**

- a. Details the requirements of what must be included in a County Office of Education Local Control Accountability Plan including a provision that requires such plans to detail how the COE will coordinate services for expelled students.
- b. To view the VCOE LCAP which details goals related to serving expelled students, please refer to www.vcoe.org/School-Accountability/VCOE-LCAP for the most recent VCOE LCAP.

11. **California School Dashboard**

- a. The State of California has embarked upon the implementation of a new school accountability system using a Dashboard format showing how schools perform on multiple measures of practice including academics, school climate and culture, college and career readiness, attendance and student discipline.

- b. To view a local district or VCOE Dashboard please refer to www.caschooldashboard.org/#/Home on the CDE web page and enter the name of the educational agency you wish to view. On this page, you will also find a quick guide and tutorial video to help you understand the California School Dashboard system of accountability.
- c. It is also important to note that Gateway Community School qualifies and is designated by the California Department of Education as an Alternative Education School and as such will participate in the accountability model reflecting modified methods of determining performance on state-mandated areas of the Dashboard. This model is called the Dashboard Alternative School Status (DASS). For eligibility requirements related to schools participating in DASS [click here](#).

Joint Transition Policy

12. [Education Code 48647](#)

- a. Details recommendations related to data sharing and requires County Offices of Education and Probation Departments to develop a joint transition policy detailing best practices related to student records, communications, timely school placement and other important items ensuring students transitioning out of court schools are able to re-enroll in their schools of residence in an efficient manner. Provisions include:
 - i. (a) Local educational agencies are strongly encouraged to enter into memoranda of understanding and create joint policies, systems, including data sharing systems, transition centers, and other joint structures that will allow for the immediate transfer of educational records, create uniform systems for calculating and awarding course credit, and allow for the immediate enrollment of pupils transferring from juvenile court schools.
 - ii. (b) As part of their existing responsibilities for coordinating education and services for youth in the juvenile justice system, the county office of education and county probation department shall have a joint transition planning policy that includes collaboration with relevant local educational agencies to improve communication regarding dates of release and the educational needs of pupils who have had contact with the juvenile justice system, to coordinate immediate school placement and enrollment, and to ensure that probation officers in the community have the information they need to support the return of pupils who are being transferred from juvenile court schools to public schools in their communities.
- b. Please see attached Memorandum of Understanding between Ventura County Office of Education and the Ventura County Probation Department herein incorporated as Appendix IV. The MOU serves as the joint policy required under Education Code 48647 (b) noted above.

Provisions for Foster, Homeless Youth

13. Education Code 48918.1

(a) (1) If the decision to recommend expulsion is a discretionary act and the pupil is a foster child, as defined in Section 48853.5, the governing board of the school district shall provide notice of the expulsion hearing to the pupil's attorney and an appropriate representative of the county child welfare agency at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

(2) If a recommendation of expulsion is required and the pupil is a foster child, as defined in Section 48853.5, the governing board of the school district may provide notice of the expulsion hearing to the pupil's attorney and an appropriate representative of the county child welfare agency at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

(b) (1) If the decision to recommend expulsion is a discretionary act and the pupil is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, the governing board of the school district shall provide notice of the expulsion hearing to the local educational agency liaison for homeless children and youth designated pursuant to Section 11432(g)(1)(J)(ii) of Title 42 of the United States Code at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

(2) If a recommendation of expulsion is required and the pupil is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, the governing board of the school district may provide notice of the expulsion hearing to the local educational agency liaison for homeless children and youth designated pursuant to Section 11432(g)(1)(J)(ii) of Title 42 of the United States Code at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

(3) If a recommendation of expulsion is required and the pupil is a foster child or youth as defined in Section 48853.5(a) and a change in schools occurs, the child shall be enrolled immediately. School districts must request records within 2 days of the foster youth's enrollment. School districts must forward education records to a requesting school within 2 business days of receiving a request. EC 48853.5 (e)(8). If a recommendation of expulsion is required and the pupil is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code and a change in schools occur, the enrolling school must immediately admit the student and must contact the previous school for records. 42 U.S.C. 11432(g)(3)(D). Although the Act is silent on the definition of "immediate", the standard dictionary definition is without delay.

Implementation of Countywide Practices to Address the Disproportionate Number of Minority Students Who Are Suspended or Expelled in Ventura County

Student services professionals represented by LEAs in Ventura County have contributed to the development of this section of the Ventura County Plan for Expelled Youth. In addition to the changing legal landscape, there have been numerous developments in the area of student support services that have significant potential for limiting expulsions and positively impacting Ventura County students. This section specifically addresses practices that work towards lowering the number of minority students who are suspended or expelled.

Districts throughout the county address equity issues by:

1. The implementation of the annual countywide Equity Conference sponsored by the Ventura County Office of Education. This conference is free of charge and all public stakeholders, parents and community members are invited to attend.
2. The implementation of Ethnic and Social Justice high school classes.
3. The development of Student Assistance Programs to assist students and their families in accessing countywide educational and behavioral support resources.
4. The implementation of mental health training for counselors to support students in crisis.

In addition to the above, Ventura County districts implement and provide staff development in the following promising practices:

1. **Multi-Tiered System of Support and Response to Instruction and Intervention** - Ensuring the success of all students requires meeting the needs of students, academically, behaviorally and social-emotionally. Ventura County educators remain committed to implementing programs and interventions that will ensure all students can succeed. A conceptual framework for how best to view Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI2) can be found [here](#). Another resource from the California Department of Education can be found [here](#).
2. **PBIS** - Positive Behavior Intervention and Support (PBIS) relates to a multi-tiered approach to social-emotional, and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social-emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. This description is provided by and more information can be found at: www.pbis.org
3. **CHAMPS** - CHAMPS is a research and evidence-based approach to Positive Behavior Intervention and Support (PBIS) designed by [Safe and Civil Schools](#). The “CHAMPS Proactive and Positive Approach to Classroom Management” leads teachers through a process of identifying and maintaining the effective aspects of their current management plan while adding and/or strengthening any missing or

less-effective aspects. With an emphasis on preventing misbehavior before it occurs and a tireless focus on respectful interactions with children, CHAMPS is designed to reduce classroom disruptions and office referrals, improve classroom climate, increase student on-task behavior, and establish respectful and civil interactions.

4. **Restorative Practices** - Restorative Justice is an approach to school discipline that moves away from traditional punishment and provides for families, schools and communities a way to ensure accountability and repair the harm caused by someone's behavior. It requires students to think about themselves and how they deal with others in their community and to work on developing healthy relationships and learning how to manage conflict in a healthy manner. It allows for students to develop self-discipline and self-awareness and promote positive behavior in a caring, supportive environment. Restorative Justice is increasingly used in schools throughout California to promote positive school climates and as an alternative to suspension or expulsion. Resources and more additional information provided by the Ventura County Office of Education can be found at: www.vcoe.org/Leadership-Support-Services/Restorative-Justice
5. **Trauma Informed Care** - Traumatic stress can arise from a variety of sources: bullying at school, dramatic weather events, and school shootings even the day-to-day exposure to events such as divorce or homelessness. Children *and* adults can be affected by traumatic stress. Having the tools to manage traumatic stress empowers the members of the school community. In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, parents, and law enforcement. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support. More information can be found at: www.first5la.org/files/Trauma.pdf and traumaawareschools.org/traumainschools
6. **Student Resilience** - Much recent research has been done and much attention has been paid to issues related to student success. The field of asset building is concerned with what assets students need to be successful and which serve students best as they work to overcome the many challenges they face. Among the most impactful assets a student can have is *resilience*. Ventura County educators are committed to continuing to build students' assets with a special emphasis on resilience.
7. **Cultural Proficiency**: Cultural proficiency is an approach to education and school leadership that centers on understanding, valuing, and talking about differences in ways that are respectful. A core component of this approach to make explicit the implicit values of a school community to ensure that the values of schools are aligned with the actual practices related to its treatment of all students and families. In practice, culturally proficient schools deeply examine practices such as school discipline, grading policies, curriculum, transportation, school activities, school ceremonies, and family events to ensure equity of access and representation of diverse values and cultures.

More information can be found at: [Cultural Proficiency: Tools for School Leaders](#). The VCOE offers trainings related to cultural proficiency through the [L3 and L3 Team Professional Learning Series](#).

8. **Career Education** - The State of California has emphasized the importance of career readiness in a variety of ways including substantial funding of career pathways and career and technical education incentive grants. In addition, California's new Accountability System includes a Career/College Readiness Indicator. Gateway Community School will continue to offer opportunities for expelled students to participate in career pathways and exploratory career education courses. Career Technical Education (CTE) courses are offered as part of the Gateway master schedule, staffed by VCOE's ROP teachers. CTE programs are based on state CTE Model Curriculum Standards. Students may continue their career education through participating in VCOE's ROP Career Education Center programs for high school and out-of-school youth. Program information is available at <https://www.vcoe.org/Career-Education/Career-Education-Center>.

Interagency Collaboration

Interagency collaboration takes place on an ongoing basis. Partners work together to ensure that the needs of the students are met. Agencies partner to support students both academically socially. Collaboration occurs within and between the following entities:

1. [The Ventura County Student Services Collaborative](#)
Student services collaborative (SSC) consists of student services administrators from all districts in Ventura County. The SSC is designed to collaborate on best practices and programming for the benefit of all students. The SSC meets monthly. This group annually reviews [five-year suspension and expulsion data](#). This review includes the analysis of student subgroups and whether there are disproportionate numbers of minority students suspended and expelled. Members of the Student Services Collaborative then have an opportunity to share the findings with their local stakeholders and devise a plan to address the disproportionality of minority students who are suspended or expelled if needed.
2. [Juvenile Specialty Services](#)
3. [The Juvenile Detention Alternatives Initiative](#)
4. [The VCOE Special Populations Department](#) focusing on serving Foster, Homeless and Migrant Youth
5. [The Ventura County School Attendance Review Board](#)
6. The THRIVE (Truancy Habits Reduced Increases Vital Education) Project focuses on improving student attendance.
7. VC Community based agencies and public advocates including [CRLA](#) and [City Impact](#)
8. The [Ventura County Special Education Local Planning Area](#) focusing on serving the needs of students with exceptional needs.
9. The numerous collaborative efforts involving our County's School Districts and especially the leadership of the Superintendent's.
10. Local Law Enforcement
11. [VC Probation Agency](#)
12. [VC District Attorney's Office](#)
13. [VC Public Defender's Office](#)

14. [VC Human Services Agency](#)
15. [VC Health Care Agency](#)
16. [VC Juvenile Court Judges](#) and the [JJDC](#) (Juvenile Justice Delinquency Prevention Commission).
Ventura County is an exceptional place to live and work and the collaborative spirit exemplified by all these agencies and their collaborative efforts are second to none. The continued excellence of our services to expelled youth will require the ongoing commitment of the entire community.

Rehabilitation Plans

When students are expelled, districts complete a plan for rehabilitation. The rehabilitation plan plays a critical role in addressing each student's needs and providing services that help to prepare them to return to their district. The development and implementation of an appropriate and individualized rehabilitation plan is designed to address the students' strengths and needs and works to provide the student with an *attainable* set of goals necessary to achieve in order to return to their district (see Appendix VI for Model Rehabilitation Plan).

[Education Code 48916](#)

The governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.



Existing School District Educational Alternatives for Expelled Students

Each school district shall ensure that instructional services are provided for pupils who have been recommended for expulsion hearing and/or awaiting placement. A student whose behavior has resulted in expulsion, including a stipulated expulsion, shall be given a rehabilitation plan that is designed by the district of residence (see Appendix VI for Model Rehabilitation Plan). Student progress towards meeting the requirements of the rehabilitation plan should be monitored by the district of residence and the site of placement alike. Appropriate documentation should be maintained by the school of placement and presented to the district of residence upon a recommendation to return to district.

The governing board of each school district will determine which educational alternatives are appropriate and available. Educational alternatives throughout Ventura County for students recommended for expulsion included, but are not limited to, the following options:

- Expulsion, suspended order, with placement on the same campus. E.C. 48917(a)
- Expulsion, suspended order, with placement on a different school campus within the district. E.C. 48917(a)
- Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.
- Expulsion, suspended order, with subsequent transfer to another district.
- Expulsion with referral to a district community day school, if available.
- Expulsion, suspended order, with subsequent transfer to a charter school
- Expulsion, suspended order, with subsequent transfer to private school
- Expulsion with subsequent transfer to another district.
- Expulsion with subsequent transfer to a charter school
- Expulsion with subsequent transfer to a private school
- Expulsion with referral to the Ventura County Office of Education Gateway Community School Program (grades 6-12).

Note: Parents may elect to enroll in a charter or private school. While charter schools are cost-free public schools, any costs associated with private schools, are the responsibility of the parent. School districts will always offer a public-school option for expelled students. A list of current charter schools in Ventura County can be found in Appendix III on page 38.

The Ventura County Office of Education (VCOE) is committed to providing educational services for students expelled or referred from Ventura County school districts. Educational services for expelled Ventura County students are provided through Gateway Community School. Additionally, expelled students who are in custody while awaiting adjudication, or who are wards of the juvenile court serving a commitment in the Ventura County Juvenile Facility are provided educational services through Providence Court School.

Gateway Community School

Purpose

Gateway Community School was established in 1980 by the Ventura County Office of Education. It is located in Camarillo, CA off Pleasant Valley Road at the Camarillo Airport Campus. Gateway serves students in grades 6-12. Students enrolled at Gateway are generally in need of more intensive support services and are referred based on their current status with their home district, probation and the Student Attendance Review Board. Gateway accepts referrals from districts for reasons of expulsion, chronic truancy, severe misbehavior, need for a smaller and more structured setting or are referred by probation. Gateway emphasizes to all of the students that regardless of what city they live in, Gateway is everyone’s community.



The primary goal at Gateway is preparing students for academic success and for eligibility to return to their local public-school districts. Students who do well at Gateway may choose to stay and graduate with their high school diploma from Ventura County Office of Education. Gateway prepares students to be respectful, positive, productive and proud.

Gateway Community School is a national visitation site recognized by [Safe & Civil Schools](#) for its successful implementation of positive behavior intervention and supports. Gateway is also fully accredited by the Western Association of Schools and Colleges (WASC).

Prospective students and families are always encouraged to check out the [“Prospective Students” webpage](#) and to schedule a tour of the school.

Table 3. Four-Year Analysis: Attendance, Enrollment, and Suspensions

	Attendance Rate	Average Enrollment	Suspensions
2019-2020	70.47%	93	11
2018-2019	74.18%	91	30
2017-2018	70.47%	90	37
2016-2017	76.94%	106.2	59

Gateway Community School: Key Characteristics

- **Positive Behavior Intervention Support:** Gateway Community School is locally and nationally recognized for its implementation of *CHAMPS*.
 - **History and Awards:** In 2011, Gateway began a school wide implementation of the *CHAMPS* through the *Safe and Civil Schools* approach to positive behavior interventions and support (PBIS). In 2013 and 2017, the founder of *Safe and Civil Schools* designated Gateway as a national visitation school for best-practices in PBIS.
 - **PBIS Approaches:** Gateway utilizes the STOIC acronym to engage students in ways that are positive, proactive, and instructional. Staff participate in ongoing reflection, analysis, and professional development to ensure fidelity of implementation. A core principle to these approaches rests in the belief that all students at Gateway should be treated with dignity and respect.
 - S - Structure the learning environment. All staff create an array of classroom and schoolwide routines and procedures provide a foundation for students at Gateway.
 - T - Teaching expectations. All staff do not assume that students know their behavioral expectations. Rather, the school staff work proactively to explicitly state expectations and then regularly teach students how to meet those expectations.
 - O - Observe student. All staff are responsible for actively observing and supervising student behavior in the classroom, office, and common areas.
 - I - Interact positively. All staff strive for a 3 to 1 ratio of positive to negative interactions. Building relationships between students and staff is essential to creating a harmonious and positive school culture.
 - C - Correct Fluently. All staff respond to student misbehavior by providing corrections that are: immediate, brief, calm, consistent, and private when possible.

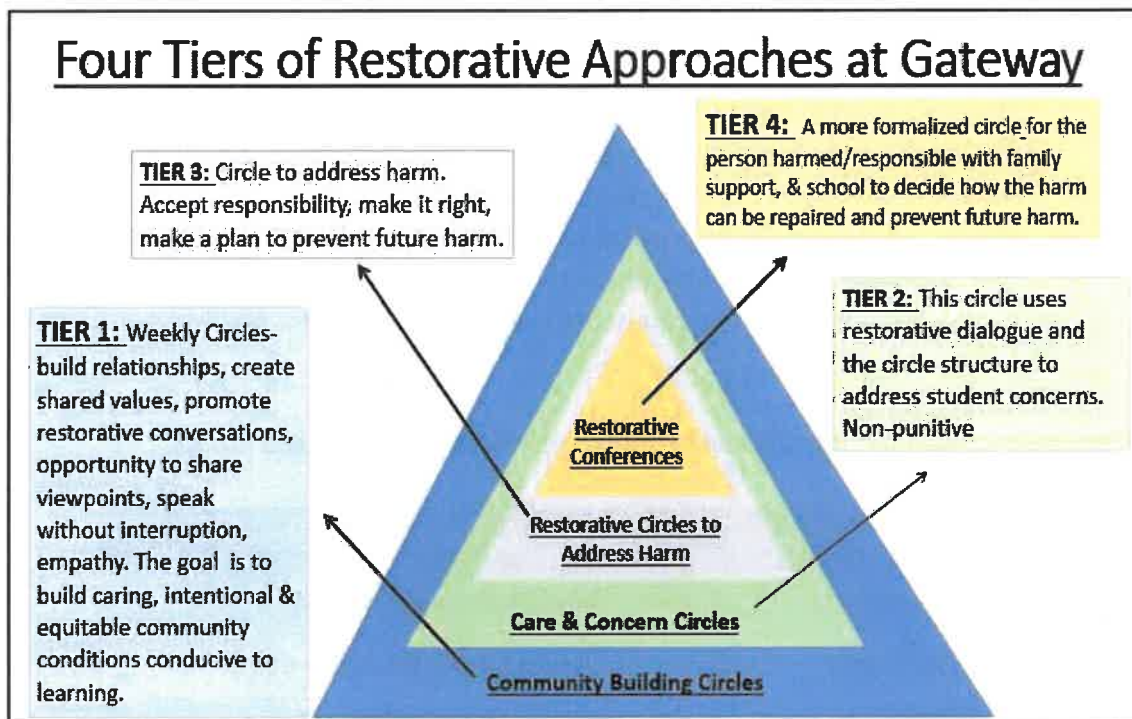


- **Community Service Agencies:** Gateway Community School is proud to partner with a host of community-based service agencies that provide essential support to students.
 - VCOE and Ventura County Probation Agency provides one full-time deputy probation officer assigned to Gateway. This person serves as a liaison between probation and the students who are currently on probation. The deputy probation officer also provides resources and support to both students and staff.
 - The Ventura County SELPA provides part-time social-emotional services specialists for special education and general education students. These services include individual counseling as well as group counseling focused on social skills, positive choices, or anger management.

Table 4. Socio-emotional Services Offered to Students at Gateway Community School

Counseling Service	Agency/Provider
Anger Management	Coalition for Family Harmony
Career Counseling	VCOE Career Education Center
Drug and Alcohol	Ventura County Behavioral Health
Grief Services	Livingstone Memorial
Health Education	VCOE
Healthy Choices	Cal-Safe
Individual Counseling	Clinicas del Camino Real, VC SELPA
Positive Choices	Ventura County SELPA

- **Restorative Justice:** Gateway Community School employs a schoolwide approach to building a strong community that effectively addresses harm to others.
 - Gateway uses Restorative Justice practices to effectively address harms and conflicts that have taken place on the school campus and in the community. Restorative Justice focuses on repairing the harm caused by inappropriate behavior. People who have been harmed have a say in how the person who behaved hurtfully should “make it right”. Individuals who acted wrongfully take responsibility for the hurt they have caused and take steps to repair the harm. This firm but fair approach works with disciplinary action in a more caring, healthy manner.
 - Four separate tiers of Restorative Approaches have been adopted and implemented by Gateway students and staff. The graphic below describes each of the tiers and indicates a progression of need and support offered through a variety of these restorative approaches.



Academics: Gateway Community School students are offered with supports and opportunities to engage in relevant and meaningful learning.

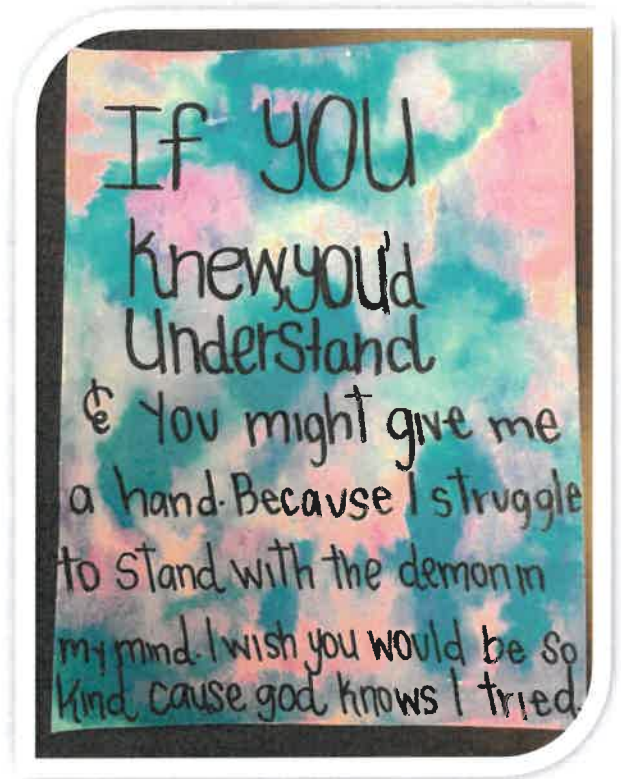
- Students at Gateway benefit from a small learning environment that provides the supports necessary for students to succeed. On average, there are 15 students or less in each classroom. Four full-time paraeducators work inside of the classrooms to provide students with individual and group support.
- Project-based learning is one approach that Gateway teachers utilize to create more meaningful and relevant instruction related to the California state standards. Teachers receive ongoing professional development in create units of learning that contain the following: public product, challenging question or problem, sustained inquiry, authenticity, student voice and choice, reflection, as well as critique and revision. In addition, VCOE Curriculum and Instruction regularly provides teaches with visitations, feedback, and traditional workshops in all the core content areas.
- Gateway students are offered essential opportunities and exposure to Career Technical Education. All students have an opportunity to participate in the nearby VCOE Career Education Center (CEC). Students can take CEC classes during the regular school day. Current and previous courses include: Horticulture, Emergency Medical Response, Screen-printing, Auto body/Auto paint, Aviation, Cosmetology, Medical Terminology and Senior Seminar. Students can also concurrently enroll in semester-long CEC courses after the Gateway school day or participate in the range of CEC summer camps offered in July.
- The CEC and Gateway also partner to create project-based units planned and coordinated by an industry liaison that specializes in engineering, energy, environmental

resources, and transportation. This project focus on teams of students creating entrepreneurial solutions to real world community problems with the support of a workplace mentor.

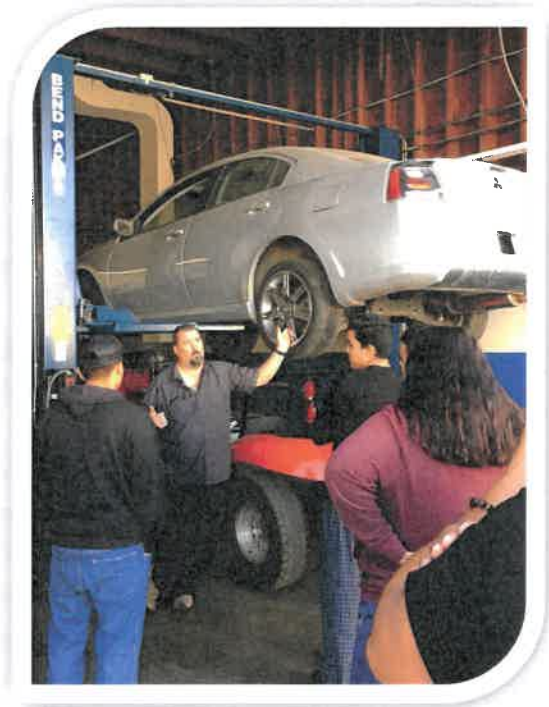
- **Pro-Social Activities:** Gateway Community School student participate in a host of activities throughout the year that intentionally bring students closer to their school and local communities.
 - Gateway Leadership Class - High school students interview and apply to participate in the Gateway Leadership Class. This group of students plans a variety of pro-social and educational experiences for the entire school, such as Red Ribbon Week. These students also engage in leadership training opportunities and field trips to the Reagan Library.
 - Intramural sports - Students compete during lunch in 3 on 3 soccer, handball, basketball, and kickball. Each year, Gateway competes with other alternative high school programs in basketball, flag football, and dodgeball.
 - Holidays - Students celebrate the holidays together by participating in a host of activities, including a Thanksgiving Feast, Halloween costume contest, and Valentine's Daygrams.
 - Community service - Students are regularly given opportunities to give back to and learn about their community. In the past, students have facilitated food drives or a collection of items for families during the holiday season. Students have also volunteered at the nearby animal shelter. The Gateway Leadership Class is now responsible for creating at least one community service opportunity for all students each quarter.

- **Personal Development Course:** In January of 2019, Gateway implemented a Personal Development course. Teachers provide instruction on kindness, diversity, empathy, positive goal-setting, making positive choices and so forth. Teachers use Social Emotional Learning Curriculum and students have the opportunity to learn about managing their emotions, maintaining positive relationships, and having empathy towards others.

- **Transition:** Gateway Community School is focused on providing essential supports for students to successfully transition back to their home districts and into the community.



- A full-time Induction/Transition Specialist at Gateway works to ensure the timely enrollment and return of students to their home districts. This includes working with students who have been detained in the Juvenile Facilities, no matter the length of their stay. This person conducts in-person orientations for students and families, provides ongoing communication with home districts, and regularly monitors each student's' expulsion rehabilitation plans.
- Some districts regularly meet with their students who are enrolled at Gateway. During these visits, the district representative is able to review the student's progress and receive accurate information from the Gateway staff.
- Gateway students regularly are exposed to experiences that support their career/college readiness. In partnership with the VCOE Education Center (CEC), students tour local businesses/industries as well as participate in job fairs for a variety of career fields. Students also tour local colleges, universities, and trade schools in Ventura and Santa Barbara County. A full-time school counselor supports seniors and their families with one-on-one assistance in applying for financial aid and college enrollment.



For Special Education Students: Academic Program Provisions

Gateway has historically served students with mild/moderate disabilities. Gateway continually monitors students with IEPs, and when necessary, convenes an IEP team to discuss students who are not making significant progress on their educational goals.

The middle school is a 100% general education program and provides specialized academic instruction (SAI) in English, Math, Science, and Social Studies via a push in model. Services are delivered by a credentialed Special Education teacher or paraeducator under the supervision and guidance of the Special Education teacher.

The high school offers SAI in English, Directed Studies, and Math inside the special education classroom. SAI in Science and History are delivered inside the general education classroom via

a push in model with support from a credentialed Special Education teacher or paraeducator under the supervision and guidance of the Special Education teacher.

Speech and occupational therapy services are available in small group (when applicable and appropriate) or individual sessions during the school day. (These staff are not "housed" at Gateway and have multiple sites; therefore, they are not available on a daily or "as needed" basis).

Educationally Related Social Emotional Services (ERSES) are available from an Intensive School Based Therapist (ISBT). However, Gateway does not have "in house" ISBTs and the ISBT may not be accessible throughout the school day to the student.

Independent Study

Any student with an IEP will not be provided independent studies by Gateway. If a student with an IEP requires an independent study-like program they will be referred back to their home district at which point the district and the IEP team may determine the student's placement.

Home Instruction

CCR section 3051.4 states that a student can be placed on home instruction through an IEP team decision. If a student is placed on home instruction, student will be unenrolled from Gateway and re-enrolled in District of Residence (DOR) during the interim period of home instruction.



Coronavirus (COVID-19) Conditions

Distance Learning

Due to the COVID-19 pandemic, in March of 2020, Gateway Community School pivoted from in-person learning to distance learning. All students engaged in learning continuity through distance learning. Distance learning is defined as a mode of instruction in which the student and instructor are in different locations and students are under the general supervision of a certificated employee.

The VCOE expeditiously took critical actions to provide the continuity of instruction to all students. Each Gateway Community School student was given a Chromebook and a hotspot to ensure that they had access to distance-learning instruction.

During the COVID-19 pandemic, Gateway Community School has implemented rigorous instruction to all students including English Learners, homeless, foster, low-income, and students with special needs through daily synchronous and asynchronous instruction. Teachers have ensured that all students have equitable access to rigorous curriculum and facilitate instruction through Zoom, Google classroom, and instructional packets. Distance learning has included the following:

- A rigorous and robust online learning environment.
- Daily scheduled virtual lessons that have included critical thinking and logic.
- The use of printed materials that incorporate assignments that are the subject of written or oral feedback.
- Standards-based lessons aligned with California State mandates including designated and integrated English language development.
- Utilization of the VCOE Board adopted and supplemental curriculum and resources.
- Enhanced instruction for English learners and students with unique needs to ensure that all students have access to a full curriculum and continuity of instruction.
- Interaction, instruction, and check-ins between teachers and students through the use of a computer or communication technology.
- On-going monitoring and follow-up of student well-being and academic progress.
- Individual remote meetings with students to review student transcripts, individual learning plans, student progress, and attendance.

Student social-emotional well-being has been addressed throughout the pandemic. Social-emotional specialists have continued to offer mental health services, screening, assessments, and direct service via virtual formats. Also, students have participated in the personal development course.

On March 29, 2021, Gateway Community School returned to in-person learning for students whose parents wanted their children to return to in-person instruction. Students who did not return to in-person instruction, continue to participate in distance learning through synchronous and asynchronous instruction. For in-person learning, all Ventura County Public Health COVID-19 safety guidelines and protocols have been implemented.

County and District Gaps and Strategies Regarding the Provision of Education Services to Expelled Students

2018-2021 Service Gaps Summary

For the 2018-2021 Ventura County Plan for Expelled Students, five gaps in services were identified. The following will discuss these identified gaps.

The identified gap in services number one addressed the ability for Ventura County to serve expelled students who refuse to attend, refuse program services, or refuse instruction such that instruction cannot occur (Education Code 48926). This gap continues to be a challenge, and Ventura County schools continue to exhaust all interventions (see page 29 for a list of services provided).

The gap in services number two stated that, although scarce, Ventura County was unable to serve expelled youth from elementary school districts. This is no longer an identified gap. Local LEAs that serve elementary school students have successfully used local services to address the needs of students who have demonstrated behavior difficulties and have committed expellable offenses.

The gap in services number three also addressed elementary school expelled students, specifically students who are in fourth and fifth grades. This gap stated that these students do not have the same educational options available as expelled students in grades six to twelve. This is no longer an identified gap. Elementary districts have effectively used their local alternatives to provide services to these students.

The gap in services number four stated that districts in geographically distant areas could not refer expelled students to Gateway Community School due to transportation limitations. This is no longer a gap. In collaboration with districts, Gateway Community School successfully provides transportation to students who live in geographically distant areas.

The gap in services number five identified the need for districts to ensure that they provide translation services for students and families of the Mixteco community during the expulsion process. This is no longer an identified gap as districts ensure that translation is secured for families of the Mixteco community throughout the expulsion process. In addition, gap number five addressed the need for Gateway Community School to provide translation services for families from Mixteco communities. Gateway Community School has developed an effective system that secures Mixteco translation services as needed.

2021-2024 Service Gaps

Per Education Code 48926, “The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps.” Five gaps have been identified with respect to providing educational services to expelled students.

Service Gaps	County / District Strategies
<p>Service Gap #1 Serving expelled students who refuse to attend or who refuse program services or instruction such that instruction cannot occur. (Education Code 48926)</p>	<p>Service Gap #1 Options Options for serving expelled students who refuse to attend or who refuse program services or instruction such that instruction cannot occur. (Education Code 48926)</p>
<p>A student is expelled from the district under Education Code 48915 and after being accepted at Gateway Community School refuses to attend or refuses services and instruction to such a degree that the student cannot benefit from placement in any way.</p>	<p>A collaborative effort will be made to address the underlying causes and identify additional services which will serve the student’s academic and behavioral needs. Services currently offered at Gateway will be provided by Gateway to the greatest extent possible. Additional services necessary will be the responsibility of the referring district.</p> <ul style="list-style-type: none"> a. The county and district will exhaust their existing options to include collaborating with partner agencies such as VC Probation, VC SARB, VC SELPA, and VC Behavioral Health to determine an educational program that will provide the student with educational options. b. The district may approve additional services such as additional support staff dedicated to the student, augmented social-emotional interventions, or substance interventions beyond what is already provided at Gateway. c. The district may approve alternative placement such as a non-public school or camp setting with more restrictive settings. d. Students can apply to a charter school at no expense to the parent or to a private school where any costs would be borne by the parent. Neither the charter school or private school is obligated to accept the student.

<p>Service Gap # 2</p> <p>Social-emotional needs among students who are expelled due to a threat.</p>	<p>Service Gap #2 Options</p> <p>Options for addressing the social-emotional needs among students who are expelled due to a threat.</p>
<p>There is an increase in the number of students who are expelled due to a threat.</p> <ul style="list-style-type: none"> • During the 2019-20 academic year, 43% of Gateway Community School students were expelled due to a threat. • During the 2018-19 academic year, 37.5% of Gateway Community School students were expelled/referred due to a threat. 	<ul style="list-style-type: none"> a. Ensure that there is a smooth transition to and from Gateway Community School. Identify district liaisons to collaborate with Gateway administration to oversee the transition process. b. Provide student with social-emotional counseling as determined by each expelled student’s rehabilitation plan. Counseling options are: <ul style="list-style-type: none"> • Individual Counseling • Anger Management Counseling • Drug and Alcohol Counseling • Positive Choices Counseling c. Enroll student in a personal development class.
<p>Service Gap #3</p> <p>Substance abuse among Ventura County youth</p>	<p>Service Gap #3 Options</p> <p>Options that address the significant amount of substance abuse among Ventura County youth</p>
<p>There is a significant amount of substance abuse for Ventura County youth.</p>	<ul style="list-style-type: none"> a. Provide student with drug and alcohol counseling, healthy choices counseling, and/or health education counseling. b. Enroll student in a personal development class. c. Place student in Tier 3 classroom as needed.
<p>Service Gap #4</p> <p>College/Career Readiness</p>	<p>Service Gap #4</p> <p>Options for College/Career Readiness</p>
<p>Per the California School Dashboard College/ Career Indicator, zero percent of Gateway graduates were college/career ready in 2019 and 2018.</p>	<p>While at Gateway Community School and prior to attending Gateway, students will:</p> <ul style="list-style-type: none"> a. Enroll in A-G courses. b. Participate in individual college/career counseling. c. Participate in Get Focused, Stay Focused College and Career Readiness course. d. Participate in CEC classes that work towards obtaining pathway completion. d. Participate in presentations by local colleges and trade schools. e. Participate in field trips to local colleges: California State University Channel Islands, MC, OC, VC, and California Lutheran University. f. Participate in presentations by the California Department of Rehabilitation.

County and District Agreement on Alternative Placements

Gateway Community School: Referral Process

Gateway accepts Ventura County students in grades 6-12. Students are accepted from districts on an as needed basis, but if registration peaks, students with expulsions are given preference (See EC 1981(b)(1)(A)). Gateway strives to expedite student processing and to ensure good customer service to districts, parents, and students.

1. An expelled student's home district is required to provide educational services to the student until a student enrolls at Gateway or another educational alternative.
2. Home district should complete and submit the "Referral Recommendation Form" signed by the parent/guardian and student. This form is located at www.vcoe.org/Gateway-Community-School/Referral-Process. In addition to the completed form, the following corresponding documents should also be sent to Gateway:
 - Documentation of prior interventions (see Appendix VII for a sample form).
 - Transcript
 - All testing records (CAASPP, ELPAC, etc.)
 - Immunization records with TDAP
 - Discipline and behavior records
 - School attendance records
 - Expulsion documents (if student is expelled)
 - Rehabilitation plan to return to district (if student is expelled)
 - Most recent annual IEP (if student has IEP)
 - Most recent Psych Report (if student has IEP)
3. Upon receipt of the referral and corresponding documents from the home district, the school site administrator (and psychologist for special education students) will review the information and determine the student's eligibility.
4. Once a completed packet has been received, the referring school district shall be notified as soon as possible but no longer than five working days if the Gateway staff does not believe that Gateway is the appropriate setting for the student. A written explanation for the decision will be provided.
5. Once the student has been accepted, parent is invited to an orientation meeting at Gateway. Gateway staff will notify district if the parent misses two enrollment appointments or is not responsive to multiple phone calls. Gateway staff and the district will then determine next steps.
6. Once the parent participates in the orientation meeting, student begins school on the following day. Student will attend Transition Class during their first week of school. Special education services will be provided during this time.

For Special Education Students: Referral Process Provisions

In addition to steps above, home districts shall follow these provisions outlined below when referring a special education student to Gateway Community Schools. These provisions allow for the due process rights of the student and family, as well as ensures that the expelled student is placed in an appropriate environment that can meet the educational needs of the student per their IEP.

- **Referral Form: Additional Information Required**
 - The most current IEP. If at the most recent triennial review new assessment was not administered, attach copy of Triennial Review Worksheet/letter and Summary of Review.
 - The most recent Psychoeducational Assessment reports. If applicable, the Manifestation Determination Review Worksheet.
 - The Behavioral Analysis Review Worksheet (BARW) or a Functional Behavior Assessment (FBA) should be completed for students exhibiting primarily externalizing behaviors with a resulting Comprehensive Behavior Intervention Plan (CBIP) or Positive Behavior Intervention Plan (PBIP).
 - For students with primarily internalizing symptoms, a completed BARW, a CBIP or PBIP could be included as a result of the worksheet.
 - For students with social-emotional needs, social-emotional goal(s) as necessary. Other psychological, medical and educational and behavioral records, including all standardized required Statewide assessments (CAASPP and ELPAC)
 - A summary of any district interventions that have been tried and why they were not successful.
 - The name, phone and e-mail of the district's designated special education contact person.
- **Transition IEP Meeting**
 - Once the student's referral has been reviewed and deemed appropriate by Gateway's special education team and school administration, Gateway staff contacts the student's home district to arrange an IEP meeting to discuss school placement and services.
 - Gateway staff must be in attendance at the student's Transition IEP.
 - If the student's IEP stipulates services or materials not available on the Gateway campus, it shall be the responsibility of the referring district to provide and or fund the identified services and materials (e.g., Special Circumstances Education Services (SCES), Level 1 transportation).
 - IEP Placement meeting will be held to discuss service and programs. When developing the IEP for new placement, include the Worksheet for Specialized Out of District Program for non-expelled referrals. District of Service will be changed in SIRAS.
- **Initial/Annual/Triennial Evaluations**
 - Any Student Study Team (SST) recommended, or parent requested special education initial assessment should be completed with final determination as to whether the student is eligible for services *prior* to the student being referred to Gateway.
 - If a triennial evaluation is due within 90 days of the student enrollment in Gateway, the referring district is responsible for completing the assessment.
 - If a triennial evaluation is due beyond 90 days of the student enrollment in Gateway, VCOE is responsible for completing the assessment.
 - For annual IEPs due within 30 days of entering Gateway or returning to district, every effort will be made to hold the annual IEPs within the timeline.



Providence Court School

School for Incarcerated Youth in Ventura County

Releases

- Gateway Community School students who are released from Providence Court School will be directed by the Providence transition/induction specialist to expeditiously re-enroll in Gateway Community School.
- Upon release, students who attend Providence Court School will return to their home school/district of residence. The transition/induction specialist will ensure that a smooth transition takes place. The transition/induction specialist will communicate with the home school/district of residence, parent/guardian, and the student regarding the re-enrollment protocol.
- Per [Education Code 48645.5](#), A pupil shall not be denied enrollment or readmission to a public school solely on the basis that they have had contact with the juvenile justice system, including, but not limited to: (1) arrest; (2) adjudication by a juvenile court; (3) formal or informal supervision by a probation officer; or (4) detention for any length of time in a juvenile facility or enrollment in a juvenile court school.

Special Education Services at Providence Court School

- All designated special education students receive special services per their Individualized Education Program (IEP). Providence Court School staff reviews the IEP for all special education students and ensures that they receive the required services.
- The Case Manager from the home school will remain the Case Manager during the period of detention. If the student is adjudicated and receives a commitment for a term of three months or longer, the Providence staff will assume Case Manager duties at that time.

Gateway Community School: Appeal Process

Appeal Process

1. The district of residence shall have the option to challenge the denial of enrollment.
2. Within five days of the denial of enrollment the district of residence shall request a review meeting with the Ventura County Office of Education Student Services Division administration. If the meeting between the representative of the referring district and the Student Services administration does not end in consensus, the referring school district shall have the right to appeal to the Ventura County Office of Education administration.
3. The referring school district representative and the representative of Gateway shall meet with the Ventura County Office of Education to resolve the dispute.
4. The Gateway representative shall present documentation and a rationale as to why Gateway is not the appropriate educational placement option for the student and the referring district shall have the opportunity to present evidence as to why Gateway is the appropriate placement.
5. The Ventura County Superintendent of Schools or Designee shall hear all relevant evidence and render a final decision within seven calendar days.

Gateway Community School: Return to District Process

District will be provided with a 30-day notice (unless it is an emergency situation) by Gateway staff if student is being considered for return to district for expelled students or non-expelled students.

Expelled Students [Education Code 48916](#)

1. The student has met the terms of the expulsion and rehabilitation plan.
2. A student is expelled from the district under Education Code 48915 and after being accepted at Gateway refuses to attend or refuses services and instruction to such a degree that the student cannot benefit from placement in any way. In such cases, a collaborative effort will be made to address the underlying causes and in an effort to identify additional services which will serve the student's academic and behavioral needs.

Non-Expelled Students: Involuntary Transfer Students [Education Code 1981\(b\)\(c\)](#)

1. The student has completed middle school and is transitioning to high school.
2. The student has completed a semester following the semester when the acts leading to the referral occurred.
3. A student is expelled from the district under Education Code 48915 and after being accepted at Gateway refuses to attend or refuses services and instruction to such a degree that the student cannot benefit from placement in any way. In such cases, a collaborative effort will be made to address the underlying causes and in an effort to identify additional services which will serve the student's academic and behavioral needs.
4. The student has committed an expellable offense while enrolled at Gateway.

Non-Expelled Students: Voluntary Referrals Education Code 1981(d)(2)

1. A parent, guardian, or responsible adult of a pupil enrolled in a county community school pursuant to this subdivision may rescind the request for the placement, and the pupil shall be immediately re-enrolled in the school that the pupil attended at the time of the referral, or, with the consent of the parent, guardian, or responsible adult, another appropriate school.

Special Education Students: Return to District

- When considering returning a Special Education student to district, Gateway and district of residence will agree on an appropriate date and time to convene an IEP meeting. Special education students may be returned to the district of residence if determined by the IEP team for the following examples:
 - *Expelled Students:*
 - The expelled student has committed an expellable offense while enrolled at Gateway (*Education Code 48915(c)*). Manifest Determination meeting will be scheduled through the student's district of residence. District of residence will continue with the expulsion procedures/process if IEP team is in agreement.
 - A student is expelled from the district under Education Code 48915 and after being accepted at Gateway refuses to attend or refuses services and instruction to such a degree that the student cannot benefit from placement in any way. In such cases, a collaborative effort will be made to address the underlying causes and in an effort to identify additional services which will serve the student's academic and behavioral needs.
 - Expelled student has attended Gateway one semester past return to district date and is not showing sufficient progress towards the rehabilitation plan. An IEP meeting will be held with home district to discuss matter and facilitate return of student. Student will only be returned to district at start of semester if IEP team is in agreement.
 - *Involuntary Transfer Students:*
 - The student has completed middle school and is transitioning to high school. IEP meeting will be held to discuss progress and possible placement recommendations.
 - The student has completed a full semester at Gateway and is being recommended for possible return to district by Gateway team. This recommendation may be made if the student has passed all classes with a C or above *and* behavior or attendance issues have been decreased by at least 50%. IEP meeting will be scheduled to discuss recommendations.
 - The student's educational needs as defined in the IEP are not being met. IEP meeting will be scheduled to discuss areas of need.
 - The student has exhibited severe behavioral or attendance issues and Gateway interventions are not working. IEP meeting will be scheduled to discuss areas of concern.

Appendix I: Previous Triennial Updates

Eighth Triennial Update- June 2021

The current Triennial Update includes a description of the learning continuity that Gateway Community School students have received during the COVID-19 pandemic. This update also addresses behavior intervention practices, at the site and district levels and options used to: (a) minimize the number of suspensions leading to expulsions; (b) minimize the number of expulsions ordered; and (c) support students returning to their district after their expulsion has ended. Also, a specific section was added for explanations as to how countywide practices address the disproportionate number of minority students suspended or expelled in Ventura County.

Seventh Triennial Update - June 2018

During the Fall of 2017, VCOE, local school districts and community stakeholders began the process of formulating the first major revision the plan to serve expelled students in many years. Past revision cycles incorporated minor language changes and updated practices in isolated areas. Revisions of the seventh triennial update were driven by major changes to the law as well as emerging best practices for working with expelled students.

Sixth Triennial Update – June 2015

Representatives from all twenty local school districts in Ventura County participated in the development of the triennial update. The newly formed Ventura County Student Services Collaborative met on February 11, 2015 and March 11, 2015 to revise and update the plan. Updates and revisions were made to the plan regarding the commitment of county school districts to utilize the Ventura County Office of Education Community School for placement of expelled youth as opposed to creating district operated community days schools.

A listing of all educational options currently available to expelled youth in Ventura County is contained in the new plan. District superintendents submitted a signed and dated update to the county plan that indicated either:

1. The program would continue as it has been, or
2. There would be changes to the plan (see enclosed updated forms)

The approval of the Ventura County Board of Education and submission of the plan to the superintendent of Public Instruction prior to June 30, 2015 shall satisfy requirements associated with the “county plans for provision of educational services to expelled students.” In addition, this plan shall be distributed to each district superintendent in Ventura County and uploaded into the VCOE website.

Fifth Triennial Update – June 2012

Gateway Community School operates from one central campus located at the Camarillo Airport. Gateway recently restructured to include the following programs: Transition, Independent Studies, Recovery Classroom, and middle School. Special Education programs and specific support for English Language Learners are available at Gateway. Gateway students also have access to Career Technical Education through the VCOE Career Education Center.

Fourth Triennial Update – June 2009

Gateway Community School Moved into one central campus located at the Camarillo Airport. All previously operated satellite sites were merged into the main Camarillo campus to offer a full range of services at one location. Gateway launched a program called Recovery Classroom to serve chemically dependent incarcerated minors willing to work on their recovery and educational goals.

Additional changes contained in the 2009 Triennial County Plan included the Oxnard Union High School District ceasing operations of Pacific View Community Day School in the summer of 2007. Ventura Unified School District established the Ventura Unified Community Day School in November of 2006. The Rio School District opening the Rio Community Day School in September 2008 to serve grades 6-8.

Third Triennial Update - June 2006

Due to NCLB teacher certification and high school graduation requirements, plus the desire to provide a more comprehensive educational program, VCOE closed existing community school satellite sites. Pre the 2006 Plan, VCOE operated two clustered campuses, located in Camarillo and Ventura.

Gateway Community School staff members have further refined the referral process guidelines to Gateway (COE-operated community schools). The referral process guidelines are contained in this document. In addition, the Ventura County SELPA, Ventura County Office of Education, and local school districts collaborated on the development of a referral process for special education students to attend Gateway. This referral process was approved by the Superintendents' Policy Council on January 6, 2006.

Services to expelled students remain unchanged from the 2003 Plan to the 2006 Plan for all other local school districts in Ventura County.

Second Triennial Update – June 2003

Four local school districts (Fillmore, Oak Park, Ocean View, and Santa Paula Elementary) submitted revised sub-plans. In addition, VCOE established four more county community school extension sites since the first Triennial update. County community school extension sites were established in the following three cities; Oxnard, Simi Valley, and Santa Paula. The expanded county community school services in Santa Paula included an additional extension campus and a mobile unit.

In 2003 the Ventura County Board of Education and VCOE took action to adopt "Providence School," as the name of the educational facility to be housed in the new Justice Steven Z. Perren Juvenile Justice Complex. Providence School opened in March of 2004. The new Providence School encompasses the three former VCOE juvenile court schools: Marguerite McBride School, Frank A Colston School, and Work Education Restitution Competency (WERC). McBride and Colston Schools had been located in Ventura and WERC was located in Camarillo at the Camarillo Airport.

First Triennial Update – June 2000

Two local districts, Oxnard Union High School and Santa Paula Elementary School District, established community day schools to expand their menu of services to expelled students. (The Santa Paula Elementary Community Day School was later closed due to financial reasons). The superintendents from

the remaining local school districts indicated that their plan had remained unchanged since the original adoption of the county plan in 1997. The Ventura County Office of Education (VCOE) established three additional county community school extension sites. New Community school extension sites were established in Ojai, Santa Paula, and West Ventura. Juvenile Restitution Program (JRP), a VCOE operated juvenile court school was relocated to a larger facility at the Camarillo Airport in order to better serve a greater number of minors (the JRP was later renamed to WERC). In addition, VCOE established a community school to serve expelled students in grades K-6. However, operation of this program was discontinued June 1999 due to lack of participation and insufficient ADA.



Appendix II: Board Approval Record

School District	1 st Plan	1 st Triennial	2 nd Triennial	3 rd Triennial	4 th Triennial	5 th Triennial	6 th Triennial	7 th Triennial	8 th Triennial
	1997	2000	2003	2006	2009	2012	2015	2018	
Briggs Elementary	Feb. 13	Apr. 6	Mar. 21	Apr. 10	Mar. 9	Mar. 13	Apr. 22	May 9	
Conejo Unified	Mar. 20	Apr. 18	Apr. 10	May 9	Mar. 16	Mar. 26	May 5		
Fillmore Unified	Mar. 18	Apr. 11	May 6	Apr. 11	Apr. 21	Apr. 30	May 19	Jun. 19	
Hueneme Elementary	May 27	Apr. 24	Apr. 22	Apr. 6	Apr. 27	Feb. 24	Apr. 24	Jun. 25	
Mesa Union	Feb. 18	Apr. 5	Apr. 2	Apr. 17	Mar. 4	May 1	May 19		
Moorpark Unified	Apr. 8	Apr. 6	Mar. 28	Apr. 7	Mar. 5	Mar. 5	May 19	May 22	
Mupu Elementary	Mar. 13	Apr. 5	Mar. 31	Apr. 11	Mar. 9	Feb. 24	Apr. 16	May 16	
Oak Park Unified	Mar. 18	Apr. 12	May 20	Apr. 7	May 1	Mar. 1	Apr. 15	May 17	
Ocean View	Mar. 11	Apr. 13	Jun. 10	Apr. 7	Mar. 10	Feb. 24	May 12	May 8	
Ojai Unified	Feb. 18	Apr. 6	May 8	Jun. 26	May 6	Feb. 24	May 5	Jun. 5	
Oxnard Elementary	May 21	Apr. 10	May 27	Apr. 10	May 20	Apr. 30	May 20	Jun. 20	
Oxnard Union High	Mar. 26	May 24	May 7	Apr. 10	May 13	May 9	May 27	April 25	
Pleasant Valley	Apr. 3	May 5	Apr. 28	Apr. 7	Apr. 7	Feb. 24	Apr. 16	May 17	
Rio Elementary	Mar. 27	Apr. 6	Apr. 2	Apr. 7	Jun. 4	Apr. 26	Apr. 15	May 16	
Santa Clara Elementary	Mar. 19	Apr. 27	May 2	May 5	Mar. 4	Mar. 23	Apr. 22	May 16	
Santa Paula Elementary	Mar. 25	Apr. 10	May 8	Apr. 13	Apr. 29	Mar. 28	N/A	N/A	
Santa Paula Union High	Jan. 15	Apr. 7	Mar. 24	Apr. 20	Apr. 13	Mar. 23	N/A	N/A	
Santa Paula Unified	N/A	N/A	N/A	N/A	N/A	N/A	May 6		
Simi Valley Unified	May 6	Apr. 12	Apr. 2	Apr. 20	May 29	Mar. 26	May 12	Jun. 26	
Somis Union	Jan. 22	Apr. 7	May 5	Apr. 7	Mar. 4	Mar. 22	Apr. 14		
VCOE	May 27	Jun. 13	Jun. 23	Jun. 28	Jun. 22	Mar. 29	May 26	Jun. 25	
Ventura Unified	Mar. 25	Apr. 10	Mar. 24	Apr. 20	Jun. 23	Apr. 5	May 15	May 22	

Appendix III: Charter Schools Operated in Ventura County

School	Grades	Description	Address	Phone	Website
ACE Charter HS	9-12	Classroom-based	570 Airport Way Camarillo, CA 93010	805-437-1410	www.acecharterhigh.org
Bridges Charter	K-8	Classroom-based, independent study component	1335 Calle Bouganvilla Thousand Oaks, CA 91360	805-492-3569	www.bridgescharter.org
California Virtual Academies	K-12	Home School / independent study	50 Moreland Rd. Simi Valley, CA 93065	805-581-0202	cava.k12.com
Camarillo Academy for Progressive Education	K-8	Classroom-based	777 Aileen Street Camarillo, CA 93010	805-384-1415	www.camarillocharter.org
Compass Charter	TK-12	Independent study	850 Hampshire Rd, Ste. P. Thousand Oaks, CA 91361	855-937-4227	www.compasscharters.org
Golden Valley Charter	TK-12	Home School / independent study	2421 Portola Rd, Suite C Ventura, CA 93003	805-642-3435	www.goldenvcs.org
Ivy Tech Charter	7-12	Home School / independent study	6591 Collins Dr, Suite E-4 Moorpark, CA 93021	805-222-5188	www.ivytechcs.org
MATES Charter	K-5	Classroom-based	2000 La Granada Drive Thousand Oaks, CA 91362	805-495-7037	www.matescharter.org
Opportuniti es for Learning	7-12	Independent study	2585 Cochran Street Simi Valley, CA 93065	805-577-6808	www.emsofl.com
Options for Youth	7-12	Classroom-based, independent study component	1731 E. Ventura Blvd. Oxnard, CA 93036	888-389-9992	www.ofy.org
River Oaks Charter	TK-12	Independent study	920 Hampshire Rd, Ste X Westlake Village, CA 91360	805-777-7999	www.riveroakscharter.com
Valley Oaks	K-12	Home School / independent study	907 El Centro Street Ojai, CA 93023	805-640-4421	www.valleyoakcharter.org
Ventura Charter	K-8	Classroom-based, independent study component	2060 Cameron Street Ventura, CA 93002	805-648-5503	www.venturacharterschool.org
Vista Real Charter	9-12	Independent study	401 S. A Street, Suite 3 Oxnard, CA 93030	805-486-5449	www.vrchs.org
University Prep Charter at CSUCI	K-8	Classroom-based	500 Temple Ave Camarillo, CA 93010	805-482-4608	universitychartschools.csuci.edu

Appendix IV:

MEMORANDUM OF UNDERSTANDING BETWEEN VENTURA COUNTY OFFICE OF EDUCATION AND VENTURA COUNTY PROBATION DEPARTMENT RELATING TO A STUDENT TRANSITION PLANNING POLICY

RECITALS

R1. The U.S. Department of Education (“US DOE”) and U.S. Department of Justice (“US DOJ”)

published “Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings” (“Guiding Principles”) in 2014. The publication includes the following:

The Guiding Principles include the following:

I. A safe, healthy facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners.

II. Necessary funding to support educational opportunities for all youths within long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved.

III. Recruitment, employment, and retention of qualified education staff with skills relevant in juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.

IV. Rigorous and relevant curricula aligned with state academic and career and technical education standards that utilize instructional methods, tools, materials, and practices that promote college-and career-readiness.

V. Formal processes and procedures – through statutes, memoranda of understanding, and practices – that ensures successful navigation across child-serving systems and smooth reentry into communities.

R2. California Assembly Bill 2276 (“AB 2276”) amended certain sections of the Education Code and generally requires that a pupil who has had contact with the juvenile justice system be immediately enrolled in a public school and that county offices of education and county probation departments have a “joint transition planning policy” that includes collaboration with relevant local educational agencies relating to pupils who are being released from juvenile court schools.

(Legislative Counsel’s Digest)

R3. California Senate Bill 1111 amended and added certain sections of the Education Code relating to “county community schools” (Ch. 6.5, Part 2 of Division 1 of the Education Code).

R4. The Ventura County Office of Education (“VCOE”), in collaboration with the Ventura County Probation Department (“Probation”), and in consultation with all forty-two school districts in Ventura County, are committed to ensuring every student involved in the juvenile justice system retains access to the highest quality, personalized instructional support and service in preparation for college, career, and citizenship.

R5. This joint Student Transition Planning Policy specifically addresses Guiding Principle Five (V) above and is intended to ensure full compliance with AB 2276 (California Education Code Sections 48645.5, 48647, 48648, and 49069.5) and SB 1111, and as permitted by Welfare & Institutions Code section 827.

AGREEMENT

1. VCOE

VCOE agrees to:

- 1.1 Provide select Probation staff and administrators with necessary access to the Juvenile Community and Court Schools (JCCS) Student Information System.
- 1.2 Identify JCCS staff responsible for student/parent transition support for each of the court and community school programs operated by the Ventura County Office of Education (VCOE).
- 1.3 Provide relevant academic information to Probation Officers to ensure they have necessary information to support the return of pupils transitioning from juvenile court schools to public schools in their communities.
- 1.4 Maintain list of school district contacts responsible for facilitating student enrollment and placement upon release from court school.
- 1.5 Provide list of school district contacts to VC Probation, Juvenile Court Judges, Public Defender's Office, and District Attorney's Office.
- 1.6 Provide annual and ongoing training to Local Educations Agencies and relevant stakeholders of the Juvenile Justice System to include: Juvenile Court Judges, the District Attorney's Office, the Public Defenders' Office, and County Probation. The goal of such training will be to increase awareness, foster collaboration and maximize compliance with AB 2276.
- 1.7 Provide information and support to parents of students enrolled in the juvenile court schools to advise them of their rights regarding re-enrollment in public schools prior to and upon release from a court school.
- 1.8 Upon the minor's release from custody and checking out of the VCOE Court School, the VCOE Transition Liaison will actively seek out and receive confirmation from the School District of minor's enrollment or county community school as applicable. If not enrolled, the VCOE Transition Liaison will contact the Probation Officer who will provide follow up with minor, parent, school of enrollment and VCOE Transition Liaison.

2. Probation

Probation agrees as follows:

- 2.1 To identify Probation staff at each court and community school facility responsible for communicating student releases to VCOE staff.
- 2.2 NO less than weekly, provide to identified School Transition Liaisons a spreadsheet that includes each youth's name, date of birth ("DOB"), court dates that could potentially lead to release and if available, anticipated release dates. School Transition Liaisons are assigned the detention facility/court school and community school and will assist the Case Manager Probation Officer with educational planning and transition of youth into their community school or comprehensive school setting as appropriate.
- 2.3 All Booking staff will collect updated contact information from parents on all admissions and releases

and will provide this information the JCCS staff and the case manager Probation Officer.

2.4 Prior to the release of a youth, VC Probation and VCOE staff will collaborate to complete an initial Educational Placement Plan. The Educational Plan will be created to ensure the immediate return to/enrollment of a youth to a specific school upon release from a custodial setting. This plan will address the educational case plan early in the supervision process and engage the parent and the youth in an early stage to determine educational needs and appropriate educational placement upon release into the community.

2.5 Upon the minor's release from custody and checking out of the VCOE Court School, if the VCOE transition verifies to case manager probation officer that the student is not enrolled, the Probation Officer will provide follow up with minor, parent, school of enrollment and VCOE Transition Liaison.

2.6 Probation Officer will collaborate with the school district and site personnel to provide support to ensure the minor's educational needs are being met.

2.7 Probation Officer will contact the District's Foster Care Liaison to address any problematic issues and ensure the transitional plan is being implemented.

3.0 Period of Agreement - Inception and Termination Dates

This Agreement is effective from July 1, 2021 through June 30, 2024.

4.0 Compensation/Costs and Payment Schedule

There is no compensation involved in the performance of this operational agreement between the County and VCOE.

5.0 Defense and Indemnity

5.1 Claims Arising from Sole Acts or Omissions of County

The County hereby agrees to defend and indemnify the VCOE, its agents, officers and employees (hereinafter collectively referred to in this paragraph as VCOE), from any claim, action or proceeding against VCOE, arising solely out of the acts or omissions of County in the performance of this Agreement. At its sole discretion, State may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve County of any obligation imposed by this Agreement. VCOE shall notify County promptly of any claim, action or proceeding and cooperate fully in the defense.

5.2 Claims Arising from Sole Acts or Omissions of VCOE

VCOE hereby agrees to defend and indemnify the County, its agents, officers and employees (hereafter collectively referred to in this paragraph as 'County') from any claim, action or proceeding against County, arising solely out of the acts or omissions of VCOE in the performance of this Agreement. At its sole discretion, County may participate at its own expense in the defense of any such claim, action or proceeding, but such participation shall not relieve State of any obligation imposed by this Agreement. County shall notify VCOE promptly of any claim, action or proceeding and cooperate fully in the defense.

5.3 Claims Arising from Concurrent Acts or Omissions

County hereby agrees to defend itself, and VCOE hereby agrees to defend itself, from any claim, action or proceeding arising out of the concurrent acts or omissions of County and VCOE. In such cases, County and VCOE agree to retain their own legal counsel, bear their own defense costs, and waive their right to seek reimbursement of such costs, except as provided in paragraph 5.5 below.

5.4 Joint Defense

Notwithstanding paragraph 5.3 above, in cases where County and VCOE agree in writing to a joint defense, County and VCOE may appoint joint defense counsel to defend the claim, action or proceeding arising out of the concurrent acts or omissions of VCOE and County. Joint defense counsel shall be selected by mutual agreement of County and VCOE. County and VCOE agree to share the costs of such joint defense and any agreed settlement in equal amounts, except as provided in paragraph 5.5 below. County and VCOE further agree that neither party may bind the other to a settlement agreement without the written consent of both County and VCOE.

5.5 Reimbursement and/or Reallocation

Where a trial verdict or arbitration award allocates or determines the comparative fault of the parties, County and State may seek reimbursement and/or reallocation of defense costs, settlement payments, judgments and awards, consistent with such comparative fault.

6.0 Renewal Terms

After the initial term of Agreement, the parties will review annually and amended, as needed by mutual consent of both parties.

7.0 Confidentiality of Services or Work

Both parties will adhere to Welfare & Institutions Code section 827 and all other applicable laws or regulations regarding juvenile confidentiality to ensure confidentiality of students' names and academic records.

8.0 Contractor & County Contact Persons' Names & Addresses

County of Ventura

Mark Varela, Chief Probation Officer
800 S Victoria Ave, Ventura, CA 93009
805-654-2106

Other Party

Dr. César Morales, Ventura County Superintendent of Schools
5189 Verdugo Way, Camarillo, CA 93012
805-383-1902

10. Termination

This Agreement may be terminated by either party with a thirty (30) day written notice.

11. Final Approval

This Agreement is of no force or effect until approved by signature by the County Office of Education or his designee, the Deputy Superintendent of Fiscal and Administrative Services.

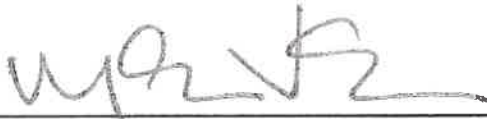
12. Entire Agreement

This Agreement represents the entire Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Contract to be duly executed, such parties acting by their representatives being thereunto duly authorized.

VENTURA COUNTY PROBATION

**VENTURA COUNTY SUPERINTENDENT
OF SCHOOLS**



By (Authorized Signature)

By (Authorized Signature)

Mark Varela

Dr. César Morales

Chief Probation Officer

Ventura County Superintendent of Schools

Title

Title

4 | 30 | 2021

4/27/21

Date

Date

Appendix V: Parental Rights and Responsibilities

1. **Parental Rights and Responsibilities for Gateway Community School - [VCOE Annual Notice](#)**
2. **General Provisions for Parental Involvement - Education Code 51101**
3. **Pupil Rights and Responsibilities - Education Code 48918**
 - a. Details the rights and responsibilities of students and the parent/guardian in the expulsion process.
 - b. Foster/Homeless pupil rights and responsibilities - **Education Code 48918.1**

4. **Parent/Guardian Request for Waiver of Administrative Hearing**

Under the California Education Code, all students recommended for expulsion are entitled to an impartial hearing. The timeline of steps taken to consider a recommendation for expulsion are also governed by the Education Code. The California School District respects and complies with the timeline and fact-finding requirements prescribed in the California Education Code.

In certain expulsion cases, students and their parents/guardians wish to expedite the expulsion process by waiving their right to the expulsion hearing and the timeline governing the expulsion process. When parents/guardians make such a request, an alternative process that eliminates the need for an expulsion hearing and expedites the timeline may be used. The advantages of this process include:

- Expedited placement of the student in an alternative educational program.
- Elimination of the need for the student and parent/guardian to appear before an administrative hearing panel to review the incident that led to the expulsion recommendation.

A request to waive an administrative hearing and timeline requirements can be considered when:

- The student and parent/guardian do not dispute the charges which led to the recommendation for expulsion.
- The student acknowledges responsibility for his/her behavior.

A request to waive the expulsion hearing will be approved when it is determined that the alternative process is in the best interest of the student and district.

A "Request for Waiver of Administrative Hearing" form must be completed, signed, and submitted to the appropriate administrator for the parent/guardian to initiate this process. If a request for a stipulated expulsion is approved by the administrator, it will be submitted to the Local School District Board of Trustees. The parents/guardians make a knowing and voluntary waiver of their right to have an expulsion hearing and therefore:

- Waive the right to all notices and timelines required by statute, rule or regulations;
- Waive the right to be represented by legal counsel at such expulsion hearing;
- Waive the right to inspect and obtain copies of documents which would have been used at the hearing;
- Waive the right to confront and question all witnesses who would have testified at the hearing;
- Waive the right to question all written evidence presented, and;
- Waive the right to present oral and documentary evidence on the student's behalf including witnesses.

Appendix VI: Model Rehabilitation Plan Provided to Expelled Student Pursuant to Education Code 48916

Name: Student Name Grade: 10
School: Maple High School
Expulsion Recommendation per Education Code: 48915 (b)
Stipulated: Contested X
Date of Administrative Hearing: May 10, 2021
Board Approval Date: June 1, 2021

Background

California Education Code 48916 requires the governing board to recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

In addition, the governing board is required to adopt rules and regulations establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the governing board shall readmit the pupil, unless the governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school district. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

If the governing board denies the readmission of an expelled pupil, it must make a determination either to continue the placement of the pupil in the alternative educational program initially selected for the pupil during the period of the expulsion order or to place the pupil in another program that may include, but need not be limited to, serving expelled pupils, including placement in a county community school.

The governing board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil readmittance into the regular school district program. The written notice shall also include the determination of the educational program for the expelled pupil as described above. The expelled pupil shall enroll in that educational program unless the parent or guardian of the pupil elects to enroll the pupil in another school program. ([Education Code 48915.1](#))

It is recognized that rehabilitation plans developed in compliance with these legal requirements, should be designed to promote the academic and social-emotional growth of the expelled student. Goals should:

1. Be tailored to each individual student's needs and strengths;
2. Be specifically related to the reasons for a student's expulsion and/or designed to directly support student success;
3. Be written in a comprehensible manner to families and translated to their preferred language;
4. Be attainable and provide motivation to the student and not present undue barriers to return to district; and,
5. Be monitored for progress by the District of Residence and Gateway Community School.

Now, therefore, the governing board of the **ABC School District** hereby lays out the following rehabilitation plan, which will include requirements for #1 and #2, as well as any and all pertinent requirements #3 through #8.

1. Student is hereby assigned to attend: Gateway Community School

Required: Typically, the referral will be Gateway unless the expulsion order is suspended and the governing board places student at another district school site.

2. Date of Readmission Hearing: January 25, 2022

Required: Per Education Code 48916 must be included in the plan.

3. Academic:

Recommended: Consider the student's current performance and set a target that shows growth but is still attainable. Goal may include a targeted grade point average (2.0 for example) and/or a limited number of failing grades (no more than 1 F, for example), or an amount of earned academic credits per semester or year for what would be expected if a student were progressing normally towards high school graduation (30 credits per semester or 60 credits per year, for example).

4. Attendance:

Recommended: Consider the student's current attendance pattern and set a target that shows growth but is still attainable. Goal may include a targeted percentage (80%, for example) and/or a limited number of unexcused absences (no more than 5 unexcused absences, for example) or a percent of increased attendance for students with a history of very low attendance (20% increase for a student with 50% regular attendance on the year, for example). When using limited numbers of unexcused absences, districts should consider the length of the term of expulsion.

5. Behavioral Goals and Supports:

Recommended: Consider the student's current discipline/behavior record and set a target that shows growth but is still attainable. It is also common to limit the numbers of suspensions and specify offenses (no more than 1 suspension for fighting, drugs, or the possession of a weapon, for example).

6. Social-Emotional Services & Supports:

Recommended: Consider the student's current social-emotional needs related to the expellable offense and design a plan tailored to the student's needs that allows the student to show progress but is still attainable. Goal may include a target number of counseling sessions (completion of at least 10 counseling sessions designed to address impulsivity or anger management, and no more than 1 conduct referral for a specific behavior, for example). When requiring particular kinds of counseling, please be sure to incorporate the services provided at Gateway. However, if a district wishes to require students to complete services that are not provided by Gateway, the district will support the requirement.

7. Substance Abuse Services and Supports:

Recommended: Consider the student's current substance abuse record related to the expellable offense and design a plan tailored to the student's needs that allows the student to show progress but is still attainable. Goal may include a target number of counseling sessions (completion of at least 10 counseling sessions designed to address substance abuse triggers and patterns, for example). When requiring particular kinds of counseling, please be sure to incorporate the services provided at Gateway. However, if a district wishes to require students to complete services that are not provided by Gateway, the district will support the requirement.

8. Other**a. Restorative Action:**

Consider the student's expellable offense and design a plan tailored to the needs of the student, the community, and/or those harmed. Goal may include a letter of apology, a restorative meeting with the student and staff involved, or a community service project. This goal should be developed on a case-by-case basis and should be attainable and provide motivation to the student and not present undue barriers to return to district.

b. Community Service:

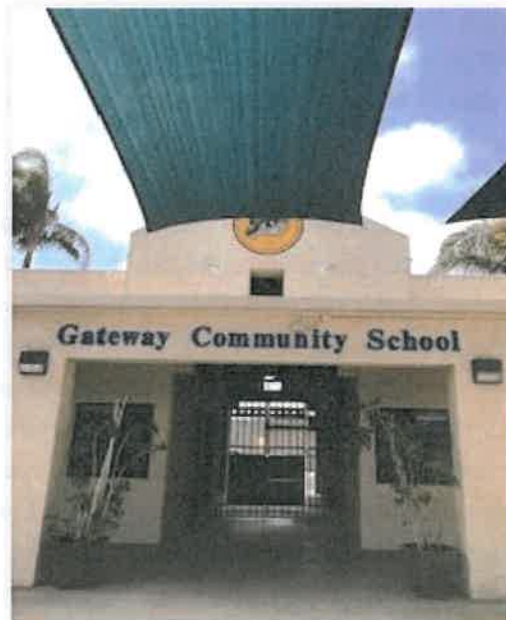
When considering the potential benefit student may gain through community service and design a plan tailored to the student's needs that allows the student to show growth but is still attainable. Community service is not meant to be punitive but to be restorative in nature. Goal may include a target number of hours being careful to consider the length of time of the expulsion order (completion of at least 36 hours of community service for an average of two hours per week during a semester, for example). When requiring community service, please be sure to consider the locations available to the student and the availability of transportation. Age appropriateness and impact on the family should always be considered when selecting community service activities. For a list of recommended community service locations across Ventura County please go to the [VCOE Student Services Collaborative webpage](#).

c. Parenting:

When considering the potential benefit, a student may gain through the parent's or guardian's involvement and design a plan tailored to the student's and family's needs that allows the student and family to access important services but is still attainable. Parent classes or family counseling is not regularly offered at Gateway, and if recommended should be provided by the District. When recommending parent training such as the Parent Project, please be sure to consider the locations available to the family and the availability of transportation. Age appropriateness and impact on the family should always be considered when recommending family involvement. Per [EC 48917\(a\)](#), *a parent's refusal to participate in the rehabilitation program shall not be considered in the governing board's determination as to whether the pupil has satisfactorily completed the rehabilitation plan.*

9. Evidence of Readiness for Readmission:

The student will prepare and present a portfolio of evidence responding to these areas and others that may demonstrate the student's readiness to return to District. This may be presented to the governing board or district staff pursuant to board policy and/or district practice. The student will be assisted in this process by the staff and administration at Gateway. Student portfolios at Gateway will include documentation of all requirements set forth in the district's rehabilitation plan. In addition, a student letter requesting readmission, student selected work samples, career and interest inventories, as well as any student certificates and awards will be included in this portfolio.



Appendix VII: Sample Documentation of Prior Interventions

School Records Review	Interventions Attempted	Placements Attempted
College and Readiness Plan (U-CCRP) CTE Pathway/Academy: Transcript/ A-G requirements Total credits earned: ___ GPA ____ Current Grades School Attendance 2 nd semester Math requirement met Computer Literacy Met Standardized Test Scores: Math ___ English ___ Science ___ ELPAC overall score: _____ Year: _____ EL Program: EO IFEP RFEP Discipline reviewed Probation: 602 ward Employed Foster Youth McKinney-Vento AB 167, 216, 1806 qualified Migrant IEP SAI above 50% SAI below 50% Section plan 504 General Education with Accommodations: Describe or attach: _____ Other:	Parent Conference Administrative Referral(s) (attach) Alternative Means of Correction: _____ Behavior Contract: (attach) Counseling: Academic PBSP other: _____ Peer Assistance/Mediation Referral to School Psychologist Tutoring Credit Recovery: _____ Summer School Program Adjustment Reduced Day Attendance: Letter 1 Letter 2 Letter 3 SARB meeting: 1st 2nd 3rd SARB contract SST: #1st meeting date _____ #2nd meeting date _____ #3rd meeting date _____ Other:	Adult Education Charter School _____ Independent Studies Options Middle College HS Continuation High School Gateway/Community School High School Equivalency Program Home/Hospital Teaching Independent Study Short Term Other/Previous schools:

Student areas of strength	Student areas of growth

Recommendations/Goals/Action Plan

Notes

Notes

9.5



Agenda Item Details

Meeting May 19, 2021 - RSD Regular Board Meeting

Category 9. Discussion/Action

Subject 9.5 Approval of the Expanded Learning Opportunity (ELO) Grant Plan

Access Public

Type Action, Discussion

Recommended Action Staff recommends approval of the Expanded Learning Opportunity (ELO) Grant Fund.

Public Content

Speaker: Oscar Hernandez, Assistant Superintendent of Educational Services

Rationale:

Pursuant to Education Code Section 43522(e)(1), the Rio School District Governing Board will approve the Expanded Learning Opportunities Grant Plan, which is required on or before June 1, 2021.

The plan includes how the funds will be used in accordance with EC Section 42522(b) and how parents and school site staff were involved in the development of the plan.

Additionally, within five days of adoption of the plan, the Ventura County Office of Education will submit the plan to the California Department of Education.

Below is the process timeline and stakeholder engagement:

EXPANDED LEARNING OPPORTUNITIES GRANT PLAN 2020-21 Overview

	PROCESS TIMELINE	STAKEHOLDER ENGAGEMENT
APRIL		
19-23	VCOE TECHNICAL ASSISTANCE TO DISCUSS PROCESS PARENT, STAKEHOLDER NOTIFICATION FOR FEEDBACK WEBINAR	PARENT LETTER NOTIFICATION RE: EXPANDED LEARNING OPPORTUNITIES GRANT PLAN SENT OUT TO PARENTS 4.19 PARENTS, SUPPORT STAFF AND STUDENT SURVEY OPENS UP 4.20 RSD EXPANDED LEARNING STAKEHOLDER WEBINAR 4.22 @ 5:30
26-30	SITE MEETING	EXPANDED LEARNING OPPORTUNITIES GRANT - SITE COFFEE WITH THE PRINCIPAL - FEEDBACK PARENTS, SUPPORT STAFF AND STUDENT SURVEY CLOSSES 5.2
MAY		
3-12	COMMITTEE MEETINGS	RSD COMMITTEE MEETING 5.3.21 - DATA ANALYSIS FROM SURVEY, WEBINAR DEBRIEF,

PRINCIPAL DEBRIEF AT 3:30-5:00
RSD COMMITTEE MEETING 5.10.21 - DEBRIEF AT
3:30-5:00

10-14 COMMITTEE MEETINGS

5.19 BOARD APPROVAL

Rio School District Expanded Learning Opportunities Grant Plan.pdf (92 KB)

Administrative Content

Executive Content

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rio School District	Dr. John Puglisi Superintendent	jpuglisi@rioschools.org 805.485.3111

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other support, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Rio School District students, parents, classified and certificated personnel were provided an opportunity to provide input and/or make comments related to the District's plan through a community webinar, site webinar meetings "coffee with the principal" where RSD community members had an opportunity to engage in the ELO discussion and development. In addition, the Rio School District surveyed stakeholders to identify stakeholder preferences and needs in relation to the ELO Plan.

ELO ENGAGEMENT ACTIVITIES

April 12-16, 2021

- Rio School District Meets with VCOE to discuss the planning process and timeline.

- Rio School District completes ELO Website Link

April 19-23, 2021

- RSD meets VCOE to discuss ELO planning process and stakeholder engagement
- RSD Sent Parent Letter Notification to all parents via Parent Square
- RSD hosted the "ELO Stakeholder Webinar" April 22, 2021 at 5:30 p.m.
- RSD sent out Parent, Student, Employee Surveys in English and Spanish

April 26-30, 2021

- RSD Sites hosted their "ELO Site Meetings" with parents and other stakeholders
 - Rio Rosales, April 28, 2021 at 5:00 p.m.
 - Rio Plaza, April 22, 2021 at 8:00 a.m.
 - Rio Del Mar, April 28, at 5:00 p.m.
 - Rio Del Norte, April 27, 2021 at 8:30 a.m.
 - Rio Real, April 22, 2021 at 6:30 p.m.
 - Rio Del Sol, April 27 at 6:00 p.m.
 - Rio Del Valle, April 28 at 5:30 p.m.
 - Rio Vista, April 28 at 5:00 p.m.

May 2, 2021

- Rio School District Survey closes on May 2, 2021

May 3-7, 2021

- Rio School District Data Analysis
- Rio School District Hosted ELO Committee meeting with parent representatives from each site, CSEA & RTA representatives from each site, VCOE Rep. for technical guidance and 2 Board Members
- RSD Admin. attended ELO convening hosted by "The California After School Network"

May 10-14, 2021

- Rio School District Hosted ELO Committee meeting with parent representatives from each site, CSEA & RTA representatives from each site, VCOE Rep. for technical guidance and 2 Board Members and completed recommendations based on data from student, parent and employee survey.

May 19, 2021

- Rio School District's ELO Plan approval at Regular Board Meeting

A description of how students will be identified and the needs of students will be assessed.

Through the discussions with the stakeholders in the ELO RSD Committee and after analyzing the data from the student, parent, and RSD employee surveys, the following strategies were identified by the following groups and recommended to support student learning.

- 1- Extending instructional learning time
- 2- Accelerating progress to close learning gaps
- 3- Integrated student supports to address other barriers to learning
- 4- Community learning hubs
- 5- Supports for credit deficient students to complete graduation or grade promotion requirements
- 6- Additional academic services for students
- 7- Training for school staff on strategies

Additionally, RSD received feedback from the ELO Committee and, based on the feedback, RSD will identify students in the following manner:

1) Rio School District uses its Student Information System, Q, to identify homeless students, foster students, English Learners, special education students, and students with 504 plans. Additionally, Q is able to run reports for other identified subgroups of students who may need additional support based on Ethnicity and/or Socio-economic status. RSD extracts reports from the Q system that indicate student test scores for both state and local assessments and accommodations for testing.

- 2) The district uses site assessments and student progress reports to further identify students who would benefit from extended learning opportunities. These students will be given priority to enroll in summer programs based on their individual needs.
- 3) Student needs will be identified using data regarding their participation in growth through attendance reports, SARB schedules, Intervention Progress Team meetings, and report cards.
- 4) Students enrolling for the first time in 1st grade for the 2021-2022 school year will be asked if they attended TK or kindergarten in another district. If the parent is enrolling the student for the first time in school, the student will be provided a screening to determine if the student would benefit from participating in extended learning opportunities programs.
- 5) Additionally, students may be identified by previous participation in extended learning programs such as ASES and the Migrant Saturday Academy if assessment data from these programs determine that there is an ongoing need.
- 6) Students may also be identified based on teacher and/or administrator recommendations.
- 7) Finally, Rio District will consider enrollment for students referred by their parents as needing additional support and opportunities to improve their access to academic and enrichment programs available to students during the summer and in the 2021-2022 school year.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Rio School District is committed to high levels of constant communication and collaboration. Based on the feedback from the ELO Committee RSD will inform parents regarding extended learning opportunities in various formats including, but not limited to:

- 1) The district's family communication system, Parent Square, which allows for emails, text messages, and phone calls,
- 2) Direct mailers of the flyers being sent home to the student's current address on file with the district,
- 3) Flyers sent home periodically with all students in the district,
- 4) Representation of the programs posted online through media including district and site websites, Facebook, and Twitter,
- 5) Personal phone calls and/or home visits from the school counselors to homeless and foster youth,
- 6) Personal phone calls and/or home visits in order to invite families to Migrant, Mixteco from the parent liaison and MICOP representatives,
- 7) Promotion at live support events for EL's, Migrant, Mixteco, Homeless/Foster Youth at school sites and at district coordinated parent support events.

A description of the LEA's plan to provide supplemental instruction and support.

The Rio School District will extend instructional learning time by enhancing and expanding the RSD Summer Academies during the 2021 and 2022 summer sessions. For the 2021-2022 school year, RSD will also use ELO funds to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports through the After School Education and Safety (ASES) program. The ASES program provides academic enrichment, homework assistance, and physical activity in a ratio of 20 students per staff from after school dismissal until 6pm daily. Additionally, RSD will accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports and will utilize ELO funds to extend the day/week through literacy and mathematics provided by the Learning Support Team (LST). RSD will integrate student supports to address other barriers to learning through the LST team which supports at-risk student subgroups (English Language Learners, Migrant, Mixteco, Homeless/Foster Youth, Students with an IEP, Low SES, and students who are disconnected students due to COVID19 and had a learning loss during the pandemic). The LST team integrates student learning in smaller group settings during the regular school day and after the end of the regular school day. RSD will provide Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports through parent workshops that support the child's academic and social emotional development. RSD's students and their families will also be supported through outside referrals and other partnerships to meet the needs of the student and families. RSD will continue to support and supplement students, families and employees through technology support both 1:1 devices and access for online learning platforms. RSD will continue with support for ELL's/Spanish/Mixteco student learning and families in their native language. RSD will support faculty, staff and administrators through training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. **Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility**

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time <ul style="list-style-type: none"> • Summer School Academies 2021 & 2022 (\$1,628,228.00 each summer) 	\$ 3,256,456.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> • Extended Day (ASES Supplemental) 2021-2022 	\$ 200,000.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning Literacy Support Team Reading/Tutoring Support - After School Day	\$100,000.00	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports <ul style="list-style-type: none"> • Online learning platforms for Parent/Student Support for At Risk Youth (Homeless, Foster Youth, Migrant, English Learner) 	\$100,000.00	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility <ul style="list-style-type: none"> • LST accelerating academic instruction during the school day 	\$ 200,000.00	[Actual expenditures will be provided when available]
Additional academic services for students <ul style="list-style-type: none"> • Parent/Student Support for Mixteco Parents/Students 	\$ 160,000.00	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs <ul style="list-style-type: none"> • Training for Classified, Certificated and Management 	\$ 120,000.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 4,136,456.00	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

ESSER I, II, III, Learning Loss Mitigation, as well as ELO Funds will be combined and utilized to coordinate services for students, parents and employees to increase safety, technology support, enhanced learning environments for disconnected students, child care, transportation, due to the COVID19 pandemic.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California Education Code (EC) Section 43521(b). *The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.*

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under EC Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.
- EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (EC Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. **Extending instructional learning time** in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. **Accelerating progress to close learning gaps** through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. **Integrated student supports to address other barriers to learning**, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. **Community learning hubs** that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. **Additional academic services for students**, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

7. **Training for school staff on strategies**, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

9.6



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	9. Discussion/Action
Subject	9.6 Approval of Science Adoption MOU with Ventura County Office of Education
Access	Public
Type	Action
Fiscal Impact	Yes
Dollar Amount	21,175.50
Budgeted	Yes
Recommended Action	Staff recommends board approval of the science adoption MOU with VCOE.

Public Content

Speaker: Oscar Hernandez

Rationale:

The Rio School District will contract the Ventura County Office of Education to support all staff in the successful adoption of K-5 and middle school science instructional materials for the district during the 2021-2022 school year.

The Ventura County Office of Education shall monitor this Agreement to oversee implementation of project activity. This Memorandum of Understanding and Responsibility Agreement shall be effective upon signature and implemented July 2021 until June 2022. (Specific dates may be adjusted as mutually agreed upon).

[Rio MS Science Adoption MOU 2021_2022.pdf \(119 KB\)](#)

Administrative Content

Executive Content

**AGREEMENT BETWEEN
VENTURA COUNTY OFFICE OF EDUCATION SCHOOLS AND
RIO SCHOOL DISTRICT FOR PROFESSIONAL LEARNING**

The scope of this document is to define the roles and responsibilities of **Ventura County Office of Education** Department of Curriculum and Instruction staff in training the teachers and administrators of **Rio School District (SPUSD)**, hereafter called "the District." The purpose is to support all staff in the successful adoption of K – 5 and middle school science instructional materials for the District.

This serves as a Memorandum of Understanding and Responsibility Agreement that "the District" and the Ventura County Office of Education will work together to successfully adopt science instructional materials for the District K – 5 and Middle Schools. Each agency, according to its defined role, agrees to participate in coordinating, providing and financing the following services for the purpose of this agreement.

1. Ventura County Office of Education, Curriculum and Instruction Department agrees to:

- a. Support the science K – 5 instructional materials adoption process for the District. The staff of the Ventura County Office of Education will facilitate the CA TIME process approved by CCESSA and CDE. The adoption process will include applying adoption rubrics, calibration of materials, pre-screening, paper screening, piloting and selection over no more than 8 full days with CI staff for a cost of \$ 9,625.
- b. Support the science middle school instructional materials adoption process for the District. The staff of the Ventura County Office of Education will facilitate the CA TIME process approved by CCESSA and CDE. The adoption process will include applying adoption rubrics, calibration of materials, pre-screening, paper screening, piloting and selection over no more than 8 full days with CI staff for a cost of \$ 9,625.
- c. Maintain ownership of all documents and data produced in the training sessions.
- d. Provide basic handouts for each participant for above trainings.

1. The District agrees to:

- a. Provide presentation equipment as requested (LCD projector, screen and document camera, laptop and/or interactive white board) if necessary.
- b. Pay for and provide substitute teachers, if they are needed.
- c. Support professional learning through regular classroom visits by school administrators to monitor and support implementation of new learning.
- d. Pay Ventura County Office of Education, Curriculum and Instruction Department \$19,250.00 and the additional preparation, materials, graphics, and handouts for above training(s) are not to exceed \$1,925.00 for a total not to exceed \$21,175.50.

The Ventura County Office of Education shall monitor this Agreement to oversee implementation of project activity. This Memorandum of Understanding and Responsibility Agreement shall be effective upon signature and implemented July 2021 until June 2022. (Specific dates may be adjusted as mutually agreed upon).

For the Rio School District

Signature

Date

For the Ventura County Office of Education

Lisa Cline, Executive Director, Business Director

Date

Misty Key, Deputy Superintendent, Fiscal and Administrative Services

Date

9.7

**Agenda Item Details**

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	9. Discussion/Action
Subject	9.7 Approval of Contract of Employment with Interim Director for Human Resources
Access	Public
Type	Action

Public Content

Speaker: John Puglisi, Ph.D., Superintendent

Rationale:

If the Board approves the employment of an Interim Director of Human Resources in closed session, the Board will consider final approval of a contract of employment.

Administrative Content**Executive Content**

10.2



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.2 Approval of the Minutes of April 21, 2021
Access	Public
Type	Action (Consent)

Public Content

Speaker:

Rationale:

Administrative Content

Executive Content

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.



**Rio School District
Minutes
Regular Board Meeting
April 21, 2021
Rio School District
1800 Solar Drive
Oxnard, CA 93030
Closed Session: 5:00 p.m.
Open Session: 6:00 p.m.**

Members present

Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

1. Open Session 5:00 p.m.

1.1 Call to Order

President Bautista opened the meeting at 5:00 p.m.

1.2 Pledge of Allegiance

President Bautista led the flag salute.

1.3 Roll Call

Trustee Torres called the roll all present.

2. Approval of the Agenda

2.1 Agenda Correction, Additions, Modifications

President Bautista noted that item 11.8 2020/2021 RSD and RTA Tentative Agreement has been revised to include the AB 1200 Collective Bargaining Agreement.

2.2 Approval of the Agenda

Staff recommends approval as presented

Motion by Eleanor Torres, second by Kristine Anderson.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

3. Public Hearing

Information: 3.1 Developer Fee Justification Study

President Bautista opened the public hearing at 5:02 p.m. As there were no comments

President Bautista closed the public hearing at 5:03 p.m.

Dr. Joel Kirshenstein gave a brief overview regarding the Developer Fee Justification Study.

4. Discussion/Action

4.1 Open and Direct Examination of Sealed Written Proposals for Surplus Property at 2715 E. Vineyard Avenue, Oxnard, CA, Submitted in Connection with District's Request for Proposals and Statements of Qualifications for Sale, Lease, or Exchange of 2715 E. Vineyard Avenue, Oxnard, CA (APN: 132-0-052-175)

Superintendent Puglisi introduced to Dr. Joel Kirschenstein and David Kim, Lee and Associates began the process of opening the bids for the Surplus Property at 2715 E. Vineyard Ave. One bidder was present, one bidder was online and one was not present for a total of 3 bidders.

1. Anthony De Groot- Upon initial review all appears to be in order.
2. Van Aliso Enterprise, Inc. - Upon initial review all appears in order with the addition of a cashier's check.
3. Centennial Advisors- Upon initial review all appears in order with the addition of a cashier's check.

5. Public Comment-Closed Session

5.1 Public Comment (Closed Session) 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.

There were no public comments.

President Bautista adjourned the meeting into closed session at 5:20 p.m.

6. Closed Session

6.1 Public Employee Discipline/Dismissal/Release [Government Code 54957]

6.2 Conference with Labor Negotiators [Government Code 54957.6] Agency designated representatives: RSD Negotiating Team; Employee Organization: California School Employee's Association and Rio Teachers' Association

6.3 Public Employee Performance Evaluation [Government Code 54957] Title: Staffing 2020/2021

6.4 CONFERENCE WITH REAL PROPERTY NEGOTIATORS Property: 2600 and 3410 N. Rose Avenue, Oxnard, CA (APN: 144-0-110-225 and -590) Agency Negotiator: Dr. John Puglisi, Superintendent; Joel Kirschenstein, Sage Realty Group; Jeff Hoskinson, AALRR Negotiating Parties: KMS Development, LLC and KMS Industries, Inc. Under Negotiation: Price and Terms of Payment for Amendment

6.5 CONFERENCE WITH REAL PROPERTY NEGOTIATORS Property: 2715 E. Vineyard Avenue, Oxnard, CA (APN: 132-0-052-175) Agency Negotiator: Dr. John

Puglisi, Superintendent; Joel Kirschenstein, Sage Realty Group; Jeff Hoskinson, AALRR
Negotiating Parties: Highest Bidder Under Negotiation: Price and Terms of Payment

7. Reconvene Open Session 6:00 p.m.

7.1 Report of Closed Session

President Bautista reconvened the meeting back into open session at 6:43 p.m. The following action was reported:

Based on Government Code 54957.1 By a vote of 5-0, the Governing Board took action to give a District Administrator a Notice of Release from an Administrative position effective the end of this school year and reassign him to a classroom teaching position for the 2021/2022 school year.

Also item 6.4 Real Property Negotiations relative to property at 2600 N. Rose Avenue property, by unanimous vote of all its members the Governing Board approved a Purchase-Sale Agreement for a portion of the property, subject to non-substantive changes that may be agreed to by the Superintendent with concurrence of legal counsel. The details of the agreement will be made available on request once approved by the Seller.

8. Recognitions/Presentations

8.1 Recognition of Dr. Phoebe Dubin-Hirsh

Superintendent Puglisi acknowledged the passing of Dr. Phoebe Hirsh-Dubin. It was also announced the passing of former Superintendent John McGarry and also Wayne Antrobus, former longtime teacher.

8.2 Ventura County SAGE Spelling Bee Recognition

Oscar Hernandez, Assistant Superintendent of Educational Services, and Ms. Heather Parks recognized Rhian as the Ventura County Spelling Bee winner.

9. Communications

9.1 Acknowledgement of Correspondence to the Board

There was no written correspondence to the board.

9.2 Board Member Reports

There were no board member reports.

9.3 Organizational Reports-RTA/CSEA/Other

Organizational reports were heard from Marisela Valdez, RTA President, and Patrick Radford, CSEA President.

9.4 Superintendent Report

Superintendent Puglisi reported the district will be hosting another Parent Webinar on Friday, April 23rd at 6:00 p.m. Information included will consist of May to June 2021 student return, summer programs, and the 2021/2022 school year.

9.5 Public Comment-Board meetings are meetings of the Governing Board held in public, not public forums, and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the board through the board president. To

assure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must fill out a speaker card. Cards are available at the meeting and on the District website. Cards must be submitted to the Secretary or Clerk of the Board. The speaker may choose to speak during public comment or at the time of the agenda item prior to board consideration. The Governing Board may place limitations on the total time to be devoted to each topic if it finds that the number of speakers would impede the Board's ability to conduct its business in a timely manner. Procedures for receiving communication from the public on topics that fall under the subject jurisdiction of the Governing Board. A member of the public may address the Governing Board on any item(s) on the agenda or non-agenda items. 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.

Public comments were heard from Yolanda Alvarez, Hannah Murphy, Cinthia Rivas, Stephanie Towner, Nakia Rohde, Julieta Sosa, Molly Krill, Robert Richey, Kari Konrad and Pilar Ortega.

10. Information

10.1 Business Services Report

Wael Saleh, Assistant Superintendent of Business Services, introduced Lacey Piper, Director of Child Nutrition, who presented an update. Charlie Fitchner, Director of Transportation and Operations, presented transportation and facilities update.

10.2 Educational Services Report

Oscar Hernandez, Assistant Superintendent of Educational Services, provided updates on the CAASPP testing schedule, LCAP timeline and stakeholder engagement meeting schedule, Expanded Learning Opportunity Grant timeline and stakeholder engagement meeting schedule, the Textbook Adoption timeline.

10.3 School and Systems Improvement Updates

Carolyn Bernal, Assistant Superintendent of School and Systems Improvement, presented a current enrollment and COVID update.

10.4 First Reading of CSBA Policy Revisions

11. Discussion/Action

11.1 Declare Sealed Written Proposals and Highest Written Bidder, Call for Oral Bids, and Declare Highest Bidder for Surplus Property at 2715 E. Vineyard Avenue, Oxnard, CA, Submitted in Connection with District's Request for Proposals and Statements of Qualifications for Sale, Lease, or Exchange of 2715 E. Vineyard Avenue, Oxnard, CA (APN: 132-0-052-175)

Upon review all bidders appeared to in order and submitted cashier's checks for 10,000.00 bidding started at 1,076,075.00. Bidding continues with a 5% increment. Bidders were able to announce their intentions to bid and submit the formal bids by email.

Top bidder went to Anthony De Groot at 1,300,000.00 with Cory Ruiz from Centennial Advisors as the backup bidder.

The Governing Board declared the highest bidder as Anthony DeGroot with a bid of 1,300,000.00

Motion by Eleanor Torres, second by Kristine Anderson.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

11.2 Consideration of either (i) rejection of bids as to the Sale, Lease, or Exchange of Surplus School District Properties, or (ii) adoption of Resolution No. #2021/57, entitled: "Resolution of the Board of Trustees of the Rio School District Relating to the Sale of Certain District-Owned Real Property Identified as the 2715 E. Vineyard Avenue Site."

President Bautista made the Motion to approve Resolution 2021/57 Resolution of the Board of Trustees of the Rio School District Relating to the Sale of Certain District-Owned Real Property Identified as the 2715 E. Vineyard Avenue Site as presented, allowing the remaining bids serve as back up bids.

Motion by Cassandra Bautista, second by Kristine Anderson.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

11.3 Request for Approval of the 20/21 School Safety Plans for all school sites.

Staff recommends approval of the School Safety Plans for all Rio District schools for the 20/21 school year.

Motion by Eleanor Torres, second by Cassandra Bautista.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

11.4 Approval of Rio Rosales's Revised Single Plan for Student Achievement (SPSA)

Staff recommends board approval of Rio Rosales's SPSA.

Motion by Eleanor Torres, second by Cassandra Bautista.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

11.5 Approval of Summer Learning Programs

Staff recommends approval of the Summer Learning Programs

Motion by Linda Armas, second by Eleanor Torres.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

11.6 Formation of the LCAP Subcommittee

Staff recommends approval.

Motion by Eleanor Torres, second by Edith Martinez-Cortes.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

11.7 Kajeet student hotspot renewal of 220 lines

Staff recommends extending the Kajeet hotspot contract for 220 devices for an additional year.

Motion by Eleanor Torres, second by Kristine Anderson.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

11.8 2020/2021 RSD and RTA Tentative Agreement

It is recommended the board take action and approve the tentative agreement between the Rio School District and the Rio Teacher's Association as presented.

Motion by Eleanor Torres, second by Kristine Anderson.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

11.9 RSD PK and TK - 8 2021/2022 and 2022/2023 RSD Academic Calendars

It is recommended the board take action and approve the 2021/2022 and 2022/2023 Academic Calendars as presented.

Motion by Eleanor Torres, second by Cassandra Bautista.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

11.10 Approval of Declaration of Need for Fully Qualified Educators

It is recommended that the Governing Board approve the Declaration of Need for Fully Qualified Educators for the 2021/2022 school year as presented.

Motion by Eleanor Torres, second by Cassandra Bautista.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

11.11 Approval of Annual Statement of Need/30 Day Substitute Teaching Permits and Designated Subjects Vocational Education 30-Day Substitute Teaching Permits

It is recommended that the Governing Board approve the Annual Statement of Need/30-Day Substitute Teaching Permits and Designated Subjects Vocational Education 30-Day Substitute Teaching Permits for the 2021/2022 school year as presented.

Motion by Eleanor Torres, second by Cassandra Bautista.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

12. Consent

12.1 Approval of the Consent Agenda

It is recommended the board take action and approve the tentative agreement between the Rio School District and the Rio Teacher's Association as presented.

Motion by Eleanor Torres, second by Kristine Anderson.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

12.2 Approval of the Minutes of the Regular Meeting of March 17, 2021

12.3 Approval of the Minutes of the Special Board Meeting of March 31, 2021

12.4 Approval of the Donation Report

12.5 April 2021 Personnel Report

12.6 Ratification of the Commercial Warrant for March 6 2021 through April 9, 2021

12.7 Approval of the Amendment to AR3350 (Administrative Regulation) to Regulate Expenditures and Credit Card Use.

12.8 Approval of School Facilities Needs Analysis (SFNA/Developer Fee Justification Study (DFJS) Update and Resolution 20/21-54 allowing the District to Increase the Statutory Fees on Residential, Commercial and Industrial Development Projects.

12.9 Williams Quarterly Complaint Report for April 2021

12.10 Approval of the Professional Service Agreement with 360 Degree for Speech Pathologist Services

12.11 Student Teaching Affiliation Agreement Between GCU and RSD

12.12 RSD and Cal Lutheran Teaching Internship Contract

12.13 RSD and CSUN Student Teaching Agreement - Virtual Internship

12.14 RSD and Cal State Teach Memorandum of Understanding and Agreement to Provide Student Teacher Placements to University Students

12.15 Approval of Resolution No. 20/21-56 for the Notice of Completion of Bid Package #9, Specialties, at Rio Del Sol.

12.16 Approval of Resolution No. 20/21-57 for the Notice of Completion of the Tech Wall, Project #21-06L, Acoustical Treatment in Gym at Rio Vista.

12.17 Approval of Change Order #2 from Kiwitt General Contractor for the added scope of work at Rio Real for the Installation of Additional Flooring and Vision Light Windows and Painting

12.18 Approval of Proposals from Kenco for DSA Inspection at Rio Del Norte, and Rio Del Valle projects.

13. Organizational Business

13.1 Future Items for Discussion

13.2 Future Meeting Dates: May 19, 2021

14. Adjournment

14.1 Adjournment

Approved on this 19th day of May, 2021.

John Puglisi, Ph.D., Secretary

Date

Eleanor Torres, Clerk of the Board

Date

10.3



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.3 Approval of the Minutes of the Special Board Meeting of May 10, 2021
Access	Public
Type	Action (Consent), Minutes
Recommended Action	Staff recommends approval of the Minutes of the Special Board Meeting of May 10, 2021.
Minutes	View Minutes for May 10, 2021 - Rio School District Special Board Meeting

Public Content

Speaker:

Rationale:

[MinSpec051021.pdf \(48 KB\)](#)

Administrative Content

Executive Content

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.



**Rio School District
Minutes
Special Board Meeting
May 10, 2021
Rio School District
1800 Solar Drive
Oxnard, CA 93030
Closed Session: 4:00 p.m.**

Members present

Eleanor Torres, Edith Martinez-Cortes, Linda Armas, Cassandra Bautista, Kristine Anderson

1. Preliminary Business

1.1 Call to Order-4:00 p.m

President Bautista called the meeting to order at 4:00 p.m.

1.2 Pledge of Allegiance

President Bautista led the flag salute.

1.3 Roll Call

Trustee Torres called the roll, all present.

2. Approval of the Agenda

2.1 Agenda corrections, additions, and modifications.

There were no additions or modifications to the agenda.

2.2 Approval of the Agenda

Staff recommends approval of the agenda, as presented.

Motion by Eleanor Torres, second by Kristine Anderson.

Final Resolution: Motion Carries

Yes: Eleanor Torres, Linda Armas, Cassandra Bautista, Kristine Anderson

Not Present at Vote: Edith Martinez-Cortes

3. Public Comments/Closed Session

3.1 Public Comment (Closed Session) 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.

Public comments were heard from Katherine Montesino and Christie Hengler.

President Bautista adjourned the meeting into closed session at 4:12 p.m.

4. Closed Session

4.1 Public Employee Appointment [Government Code 54957] Title: Director of Human Resources

4.2 Public Employment [Gov. Code 54957]: Interim Director of Human Resources

4.3 Conference with Labor Negotiators (Govt. Code 54957.6) — Unrepresented Employees
Title: Interim Director of Human Resources Designated Negotiators: Mark Bresee, John Puglisi, Cassandra Bautista

4.4 Public Employee Performance Evaluation [Gov. Code 54957] Title: Supt. Evaluation

5. Open Session

President Bautista reconvened the meeting at 6:12 p.m.

President Bautista reported the following action took place during closed session:

By a vote of 4-1, with Trustee Armas voting against the motion, the board took action to employ Rebecca Rocha as the Director of Human Resources effective July 1, 2021.

President reconvened the meeting into closed session at 6:13 p.m.

President Bautista reconvened the meeting at 6:37 p.m.

No further action was taken.

6. Adjournment

6.1 Adjournment

President Bautista adjourned the meeting at 6:37 p.m.

Approved on this 19th day of May, 2021.

John Puglisi, Ph.D., Secretary

Date

Eleanor Torres, Clerk of the Board

Date

10.4



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.4 Ratification of the Commercial Warrant for April 9, 2021 through May 6, 2021
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	2,712,093.62
Budgeted	Yes
Budget Source	Various Funds as listed below.
Recommended Action	It is recommended that the Ratification of the Commercial Warrant be approved for the period April 9, 2021 through May 6, 2021.

Public Content

Speaker:
 Wael Saleh, Assistant Superintendent, Business Services

Rationale:

The District processed payments to vendors since the last meeting of the Governing Board for a total amount of \$2,712,093.62 which includes processing payments for all funds of the District for the period April 9, 2021 through May 6, 2021 in the following amounts:

Fund 010 General Fund	\$1,737,799.28
Fund 130 Cafeteria Fund	\$315,563.98
Fund 212 Building Fund, Measure L	\$473,602.59
Fund 251 Capital Facilities - Residential	\$129,059.53
Fund 490 Capital Facilities Commercial	\$31,137.43
Fund 490 Capital Projects Fund for Blen	\$25,051.28
Less Unpaid Tax Liability	<u>(\$120.47)</u>
Total:	<u>\$2,712,093.62</u>

Monthly Board Report of Checks 4-9 to 5-6-21.pdf (84 KB)

Administrative Content

Executive Content

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Checks Dated 04/09/2021 through 05/06/2021

Check Number	Check Date	Pay to the Order of	Fund	Expensed Amount	Check Amount
5009040437	04/13/2021	Bjork, Wendy	010	135.35	
5009040438	04/13/2021	360 Degree Customer Inc.	010	39,420.11	
5009040439	04/13/2021	All Languages Interpreting & Translation, Inc.	010	940.00	
5009040440	04/13/2021	AMAZON CAPITAL SERVICES	010	6,976.61	
5009040441	04/13/2021	Assistance League School	010	11,500.00	
5009040442	04/13/2021	California American Water	010	4,123.97	
5009040443	04/13/2021	CITY OF OXNARD	010	6,158.43	
5009040444	04/13/2021	CITY OF OXNARD	010	6,590.50	
5009040445	04/13/2021	HARRIS WATER CONDITIONING	010	290.83	
5009040448	04/13/2021	E J Harrison & Sons	010	725.78	
5009040449	04/13/2021	FEDEX	010	31.67	
5009040450	04/13/2021	THE GAS COMPANY	010	4,117.14	
5009040452	04/13/2021	Luis Gerardo Guillen	010	350.00	
5009040453	04/13/2021	GREATAMERICA FINANCIAL SVCS	010	279.09	
5009040454	04/13/2021	Maria Laura Hendrix	010	2,625.00	
5009040456	04/13/2021	Lawrence A. Wolf	010	4,590.00	
5009040457	04/13/2021	Patriot Online Stores	010	630.34	
5009040459	04/13/2021	STAR of CA, LLC	010	6,710.41	
5009040462	04/13/2021	Thomaskelly Software Assoc.	010	9,000.00	
5009040463	04/13/2021	Tammy Van Fleet, PHD, BCBAD	010	1,350.00	
5009040464	04/13/2021	VCOE Business	010	120.00	
5009040465	04/13/2021	Ventura County Office of Education	010	5,865.00	
5009040466	04/13/2021	VERIZON WIRELESS	010	269.60	
5009040468	04/15/2021	Yurof, Josefina	010	187.46	
5009040469	04/15/2021	Amparan, Naomi A	010	32.07	
5009040470	04/15/2021	AMAZON.COM CORPORATE CREDIT	010	112.56	
5009040471	04/15/2021	AMAZON CAPITAL SERVICES	010	1,131.84	
5009040473	04/15/2021	AssetGenie, Inc	010	638.50	
5009040474	04/15/2021	AT&T	010	82.70	
5009040475	04/15/2021	CDTF	010	45.00	
5009040476	04/15/2021	COASTAL OCCUPATIONAL MEDICAL GROUP	010	880.00	
5009040478	04/15/2021	Haynes Education Center (NPS) Star Academy	010	2,570.00	
5009040479	04/15/2021	House Sanitary Supply	010	108.21	
5009040480	04/15/2021	Jason Miller, Ph. D	010	1,500.00	
5009040481	04/15/2021	Lynne M Slidders	010	1,587.50	
5009040482	04/15/2021	Oxnard Union High School Distr ict	010	3,866.71	
5009040484	04/15/2021	Reed Mechanical Systems Inc.	010	7,877.00	
5009040485	04/15/2021	Crown Castle	010	4,454.18	
5009040486	04/15/2021	TAFT ELECTRIC	010	958.55	
5009040487	04/15/2021	Ventura County Office of Education Business	010	70,000.00	
5009040488	04/15/2021	XEROX CORPORATION	010	6,073.42	
5009040489	04/19/2021	Airgas	010	378.39	
5009040490	04/19/2021	AIRPORT AUTO TECH	010	1,385.60	

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

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Checks Dated 04/09/2021 through 05/06/2021

Check Number	Check Date	Pay to the Order of	Fund	Expensed Amount	Check Amount
5009040491	04/19/2021	AMAZON CAPITAL SERVICES	010	4,892.65	
5009040492	04/19/2021	AMERICAN BUILDING COMFORT	010	120.00	
5009040493	04/19/2021	APPLIED BACKFLOW TECHNOLOGIES	010	380.00	
5009040494	04/19/2021	ArchiveSocial	010	7,176.00	
5009040495	04/19/2021	AT&T	010	2,089.87	
5009040496	04/19/2021	Atkinson, Andelson, Loya, Ruud & Romo	010	37,938.75	
5009040497	04/19/2021	BARON INDUSTRIES	010	173.84	
5009040498	04/19/2021	Blick Art Materials	010	122.32	
5009040499	04/19/2021	CALIFORNIA SCHOOL MANAGEMENT	010	3,150.00	
5009040501	04/19/2021	Diane DeLaurantis	010	1,700.00	
5009040503	04/19/2021	Frontier Communications	010	250.29	
5009040504	04/19/2021	HELP/SYSTEMS LLC	010	356.40	
5009040505	04/19/2021	KAPCO	010	76.06	
5009040508	04/19/2021	MWG MESTMAKER & ASSOCIATES	010	160.00	
5009040509	04/19/2021	Moving Minds	010	2,407.77	
5009040510	04/19/2021	OXNARD CHAMBER OF COMMERCE	010	840.00	
5009040511	04/19/2021	Auto Plus Auto Parts	010	2,208.21	
5009040512	04/19/2021	SCHOLASTIC	010	319.67	
5009040513	04/19/2021	Crown Castle	010	9,873.06	
5009040514	04/19/2021	Steve Sunnarborg	010	900.00	
5009040516	04/20/2021	Mc Garry, John V	010	802.60	
5009040518	04/20/2021	Abundance Internet Inc.	010	16,750.70	
5009040519	04/20/2021	AMAZON CAPITAL SERVICES	010	1,986.26	
5009040522	04/20/2021	C D W GOVERNMENT, INC.	010	1,782.61	
5009040523	04/20/2021	Decker Equipment	010	586.41	
5009040524	04/20/2021	Decker Inc.	010	586.10	
5009040525	04/20/2021	E J Harrison & Sons	010	250.68	
5009040526	04/20/2021	EBS HEALTHCARE	010	11,475.00	
5009040527	04/20/2021	SOUTHERN CALIF. EDISON	010	16,462.52	
5009040528	04/20/2021	Ewing Irrigation Products Inc	010	775.34	
5009040529	04/20/2021	Fence Factory	010	1,215.99	
5009040530	04/20/2021	FOLLETT SCHOOL SOLUTIONS, INC.	010	4,258.03	
5009040531	04/20/2021	Freedom Writers Foundation	010	1,500.00	
5009040532	04/20/2021	Fun and Function	010	150.87	
5009040533	04/20/2021	Green Thumb Nursery	010	627.00	
5009040536	04/20/2021	M/M Mechanical Inc.	010	1,137.30	
5009040537	04/20/2021	MARFER INK, LLC	010	1,367.35	
5009040538	04/20/2021	OFFICE DEPOT	010	5,305.37	
5009040546	04/21/2021	Hernandez, Maria M	010	55.23	
5009040547	04/21/2021	Emery, Ryan	010	450.83	
5009040549	04/21/2021	Ewing Irrigation Products Inc	010	160.72	
5009040550	04/21/2021	Grainger	010	5,057.09	
5009040551	04/21/2021	HOME DEPOT CREDIT SERVICES	010	8,289.42	

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Checks Dated 04/09/2021 through 05/06/2021

Check Number	Check Date	Pay to the Order of	Fund	Expensed Amount	Check Amount
5009040552	04/21/2021	House Sanitary Supply	010	1,617.61	
5009040553	04/21/2021	Image Source	010	25,290.95	
5009040554	04/21/2021	OFFICE DEPOT	010	2,926.11	
5009040555	04/21/2021	VCOE Business	010	37,934.35	
5009040556	04/22/2021	Annette Gonzalez	010	50.00	
5009040557	04/22/2021	Araceli Herrera	010	50.00	
5009040559	04/22/2021	Clara Magallanes	010	25.00	
5009040560	04/22/2021	Denise Kirkham	010	25.00	
5009040561	04/22/2021	Eduardo Juarez	010	25.00	
5009040562	04/22/2021	Emanuel Perez	010	50.00	
5009040563	04/22/2021	Johnna Tovar	010	25.00	
5009040564	04/22/2021	Jorge Guizar	010	61.50	
5009040565	04/22/2021	Julia Perez	010	37.50	
5009040566	04/22/2021	Linda Aguilar	010	25.00	
5009040567	04/22/2021	Margarita Mauricio	010	61.50	
5009040568	04/22/2021	Maria Gordiano	010	40.00	
5009040569	04/22/2021	Maria Rangel	010	50.00	
5009040570	04/22/2021	Norma Cortez	010	40.00	
5009040571	04/22/2021	Samantha Martinez	010	40.00	
5009040572	04/22/2021	Sonia Sanchez	010	50.00	
5009040573	04/22/2021	Thomas Zavala	010	37.50	
5009040574	04/22/2021	Urbano Lomeli	010	13.50	
5009040575	04/22/2021	Hernandez, Maria M	010	55.16	
5009040576	04/22/2021	Ohl, Cameron L	010	20.27	
5009040577	04/22/2021	AMAZON CAPITAL SERVICES	010	5,369.72	
5009040579	04/22/2021	E J Harrison & Sons	010	8,048.78	
5009040581	04/22/2021	Fence Factory	010	98.33	
5009040582	04/22/2021	GREEN TREE CARE	010	2,800.00	
5009040583	04/22/2021	Lawson Products	010	99.74	
5009040584	04/22/2021	MONTGOMERY HARDWARE CO.	010	324.95	
5009040586	04/22/2021	O'Reilly Auto Parts	010	1,228.92	
5009040587	04/22/2021	OTC BRANDS, INC.	010	141.00	
5009040588	04/22/2021	POSITIVE PROMOTIONS	010	828.50	
5009040591	04/22/2021	Tri-County Office Furniture	010	4,362.67	
5009040592	04/26/2021	All Languages Interpreting & Translation, Inc.	010	500.00	
5009040594	04/26/2021	AMAZON.COM CORPORATE CREDIT	010	5,599.00	
5009040595	04/26/2021	AMAZON CAPITAL SERVICES	010	365.37	
5009040596	04/26/2021	Aswell Trophy	010	2,645.91	
5009040598	04/26/2021	BARON INDUSTRIES	010	143.73	
5009040600	04/26/2021	C D W GOVERNMENT, INC.	010	7,520.00	
5009040602	04/26/2021	Diane DeLaurantis	010	750.00	
5009040603	04/26/2021	Ewing Irrigation Products Inc	010	403.21	
5009040604	04/26/2021	Fence Factory	010	528.37	
5009040605	04/26/2021	FGL Environmental	010	84.00	
5009040606	04/26/2021	Frontier Communications	010	291.69	

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Checks Dated 04/09/2021 through 05/06/2021

Check Number	Check Date	Pay to the Order of	Fund	Expensed Amount	Check Amount
5009040607	04/26/2021	THE GAS COMPANY	010	1,623.20	
5009040608	04/26/2021	GIBBS INTERNATIONAL	010	6,732.12	
5009040609	04/26/2021	Grainger	010	1,049.68	
5009040610	04/26/2021	Green Thumb Nursery	010	186.22	
5009040611	04/26/2021	House Sanitary Supply	010	6,131.92	
5009040612	04/26/2021	JOHNSTONE SUPPLY	010	790.56	
5009040614	04/26/2021	MONTGOMERY HARDWARE CO.	010	357.18	
5009040615	04/26/2021	Nee Quaison Sackey	010	2,000.00	
5009040616	04/26/2021	O'Reilly Auto Parts	010	959.49	
5009040617	04/26/2021	Pacific Equipment	010	396.83	
5009040618	04/26/2021	PARADISE CHEVROLET	010	1,411.68	
5009040619	04/26/2021	PEARSON	010	6,081.19	
5009040620	04/26/2021	Auto Plus Auto Parts	010	118.51	
5009040621	04/26/2021	PERMA BOUND	010	481.29	
5009040622	04/26/2021	Pioneer Chemical Co	010	15,507.47	
5009040623	04/26/2021	PRO-ED, INC	010	31.66	
5009040624	04/26/2021	Kevin Cluff dba Restoration Hardwood	010	7,600.00	
5009040625	04/26/2021	Rotary Club	010	105.00	
5009040626	04/26/2021	Scholastic Inc.	010	296.67	
5009040627	04/26/2021	Ventura County SELPA	010	122,935.00	
5009040628	04/26/2021	SERVICE PRO-FIRE PROTECTION	010	1,905.00	
5009040629	04/26/2021	DEPT OF INDUSTRIAL RELATIONS PAYMENT PROCESSING CENTER	010	575.00	
5009040630	04/26/2021	SWRCB ACCOUNTING OFFICE ATTN WATER QUALITY FEES	010	905.00	
5009040631	04/26/2021	TELCOM, INC	010	3,114.51	
5009040632	04/27/2021	Prado, Amy R	010	15.09	
5009040633	04/27/2021	Ann Marostica Ransom	010	220.00	
5009040634	04/27/2021	C D W GOVERNMENT, INC.	010	5,632.93	
5009040636	04/27/2021	SCHOOL SPECIALTY, LLC	010	2,557.96	
5009040637	04/27/2021	THE GAS COMPANY	010	3,651.09	
5009040638	04/27/2021	KONICA MINOLTA BUSINESS SOLUTIONS USA, INC.	010	2,312.76	
5009040639	04/27/2021	Myers, Widders, Gibson, Jones	010	6,455.38	
5009040642	04/27/2021	SCHOLASTIC	010	96.98	
5009040643	04/27/2021	Scholastic Inc.	010	555.32	
5009040644	04/27/2021	SCHOOL NURSE SUPPLY, INC.	010	260.39	
5009040645	04/27/2021	Skechers USA Inc.	010	228.99	
5009040646	04/27/2021	Southwest School & Office Supply	010	3,471.45	
5009040647	04/27/2021	Traffic Technologies, LLC	010	1,043.53	
5009040648	04/29/2021	Javier Santana	010	50.00	
5009040649	04/29/2021	Villa, Carolina	010	100.00	
5009040650	04/29/2021	Aswell Trophy	010	54.74	
5009040651	04/29/2021	AT&T	010	68.90	
5009040652	04/29/2021	SCHOOL SPECIALTY, LLC	010	1,259.29	
5009040653	04/29/2021	Jostens	010	3,902.35	

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Checks Dated 04/09/2021 through 05/06/2021

Check Number	Check Date	Pay to the Order of	Fund	Expensed Amount	Check Amount
5009040655	04/29/2021	Mutual of Omaha Policyholder Services	010	735.54	
5009040656	04/29/2021	OFFICE DEPOT	010	7,427.06	
5009040657	04/29/2021	SC FUELS	010	3,602.50	
5009040658	04/29/2021	Tax Deferred Services Corporate Office Suite 209	010	91,850.00	
5009040659	04/29/2021	Ventura County Star	010	6,927.04	
5009040660	04/29/2021	Broadview Networks	010	8,804.42	
5009040661	05/03/2021	Torres, Maria	010	41.28	
5009040662	05/03/2021	Cordova, Ralph	010	305.17	
5009040663	05/03/2021	Hudson, Jeffery	010	146.87	
5009040664	05/03/2021	360 Degree Customer Inc.	010	64,156.60	
5009040666	05/03/2021	AMAZON CAPITAL SERVICES	010	2,767.95	
5009040667	05/03/2021	Atkinson, Andelson, Loya, Ruud & Romo	010	30,668.75	
5009040668	05/03/2021	C D W GOVERNMENT, INC.	010	11,700.00	
5009040669	05/03/2021	Concepts	010	415.15	
5009040671	05/03/2021	Defined Learning	010	2,500.00	
5009040672	05/03/2021	Diane DeLaurantis	010	800.00	
5009040675	05/03/2021	EBS HEALTHCARE	010	6,800.00	
5009040677	05/03/2021	House Sanitary Supply	010	310.44	
5009040678	05/03/2021	Kajeet, Inc	010	86,835.08	
5009040679	05/03/2021	KONICA MINOLTA PREMIER FINANCE	010	872.24	
5009040681	05/03/2021	Learning Priority, Inc	010	4,950.00	
5009040687	05/03/2021	FORMATIVE	010	1,149.00	
5009040691	05/03/2021	ULINE	010	222.89	
5009040692	05/03/2021	U.S. Bank Corporate Payment Systems	010	12,049.92	
5009040693	05/03/2021	VENTURA COUNTY SHERIFF'S DEPT. BUSINESS OFFICE	010	12,696.00	
5009040694	05/03/2021	Wireless CCTV LLC	010	3,000.00	
5009040695	05/03/2021	XEROX CORPORATION	010	240.23	
5009040696	05/03/2021	Dr. Elizabeth Yeager	010	1,624.50	
5009040697	05/04/2021	Medina, Diane L	010	2,423.11	
5009040698	05/04/2021	360 Degree Customer Inc.	010	32,399.20	
5009040699	05/04/2021	All Languages Interpreting	010	2,300.00	
5009040700	05/04/2021	AMAZON CAPITAL SERVICES	010	2,148.38	
5009040702	05/04/2021	College Board - Prepare 2021	010	250.00	
5009040703	05/04/2021	Luis Gerardo Guillen	010	940.00	
5009040704	05/04/2021	GREATAMERICA FINANCIAL SVCS	010	282.96	
5009040705	05/04/2021	Junior Library Guild	010	3,053.85	
5009040706	05/04/2021	Michael K Marshall DBA	010	50.00	
5009040707	05/04/2021	MJP COMPUTERS	010	901.31	
5009040708	05/04/2021	Lisa Kelly dba Murals by Lisa Kelly	010	950.00	
5009040709	05/04/2021	NASCO	010	771.77	
5009040710	05/04/2021	PARADIGM HEALTHCARE SERVICES	010	498.57	

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ESCAPE ONLINE

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Checks Dated 04/09/2021 through 05/06/2021

Check Number	Check Date	Pay to the Order of	Fund	Expensed Amount	Check Amount
5009040711	05/04/2021	Rotary Club	010	105.00	
5009040712	05/04/2021	SISC FINANCE	010	629,309.00	
5009040714	05/04/2021	Tammy Van Fleet, PHD, BCBAD	010	1,012.50	
5009040715	05/04/2021	Ventura County Office of Education Business	010	50.00	
5009040558	04/22/2021	Briana Dominguez	Cancelled		50.00 *
Cancel	1	50.00			
Total Number of Checks			220	1,737,799.28	
5009040446	04/13/2021	Driftwood Dairy, Inc.	130	11,425.96	
5009040455	04/13/2021	Laubacher Farms, inc	130	2,436.00	
5009040458	04/13/2021	Tri County Bread Service	130	2,580.07	
5009040460	04/13/2021	SYSCO VENTURA, INC.	130	23,287.49	
5009040461	04/13/2021	THE BERRY MAN, INC.	130	5,616.40	
5009040474	04/15/2021	AT&T	130	17.25	
5009040483	04/15/2021	Puretec Industrial Water	130	489.00	
5009040488	04/15/2021	XEROX CORPORATION	130	159.91	
5009040535	04/20/2021	Laubacher Farms, inc	130	2,640.00	
5009040541	04/20/2021	Tri County Bread Service	130	3,205.18	
5009040543	04/20/2021	SYSCO VENTURA, INC.	130	2,045.04	
5009040544	04/20/2021	THE BERRY MAN, INC.	130	1,699.00	
5009040548	04/21/2021	Environmental Health Division	130	471.23	
5009040589	04/22/2021	Puretec Industrial Water	130	190.50	
5009040593	04/26/2021	Allied Avocados & Citrus Inc	130	3,608.00	
5009040599	04/26/2021	CDE/CASHIER'S OFFICE	130	1,382.25	
5009040613	04/26/2021	Laubacher Farms, inc	130	2,016.00	
5009040640	04/27/2021	Puretec Industrial Water	130	190.50	
5009040657	04/29/2021	SC FUELS	130	379.94	
5009040665	05/03/2021	Allied Avocados & Citrus Inc	130	7,270.00	
5009040674	05/03/2021	Driftwood Dairy, Inc.	130	37,530.25	
5009040680	05/03/2021	Laubacher Farms, inc	130	3,096.00	
5009040684	05/03/2021	Puretec Industrial Water	130	95.25	
5009040685	05/03/2021	Tri County Bread Service	130	5,268.24	
5009040688	05/03/2021	SYSCO VENTURA, INC.	130	139,905.74	
5009040713	05/04/2021	THE BERRY MAN, INC.	130	58,558.78	
Total Number of Checks			26	315,563.98	
5009040472	04/15/2021	ARJAY'S WINDOW FASHIONS	212	1,892.04	
5009040477	04/15/2021	CULVER-NEWLIN, INC.	212	50,047.18	
5009040500	04/19/2021	CULVER-NEWLIN, INC.	212	1,379.79	
5009040502	04/19/2021	Environmental Testing Assoc.	212	4,356.88	
5009040506	04/19/2021	KBZ Architects	212	27,563.58	
5009040507	04/19/2021	M/M Mechanical Inc.	212	12,044.34	
5009040515	04/19/2021	Tech-Wall	212	72,354.85	
5009040517	04/20/2021	A&S Fire Protection, Inc	212	2,880.00	
5009040534	04/20/2021	KBZ Architects	212	12,054.59	

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

ESCAPE ONLINE

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Checks Dated 04/09/2021 through 05/06/2021

Check Number	Check Date	Pay to the Order of	Fund	Expensed Amount	Check Amount
5009040540	04/20/2021	PACIFIC COAST SOUND AND COMMUNICATIONS, INC	212	11,883.70	
5009040542	04/20/2021	Signs Plus, New ideas New Technology, Inc	212	15,826.84	
5009040578	04/22/2021	ARC	212	576.62	
5009040580	04/22/2021	Environmental Testing Assoc.	212	4,087.51	
5009040590	04/22/2021	Rio School District	212	2,427.57	
5009040597	04/26/2021	BALFOUR BEATTY CONSTRUCTION	212	39,256.00	
5009040601	04/26/2021	Channel Islands Roofing, Inc.	212	4,835.00	
5009040635	04/27/2021	Channel Islands Roofing, Inc.	212	13,373.45	
5009040641	04/27/2021	Reed Mechanical Systems Inc.	212	2,289.50	
5009040670	05/03/2021	Custom Modular Service Corp	212	113,924.00	
5009040673	05/03/2021	DSA-LA Regional Office	212	9,585.00	
5009040676	05/03/2021	California Geological Survey	212	10,800.00	
5009040682	05/03/2021	M/M Mechanical Inc.	212	38,247.00	
5009040683	05/03/2021	Precision Environmental, Inc.	212	10,709.00	
5009040686	05/03/2021	Reed Mechanical Systems Inc.	212	7,400.00	
5009040689	05/03/2021	Tech-Wall	212	3,808.15	
Total Number of Checks			25	473,602.59	
5009040451	04/13/2021	Gaylaird Christopher, LLC	251	9,512.76	
5009040467	04/15/2021	KEITH D. HENDERSON	251	363.77	
5009040496	04/19/2021	Atkinson, Andelson, Loya, Ruud & Romo	251	6,483.75	
5009040545	04/21/2021	LAWYERS TITLE COMPANY	251	25,000.00	
5009040654	04/29/2021	Lawyers Title	251	75,000.00	
5009040667	05/03/2021	Atkinson, Andelson, Loya, Ruud & Romo	251	9,191.25	
5009040690	05/03/2021	Tetra Tech Divisions	251	3,508.00	
Total Number of Checks			7	129,059.53	
5009040521	04/20/2021	BC Rincon Construction	252	26,610.92	
5009040585	04/22/2021	MS Earthworks	252	1,900.00	
5009040701	05/04/2021	ARC	252	2,626.51	
Total Number of Checks			3	31,137.43	
5009040447	04/13/2021	DTA	490	6,710.03	
5009040496	04/19/2021	Atkinson, Andelson, Loya, Ruud & Romo	490	1,496.25	
5009040520	04/20/2021	A4E	490	705.00	
5009040539	04/20/2021	Pacific West Communities, Inc	490	15,000.00	
5009040667	05/03/2021	Atkinson, Andelson, Loya, Ruud & Romo	490	1,140.00	
Total Number of Checks			5	25,051.28	

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

ESCAPE ONLINE
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Checks Dated 04/09/2021 through 05/06/2021

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

<u>Fund</u>	<u>Description</u>	<u>Check Count</u>	<u>Expensed Amount</u>
010	General Fund	219	1,737,799.28
130	Cafeteria Fund	26	315,563.98
212	Building Fund Measure L	25	473,602.59
251	CAPITAL FACILITIES - RESIDENTI	7	129,059.53
252	CAPITAL FACILITIES COMMERCIAL	3	31,137.43
490	Capital Projects Fund for Blen	5	25,051.28
Total Number of Checks		278	2,712,214.09
Less Unpaid Tax Liability			120.47-
Net (Check Amount)			2,712,093.62

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

ESCAPE ONLINE

10.5



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.5 Approval of the May 2021 Personnel Report
Access	Public
Type	Action (Consent)
Fiscal Impact	No
Recommended Action	It is recommended the Governing Board take action and approve the May 19, 2021 personnel report as presented.
Goals	Goal 5-Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers.

Public Content

Speaker: John Puglisi, Ph.D., Superintendent

Rationale: The May 19, 2021 personnel report is presented for approval.

Rev2PERS.pdf (61 KB)

Administrative Content

Executive Content

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

RIO SCHOOL DISTRICT
May 19, 2021

Certificated Personnel Report

Certificated Retirement:

Acosta, Beatriz, Elementary School Teacher, Rio Plaza. (1.0) FTE, effective 06/17/2021

Certificated Resignation:

Calisto, Erin, Middle School ELD Teacher, Rio del Valle, (1.0) FTE, effective 06/17/2021

Klinefelter, Matthew, Middle School Directed Studies, Rio Real, (1.0) FTE, effective 04/30/2021

Certificated Ratification of Employment:

Guynn, Robert J., Resource Specialist, Rio Lindo (0.80)FTE Rio Real (0.20)FTE to Special Education Teacher, Rio Rosales (1.0) FTE

Certificated Involuntary Transfer:

VonCannon-Legaspi, Sandra, Rio Plaza 1st grade to Rio Plaza 2nd grade (1.0)FTE

Coronado, Jacqueline, Rio Plaza 1st grade to Rio Rosales 4th grade (1.0)FTE

Classified Personnel Report

Classified Return From Leave of Absence:

Fernandez, Melissa, Campus Supervision Assistant (3.5) hrs, Rio Rosales, effective 5/12/21

Classified Leave of Absence:

Fernandez, Melissa, Campus Supervision Assistant (3.5) hrs, Rio Rosales, (.30 FTE) LOA effective 5/1/21-6/17/21

Classified Promotion:

Marsico, Michelle, from Campus Supervision Assistant (4.25) hrs, Rio Del Norte, to Instructional Assistant/SPED, (5.75) hrs, Rio Del Norte, effective 4/26/21

Classified Ratification of Employment:

Garcia, Juan, Instructional Assistant/SPED, (5.75) hrs, Rio Plaza, effective 4/26/21

Classified Resignation:

Romero, Teresa, Campus Supervision Assistant, (3.25) hours, Rio Del Mar, effective 4/28/21

10.6



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.6 Ratification of the Amended 20/21 School Safety Plan for Rio Rosales.
Access	Public
Type	Action (Consent)
Recommended Action	Staff recommends approval of the Amended School Safety Plan for Rio Rosales for the 20/21 school year.
Goals	<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 2-Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning.</p> <p>Goal 1-Improved student achievement at every school and every grade in all content areas</p> <p>Goal 3-Create welcoming and safe environments where students attend and are connected to their school</p>

Public Content

Speaker: Wael Saleh, Assistant Superintendent, Business Services

Rationale:

Education Code 32280-32288 requires all school districts with enrollment over 2501 to develop Safe School Plans. The Rio School District has finalized all of the School Safety Plans and were approved at the April 21, 2021 Board Meeting, except for a needed amendment to Rio Rosales.

Clarification was requested on the following items in the Rio Rosales Safety Plan:

- The number of temporary buildings on the school site.
- Whether or not it is in a high crime area.
- Verify the crime statistics.

All items have now been addressed and the amended Final Safety Plan is attached.

Once all are approved, a copy of each school plan will be available at each school site, the district office and the website.

[_RRO CSSP 20 21 Final.pdf \(423 KB\)](#)

Administrative Content

Executive Content

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.



Rio Rosales
COMPREHENSIVE SCHOOL SAFETY PLAN
2020-2021

In compliance with
California Ed Code §§ 32280 - 32289

Rio Rosales / 1001 Kohala St., Oxnard CA 93036 / 805.983.0277



The Rio School District Comprehensive School Safety Plan per California Education Code Section 32281 is developed by a School Site Council (SSC) or a Safety Planning Committee. The Committees are made up of principal/designee, teacher, parent of a child who attends the school, classified employee, others. The plan shall be updated annually as required by EC Section 32281. The plan is to be approved by SSC and Rio School District Superintendent or designee.

Date Plan approved by site SSC - _____

Date Submitted to Law Enforcement and First Responders - _____

Date submitted to Rio School District Office - _____

Date Reviewed by Superintendent or Designee – _____

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I. The Comprehensive School Safety Plan Overview

Rio School District has developed employee safety and emergency action plans which provide sites detailed guidance for use as necessary for student and staff safety.

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the District's Superintendent or County Office of Education. The CSSP applies to staff, students, and guests. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

Principal: Ryan Howatt

School: Rio Rosales: 1001 Kohala / Oxnard CA

Phone Number: 805.983.0277

Principal Email: rhowatt@rioschools.org

II. General School Information

A. School Profile

Rio Rosales School is an elementary school serving transitional kindergarten through fifth grade. Our student population is diverse and reflects the ethnicity and cultural heritage of the community we serve.

Current enrollment: 477 students from July 1, 2020 to June 30, 2021

Ages: 4 to 11

Total Staff (Teaching and Support): 57

B. Safe School Mission

School Site Goals

At Rio Rosales we believe that ***Our world needs happy, literate, empathetic people who can solve problems together.***

Here are the goals that are memorialized in this year's Single Plan for Student Achievement

2020-2021 Rio Rosales SPSA Goal 1

Rio Rosales will maintain or improve the percentage of all students who A) take the CAASPP, and B) meet or exceed standards on the CAASPP English language arts, mathematics, and science assessments.

2020-2021 Rio Rosales SPSA: Goal 2

For the 2020-2021 academic year, Rio Rosales will reduce suspensions to 0.5% or less.

2020-2021 Rio Rosales SPSA: Goal 3

For the 2020-2021 academic year, Rio Rosales English Learners will improve the percentage of English Learners making progress towards English language proficiency to at least 55%.

2020-2021 Rio Rosales SPSA: Goal 4

Rio Rosales chronic absenteeism as reported by CDE Dashboard was 7.9% in 2018-2019.

2020-2021 Rio Rosales SPSA: Goal 5

Goal: During the 2020-2021 Academic year, Rio Rosales will purchase, store, and distribute resources to support student academic achievement and engagement. These materials may include but are not limited to software, hardware, school supplies, literature, and human support.

We are also continuously refining our CHAMPS program at Rio Rosales. CHAMPS is a behavioral expectation system that allows us to make explicit our expectations for the behaviors that will help us to continue to be a safe and civil school.

District Goals

1. To instill in each student the love of learning, and to provide opportunities for academic growth for students at all developmental levels with continuous cooperation between teachers, parents, and staff.
2. To develop, within each student, a sense of personal organization, responsibility, and motivation.
3. To ensure that each student develops a positive self-concept, and acceptance and understanding of others, a cooperative attitude, and respect toward others and their property.
4. To provide a safe, secure, nurturing school environment, conducive to learning, through a collaborative effort between teachers, parents and staff.

To help foster the above commitments the following resources are utilized;

- a. Mental Health Professionals/School Counselors
- b. Community Intervention Professionals
- c. School Resource Officers/Law Enforcement
- d. District Nurses

C. Description of School Facilities

Rio Rosales is located near St. John's hospital in Oxnard California. We are close to a fire station and next to fields that will become a high school in the next few years. Rio Rosales resides in a densely populated neighborhood.

Rio Rosales is comprised of 5 wings of classroom buildings, an office building, a library and a Multi-Purpose Room.

D. School Site Council Membership

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated at least annually by the school site council or safety committee.

The school site council/safety committee may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization

5. Other members, if desired – Mental health professionals, school counselors, community intervention professionals, school resource officers, police officers on campus.

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan.
(Education Code 32288)

School Site Council Roster

Ryan Howatt: Principal

Amber Gibson: Classroom Teacher

Victor Anaya: Counselor / Other School Employee

Louis Ramirez: Parent

Maggie Andrade: Parent

Emmanuel Mejia: Parent

Clara Villasenor: Parent

E. Notifications and Communication

Required CSSP Notifications

The following persons and entities were notified in writing of the public hearing concerning input on this Comprehensive School Safety Plan (EC 35294.2(e)):

- . A representative of the local school employee organization
- . A representative of each parent organization at the school site, including the parent teacher association
- . A representative of each teacher organization at the school site
- . A representative of the student body government
- . All persons who have indicated that they want to be notified

Notice to Public

The Comprehensive School Safety Plan prepared for the 2018-19 school year was shared with: (EC 35294.2(e) and 35294.8(b))

- Parents at Coffee with the Principal
- Parent Newsletters
- School staff at staff meetings
- Communicated to the general public through the district website
- Communicated to the following entities:
 - Law Enforcement Agencies
 - Fire Department
 - First Responders

III. Safe School Reports

A. School Crime Status

An assessment of the current status of school crime at the school and at school-related functions, was accomplished by reviewing the following of information:

- Office Referrals (Review referrals for violence, theft, destruction of property if any)
- Attendance Rates/School Attendance Review/Board Data
- California Healthy Kids Survey
- School Improvement Plan
- Local Law Enforcement Juvenile Crime Data (you get this information from your SRO)
- Property Damage Data
- Youth Truth Survey

Per our SRO Rio Rosales school does/does not experience high rates of:

Property Damage

Violent offenses

Total Suspensions: 0

Total Expulsions: 0

B. Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and guests are provided a safe and secure environment.

- Safe School Needs Assessment
- District input
- School Site Inspection
- SRO/Law Enforcement

C. Safe School Needs Assessment 2020 – 2021

Restrooms have been a reported issue as frequent use has caused damage to floors and appliances. Restrooms have been updated and upgraded to provide touchless water and hand sanitization. Toilets have been upgraded as well to provide a safe flush with minimal touch. Once the toilet em seat is lowered the toilet will flush automatically.

A recent fire department visit in January 2020 prompted some repairs needed for signage and updates to regular services on fire prevention materials. These repairs have been completed during the 2020-2021 academic year.

We have documented and shared various concerns for school safety after School Resource Officers assisted us in performing and assessing Active Shooter drills. Rio Facilities teams have been working on making our campus more secure.

20 incidents occurred within approximately 1000 feet of Rio Rosales from September 1, 2020 until May 1. Below is the report on type and quantity of crimes.

Crimes

Murder/Non-Negligent Manslaughter - 0
Negligent Manslaughter - 0
Sex offenses (Rape, Fondling, Incest, Statutory Rape) - 0
Robbery – 0
Aggravated Assault - 0
Simple Assault - 1
Burglary – 0
Motor Vehicle Theft – 0
Larceny – 4
Arson - 0
Hate Crimes – 0
Fraud/Forgery - 3
Traffic - 3

Hate Crimes:

Murder/Non-Negligent Manslaughter - 0
Negligent Manslaughter - 0
Sex offenses (Rape, Fondling, Incest, Statutory Rape) - 0
Robbery - 0
Aggravated Assault - 0
Burglary - 0
Motor Vehicle Theft - 0
Arson - 0
Simple Assault - 0
Larceny – Theft - 0
Intimidation or Damage/Destruction/Vandalism of Prop motivated by bias - 0

Arrests/Referrals:

- Liquor Law Violations – 0
- Drug Law Violations – 2

- Weapon Law Violations – 1

Domestic:

- Stalking - 0
- Dating Violence - 0
- Domestic Violence – 2

All Other - Non-Criminal: - 4

IV. School Safe Practices, Policies and Procedures

All board policies below have been modified for length; full policies can be found on the District Website as needed.

A. Child Abuse Reporting Procedures - BP 5141.4

The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

All district employees, are mandated reporters, as defined by law and administrative regulation and are obligated to report all known or suspected incidents of child abuse and neglect. Training regarding the duties of mandated reporters is provided on an annual basis for all employees at school sites.

Most recent Training was held the week of August 27, 2019

B. Notification of Dangerous Pupils to Teachers - BP 4112.9

The Board of Trustees believes that providing clear communications to staff is essential to establishing a professional, positive work environment and enhancing their job performance. The Superintendent or designee shall provide district employees all notifications required by law and any other notifications he/she believes will promote staff knowledge of the district's policies, programs, activities, and operations.

When required by law, Board policy, or administrative regulation, district employees shall be asked to sign an acknowledgment indicating receipt of the notification. Such acknowledgments shall be retained in each employee's personnel file.

Procedurally, when a new student enrolls at a school site and the school receives their Cumulative Record (Cum), if any disciplinary or behavioral issues appear in the record, the teacher is emailed notification for them to review the Cum File.

C. District Rules and Procedures on School Discipline - BP 5144

The Board of Trustees desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

The administrative staff at each school may develop disciplinary rules to meet the school's needs. However, the rules shall be consistent with law, Board policy, and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5)

Over the course of the past three years, Rio Rosales has been creating and posting CHAMPS expectations for our shared areas. Children have been integral in designing, explaining and displaying these expectations. Our School Site Council has budgeted time and money to develop these expectations.

Here is a selection from the FAQ part of our Rio Rosales Handbook that explains behavior and civility policies and philosophies:

BEHAVIOR

How will consequences for misbehavior be delivered at Rio Rosales

Behavior is dealt with on a case by case basis, and depending on the results of full and fair investigations, consequences may be restorative (designed to repair relationships) and/or punitive (designed to remove the offender from situations or people that they have harmed). A growing body of research as well as the Rio School District position promote restorative consequences to both address the behavior and teach the correct behavior.

What if I see someone else's child misbehaving?

Report your concern regarding other children to a staff member. Please use Rio Rosales as a pathway to reporting and resolving behavioral concerns for other people's children. Just as you would likely be upset if another parent

attempted to discipline your child, Rio Rosales expects to address these concerns on your behalf. Please do not address any behavioral issue with a child that is not your own.

How will confidentiality laws be followed at Rio Rosales?

We strictly respect confidentiality laws and policies at Rio Rosales. Rio staff will not

share names of other children besides your child(ren) with you during conferences or disciplinary proceedings. With respect to disciplinary matters, confidentiality is expected from all sides. While we encourage communication with families by children, we expect the children not to speak about any disciplinary proceeding with other children. We also have a strict policy regarding retaliation. We expect that there will be no retaliation for any issue relating to a disciplinary investigation and/or consequence.

Why do we have a civility policy?

We have a civility policy at Rio Rosales to ensure that problems are addressed and resolved in a manner that upholds the dignity of all involved. This policy is essential to the well-being of our school. We understand that parents can be upset, especially in advocating for their child(ren). However, to move forward in productive resolutions, we expect and will model civil, productive speech that seeks to understand and resolve problems.

Please also note that Rio School District administration reserves the right to direct anyone to leave the campus and/or contact law enforcement if there are actual or potential threats to a safe and civil school environment.

Here is a more direct explanation of our expectations at Rio Rosales:

Code of Conduct

Our school adheres to the principles of **Positive Behavior Support which include:**

- Health and safety
- Legitimate Educational Purpose
- Respect of personal and public property
- Respect of the teaching and learning process
- Restorative Consequences

Investigations

Investigations are an important and necessary function of the Rio Rosales discipline process. Investigations are confidential, and every side in an investigation has the right to a fair process. Each side in an investigation also has the expectation of confidentiality and the right to be free from retaliation. Statements from either side are a common and important administrative tool. Written and verbal statements are routinely gathered by administration and staff to establish a position from which the investigation will continue. Statements may be written by hand or submitted via email. If statements are requested,

they will go through a redaction process if and no statement from another child will be shared with a non-family member. **Confidentiality** will be strictly observed when discussing discipline with families. Just as your child's name will not be shared with other families, names of children involved in incidents with your child will not be disclosed.

Students are taught the importance of balancing their **rights and responsibilities** as citizens of our school community.

A. Student Rights

All students can learn and they have the right to:

- Be safe and protected
- Be free from verbal abuse and harm
- Have personal belongings safe
- Be treated with respect
- Learn in a "cared for" environment
- Be able to learn without distraction

B. Student Responsibilities

Students are expected to display appropriate behaviors while in class, on the school grounds, while going to and from school, and during school-sponsored activities:

- Show respect for yourself and others.
- Be in assigned seat, ready to work and with all materials, when the bell rings.
- Follow directions the first time they are given.
- Keep hands, feet, and objects to yourself.
- Use a pleasant voice when talking to others.

C. Sexual Harassment

Rio School District prohibits student sexual harassment. Student sexual harassment includes both student-to student harassment and adult-to student harassment. Sexual harassment is any unwelcome sexual behavior from another person and can include sexual comments, jokes, rumors, graffiti, or touching or staring in a sexual way. Students who sexually harass other students at school, at a school related activity or while going to, or coming from school, will be disciplined. Appropriate student discipline for sexual harassment may include suspension and/or expulsion. *Students who believe that they have been sexually harassed either by an adult or by another student should immediately tell the school principal, a teacher, or a school counselor so that the District can take action to stop the harassment and protect the student.*

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

D. Bully Prevention - BP 5131.2

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect

students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

School staff who witnesses an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

E. Hate Crime Reporting Procedures - BP 5145.9

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

F. Safe Ingress/Egress Procedures – BP 1250

The Board of Trustees believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non instructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

Registration Procedures

Here is a selection from our Parent Student Handbook FAQ section found in the beginning of our handbook:

VISITATION

Can I volunteer in my child's classroom?

Yes. Parents are encouraged to volunteer in their child's classroom. Please make arrangements with the teacher and the office so that your time is fully utilized while working in the classroom.

How can I arrange an observation in my child(ren)'s classroom?

If you wish to observe your child in their classroom, you must make arrangements with Rio Rosales administration, who will accompany you on your observation visit. You may not "drop in" to observe. Observation times should be scheduled at least 48 hours in advance.

How will the school follow court written custody orders?

Custody: The school office will abide by the most recent copy of custody documents. Be ensured that these documents are reviewed closely and confidential notations are made in your child's student profile to reflect special arrangements. Please be sure to update the school office with the most up to date copy of court orders.

During School hours Visitors must sign in at the Main office before going on to campus, the only exception is for events planned by the school principal or designee. Please have the following information to sign in.

1. Name
2. Purpose for entering school grounds
3. Classroom/destination

Procedures for Outside Visits during school hours:

1. Visitor makes an appointment with the principal or designee to observe in the classroom.
2. The time of the visit is determined by the teacher/administrator in order to ensure minimal disruption of teaching and learning.
3. The principal or designee accompanies visitors.
4. If a visitor walks into the classroom unannounced, the teacher may acknowledge the parent and must refer them to the office to make an appointment with the principal.

5. All visitors/volunteers must check into the office before a visitation/observation and display a visitor badge. That signifies that they have checked in and others are aware of their presence on campus.

Closed Campus Policy

Our school is a closed campus. Students are expected to remain on campus from the time they arrive in the morning until they are dismissed in the afternoon. **Our office cannot provide supervision for children before or after school. Supervision begins at 7:40 in our cafeteria and ends 10 minutes after the end of the school day. If children are dropped off routinely before 7:40 or picked up routinely after 10 minutes of the close of day, meetings with administration will be scheduled to ensure safety and compliance with school supervisory duties and expectations.**

A. The School Day

Students are not permitted on campus until 10 minutes prior to class starting and are to leave promptly after school unless participating in a school sponsored activity.

B. Students who need to leave the campus for any reason must be signed out through the office by a parent, guardian, or emergency contact person (who must be 18 years of age or older).

NOTE: Only those persons designated on the emergency card may sign out students.

C. Students returning to the school must check back into the office to get a pass to return to class.

D. Visitors

School Visitors

The Rio School District encourages visits to the schools and programs operated by the Rio School District by parents/guardians, members of the community, and other interested persons in order to view the educational program and facilities and to offer constructive comments.

Animals, unless given specific permission from administration, are not permitted on school grounds. School grounds extend to the sidewalk. The only exception will be for presentations with expressed written consent from administration, or animals that meet the legal criteria of service animal.

Classroom visits by members of the community and other interested persons should be arranged in advance with the teacher, principal, or principal designee in charge. Approval or denial is based upon whether there is a reasonable basis to conclude that the visit will interfere with school activities. Visitors may be accompanied by the principal or principal designee at all times while visitor is on campus when students are present. In all cases, responsible adult behavior shall be required of all visitors. Visitors who pose a threat to the health and safety of students, teachers, or other personnel or who otherwise disrupt the normal operations of the school shall be removed.

Possession of unauthorized dangerous instruments, weapons, or devices is prohibited on school premises or any other place where a teacher or student are required to be in connection with assigned school activities. No electronic listening or recording device may be used by students or visitors in the classroom without the teacher and principal's permissions. All Rio School District schools and property are Tobacco free zones. Therefore, the use of tobacco including chewing

tobacco, cigarettes, e-cigarettes, hookahs and any other vapor emitting devices is prohibited on school grounds, including personal vehicles parked on school property.

No one, other than those designated on the emergency card, will be permitted to take a child from school. All visitors are required to check in at the school office as soon as they arrive. Parents must report to the office before going to a classroom or coming on campus. Parents who have a complaint are to request an appointment with the staff member and/or principal. No disruptions of school activities or verbal/physical assaults will be tolerated by visitors on campus. (E.C. 44810 and 44811)

Administration has the authority to direct non-students to leave campus. No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

G. Nondiscrimination/Harassment – BP 0410

The Board of Trustees is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

H. Suspension & Expulsion Policies – BP 5144.1

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-8" above. (Education Code 48910). When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. **As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's**

parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

Suspension by Superintendent, Principal or Principal's Designee

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-8" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

Expulsion

In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

I. Search and Seizure – BP 5154.12

The Board of Trustees is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050). Searches of individual students shall be conducted in the presence of at least two district employees. The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

J. Dress Code Prohibiting Gang Related Apparel – BP 5132, 5136

The Board of Trustees believes that appropriate dress and grooming by district employees contribute to a productive learning environment and model positive behavior. During school hours and at school activities, employees shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignments, and not endanger the health or safety of employees or students. All employees shall be held to the same standards unless their assignment provides for modified dress as approved by their supervisor.

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

K. Bus Conduct – BP 5131.1

In order to help ensure the safety and well-being of students, bus drivers, and others, the Board of Trustees expects students to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding, or leaving the bus.

The Superintendent or designee shall establish regulations related to student conduct on buses, bus driver authority, and the suspension of riding privileges. He/she shall make these rules available to parents/guardians, students, and other interested parties. (5 CCR 14103)

The Superintendent or designee may deny a student the privilege of using school transportation upon the student's continued disorderly conduct or his/her persistent refusal to submit to the authority of the driver. (5 CCR 14103)

L. Comprehensive School Safety Plan – BP0450

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each district school shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281)

M. Conduct – BP 5131

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

N. Emergency / Disaster Preparedness Plan including Public Agency Response – BP 3516

The Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. A disaster plan has been developed and maintained detailing provisions for handling emergencies and disasters and which shall be included in each site's comprehensive school safety plan. (Education Code 32282). The Emergency and Disaster plan complies with Standardized Emergency Management System (SEMS) guidelines and the National Incident Command System (NIMS)

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

Please see Emergency Operations Plan Updated 1-2020

Staff Meetings in which safety and mandated trainings is discussed.

October 2: Mandated Training

March 15 and 22: COVID awareness and planning meeting.

Rio Rosales is a handicap accessible campus. During our drills we routinely need to assist children with disabilities. We have a deep roster of Instructional Assistants who can provide physical support in transitioning children from an area of danger to an area of safety.

O. Employee Safety and Protection – BP 4157

The Board of Trustees is committed to maximizing employee safety and believes that safety is every employee's responsibility. Working conditions and equipment shall be maintained in compliance with standards prescribed by federal, state and local laws and regulations. No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Board expects all employees to use safe work practices and to correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, he/she shall immediately report the problem to the Superintendent or designee. The Superintendent promotes safety and corrects any unsafe work practice through education, training and enforcement. A written injury and illness prevention program has been established in accordance with law. (Labor Code 6401.7)

P. Sexual Harassment – BP 5145.7

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student or staff member by anyone. The Board also prohibits retaliatory behavior or action against any person, who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student or staff to immediately contact his/her teacher/manager, to report the harassment. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Q. Weapons and Dangerous Instruments – BP 5131.7

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

R. Positive School Climate

The Board of Trustees desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

V. Emergency Response Plan

Rio School District has developed an Emergency Operations Plan (EOP) with review by Law enforcement. The CSSP and the EOP will be shared with Law Enforcement, Fire Department and First Responders on a yearly basis as updates are made.

A. Emergency Contacts and Assignments

District Emergency Contact Numbers Can be found under separate file

Local Agency Emergency Numbers

Local Agency Emergency Numbers	
Police Department or Sheriff's Department	Oxnard Police Department: 911 or (805) 486-1663 Ventura County Sheriff: 911 or (805) 654-2551
Fire Department	911
American Red Cross	(805) 339-2234
Southern California Edison	(800) 611-1911 (to report power outages)
Southern California Gas Co.	(800) 427-2200
Water – City of Oxnard	(805) 385-8136

Staff Emergency Assignments

Emergency Task	Title/Name	Relief Back-Up
Emergency Coordinator	Principal: Ryan Howatt	Teachers: Someone not with students (librarian / Janelle)
Logistics Section Chief	School Office Manager: Rubi DeLaVirgen	OSFS Specialist: Lorena Rivera
Search & Rescue Team	Teachers: Robert Wagstaff ,Kylie Francis Erin Mooney, Sonia Lopez	Teachers: Susana Loughman Soila Rodriguez Lisa Casta, Sonia Lopez
Search & Rescue Team Kdg. Building	Jessica Zarate Jamie Humphey	Carrie Purcell Jessica Borjas

Utilities Team	Custodian: Rogelio Calderon	Custodian: Joe Zavala
Student/Staff Accounting Team	School Office Manager: Rubi Delavirgen	OSFS Specialist: Lorena Rivera
Student Release Team	Principal Ryan Howatt Teachers: Katie Muller	Teachers Susana Loughman Erin Mooney Margaret O'Sullivan Kristen Steiner
First-Aid Team and Morgue	OSFS Specialist: Rubi Delavirgen Geovanna DelRio Nurse: Julie Maria Amber Gibson	Instructional Assistants: Jessica Borja Jamie Humphrey Teachers: Carrie Purcell Amanda Bruski Mark Jester
Food/Water/Sanitation Team	Food Service Manager: Stephanie Varela Food Service Assistant:	Teachers: Margaret O'Sullivan, Sonia Lopez Clara Miranda
Security Team	Campus Supervisors: Cassandra Barajas, Diane Campbell, Ines Contreras, Jorge Romero	Teachers: Mark Jester Kristen Steiner Amanda Bruski

School Staff Buddy List

Responsibility for Remaining with Students		Responsibility for Assuming Emergency Task		Emergency Task
Room #	Teacher	Room #	Teacher	
K-3	Lisa Casta	K-1	Susana Loughman	Search and Rescue K, G, F
G-4	Sonia Lopez	K-2	Kylie Francis	
G-6	Jessica Zarate Jamie Humphrey	G-5	Carrie Purcell Jessica Borjas	Search and Rescue E, D, C
F-4	Robert Wagstaff	F-3	Soila Rodriguez Geovanna Del Rio	Search and Rescue B and Open areas / Cafeteria / Library
F-2	Amanda Bruski Julia Wittlin	F-2	Kristen Steiner / Ashley Vico	First Aid
D-4	Erin Mooney	D-3	Amber Gibson Rubi DeLaVirgen	First Aid

			Sarah Vazquez	
G-6	CDR Preschool	Kitchen	Stephanie Varela Yolanda Bullock Rogelio Calderon	Food/Water/Sanitatio n
C-1 C-2	Faye Vea Shaylee Stewart	D-1 C-3	Clara Miranda Matt Bovenzi	Command Center
C-4 B-1	Lauren Schuster Katie Muller	B-2 B-3	Margaret O'Sullivan Mark Jester Israel Zarate	Student Release Processing: Command Post
E-4	S. Loughman	E-2	Christina S (K,G) Jorge Romero (E,F)	Student Release to Guardian
			Kristina Ledbetter Jose Laboy Katrin Meyer-Gomes	Report to Command Center

B. Initial Contact to Launch District Emergency Operations Protocol

Call will be made to the district office to alert the District of an emergency at a school site.

C. Communication to Families

For emergency communication Edulink is utilized through the district office to communicate with groups of parents based upon the needs at each school site or the entire district. The Superintendent or Public Information Officer (PIO) will facilitate communications with families. **All communication, even at the site level, will be reviewed by the Superintendent, their designee or the PIO.**

D. Initial Response Actions

1) Action "Lockdown"

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."

"SU ATENCIÓN POR FAVOR. TENEMOS UNA SITUACIÓN DE EMERGENCIA Y NECESITAMOS IMPLEMENTAR LOS PROCEDIMIENTOS DE CIERRE DE EMERGENCIA. LOS MAESTROS DEBEN CERRAR LAS PUERTAS DEL SALÓN CON CANDADO Y MANTENER A TODOS LOS ESTUDIANTES DENTRO DEL SALÓN HASTA PRÓXIMO AVISO. NO ABRAN LA PUERTA HASTA SER NOTIFICADOS POR UN ADMINISTRADOR O AGENTE POLICIAL. SI ESTÁN AFUERA, LOS ESTUDIANTES Y EL PERSONAL DEBEN PROCEDER DENTRO DEL EDIFICIO O SALÓN MÁS CERCANO".

2. If inside, teachers will lock the doors, instruct students to lie on the floor, and close any shades or blinds, silence phones and computers.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
5. Staff should monitor forms of communication including email and text.
6. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, are allowed on campus.

Active Assailant “criminal incident” on Campus

A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person, armed or violent. Staff must call for a lockdown as soon as an active assailant is identified and call 911 to engage law enforcement

The best and safest response to an active assailant is to “Lockdown”.

Follow procedures for lockdown – secure yourself and students in locked classrooms, cover windows, silence phones and computers, keep the lines of communication open such as email and texting.

Take necessary action to protect yourself and students.

If you are on the field or on campus, move away from the sound of gunfire, stay low, behind walls or hidden by bushes.

If you are unable to get into a locked room the following is recommended:

- Hide in an area out of the assailant’s view
- Block entry to your hiding place if possible
- Silence your cell phones and radios
- As a last resort, if your life is in imminent danger, and you are able, defend yourself against the assailant

2) Action “Secure School/Shelter in Place”

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from the environment. That may be danger in the local area (no on campus) or airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and may include the shutdown of classroom and/or building HVAC systems.

The difference between Shelter-in-Place and Lock Down is that the former may involve shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE WITH WINDOWS AND DOORS SECURELY CLOSED. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

“SU ATENCIÓN POR FAVOR. PORQUE HEMOS RECIBIDO INFORMACIÓN SOBRE UN PELIGRO EN LA COMUNIDAD, ESTAMOS INSTITUYENDO PROCEDIMIENTOS DE REFUGIO EN UN LUGAR SEGURO. RECUERDEN, ESTO SIGNIFICA QUE LOS ESTUDIANTES Y EL PERSONAL DEBEN PERMANECER DENTRO DEL EDIFICIO Y LEJOS DE VENTANAS AL EXTERIOR Y CERRAR LAS PUERTAS DE FORMA SEGURA. TODOS LOS ESTUDIANTES Y EL PERSONAL QUE ESTÁN AFUERA DEBEN MOVERSE INMEDIATAMENTE A LA PROTECCIÓN DE UN CUARTO EN EL INTERIOR. TAN PRONTO TENGAMOS MÁS INFORMACIÓN, LA COMPARTIMOS CON USTEDES”.

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or

plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

3) Action “Evacuation - Leave Building” (Evacuation Procedures)

This action is taken after the decision is made that it is unsafe to remain in the building.

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

“SU ATENCIÓN POR FAVOR. NECESITAMOS INSTITUIR UNA EVACUACIÓN DE TODOS LOS EDIFICIOS. LOS MAESTROS DEBERÁN LLEVAR A SUS ESTUDIANTES AL ÁREA DE ASAMBLEA Y REPORTARSE A SU ÁREA DESIGNADA. LOS ESTUDIANTES DEBERÁN PERMANECER CON SU MAESTRO. LOS MAESTROS NECESITAN LLEVARSE SU LIBRO DE ASISTENCIA Y CERRAR EL SALÓN CUANDO TODOS LOS ESTUDIANTES HAYAN SALIDO DEL SALÓN.”

2. The Principal will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

4) Action “Student Release”

1. Warning: Verbal Communication by the principal or designee. Action “Student Release” will be considered by the principal or designee. Students will be held at school until released to an authorized adult.
2. Action “Student Release” consists of:
 - a. Dismissal of all classes.

b. Release of students to their parents or guardian or another authorized adult at principal's or designee's judgment.

3. Action "Student Release" may be appropriate for, but not limited to, the following:

- Flood,
- Severe wind storm
- Fire,
- Or strategic alert

5) Action "Directed Transportation" (Off-Site Evacuation)

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."

"SU ATENCIÓN POR FAVOR. NECESITAMOS INSTITUIR UNA EVACUACIÓN FUERA DE LA ESCUELA. LOS MAESTROS DEBEN LLEVAR A SUS ESTUDIANTES AL ÁREA DE ASAMBLEA FUERA DE LA ESCUELA Y REPORTARSE A SU ÁREA DESIGNADA. LOS ESTUDIANTES DEBEN PERMANECER CON SUS MAESTRO. LOS MAESTROS DEBEN LLEVARSE SU LIBRO DE ASISTENCIA Y CERRAR SU SALÓN DESPUÉS DE QUE TODOS LOS ESTUDIANTES HAYAN SALIDO DEL SALÓN."

2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

6) Earthquake Procedures – Duck, Cover, Hold

This action is taken to protect students and staff from flying or falling debris.

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

If able to make an announcement: REMINDER: ALL STUDENTS SHOULD FOLLOW STAFF TO DUCK AND COVER AND HOLD ON

RECORDATORIO: TODOS LOS ESTUDIANTES DEBEN SEGUIR AL PERSONAL PARA AGACHARSE Y CUBRIRSE Y AGARRARSE

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.

VI. Disaster Response Checklists

Checklists are included to outline the initial response to the following situations:

- Aircraft Crash
- Biological/Chemical Weapons Assault (unknown powdery substance)
- Biological/Chemical Weapons Assault (via aircraft or outdoor dispersion device)
- Biological/Chemical Weapons Assault (via indoor dispersion device)
- Bomb Threat / Explosion

- ☐ Chemical or Hazardous Materials Incident / Gas Fumes
- ☐ Earthquake
- ☐ Fire
- ☐ Flood
- ☐ Medical Emergency
- ☐ Nuclear Attack
- ☐ Riot/Civil Disorder
- ☐ Severe Windstorm
- ☐ Suspicious Mail/Packages
- ☐ Active Assailant, Intruder or Criminal Activity on Campus – Weapons/Assault
- ☐ Threat of Violence
- ☐ Utility Failure/ Power Failure/ Blackout

Aircraft Crash

What to do if an aircraft crashes on or near the school

Principal: Call 9-1-1 to report the crash and notify District Office.

Perform a quick assessment of the situation and determine if immediate evacuation is necessary. If the Principal issues an “Evacuate Building” action, the students will evacuate the buildings using prescribed routes or other safe routes to the assembly area. The Principal will initiate an offsite evacuation, if it is unsafe to remain on campus.

Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Hazard Control Team, the Search and Rescue Team, the Medical Team, the Assembly Area Team, and the Student Release Team.

You are the Incident Commander. Begin a comprehensive assessment of the situation and directing resources until emergency response personnel arrive.

Upon arrival of emergency responders, form a unified command with them and direct your resources accordingly.

Teachers: Determine if your class is in immediate danger.

If the class is in danger evacuate your class to a safe location, otherwise stay in your room.

If you evacuate, take roll and document absent and/or missing students on class attendance sheet.

Move your class to the designated Assembly Area, as directed, once it has been established.

Activate the Buddy System and either remain in Assembly Area to supervise students or report to the Command Post for assignment.

Wait for further instructions.

Biological/Chemical Weapons Assault

Discovery of Unknown Powdery Substance

Discovering Party: Upon discovery of any unidentified powdery substance, do not touch, sniff, or taste the substance.

Do not attempt to clean up or remove the substance.

Cover the powder with whatever you can (paper, clothing, trash can, etc.) and do not remove this cover.

Leave the room and close the door or otherwise prevent access to the room.

Wash your hands with soap and hot water.

Report the discovery to the Principal.

Remove any contaminated clothing from your person as soon as possible and place inside plastic bags.

Principal: Upon knowledge of a biological or chemical weapons assault at school ensure that 9-1-1 has been dialed. Establish a Command Post and report the incident to the District Office.

Ensure that an evacuation of the immediate area has been conducted and that the area is isolated and cannot be entered.

Direct custodian to ensure that HVAC system is shut down.

Make a list of all the people who were in the room or area of the substance and provide this list to the emergency response agencies investigating the incident.

Ensure that everyone who may have had contact with the powder washes his/her hands and remove contaminated clothing as soon as possible. Contaminated clothing should be placed in plastic bags.

Minimum Incident Command System Activation recommended: Assembly Team, Operations Section, and Hazard Control Team. You are now the Incident Commander.

Ensure that all students and staff have been accounted for.

All Personnel:

Do not panic. Remain calm and follow instructions.

Do not turn on any air conditioner/heater or fan.

Evacuate when instructed to do so. Take Roll Book and pen and pencils. Use pre-planned evacuation routes (refer to Facility Map), if safe to do so, otherwise use the safest route.

Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Team Leader.

Biological/Chemical Weapons Assault

Agent Delivered via Aircraft or Dispersion Device that is Outdoors

Principal:

Upon knowledge of a biological or chemical weapons assault that is conducted by dispersing biological/chemical agents via aircraft or dispersion device that is outdoors ensure that all staff and students are moved indoors. Instituting shelter –in-place procedures may be appropriate.

Direct custodian to ensure that HVAC system is shut down.

Direct staff to cover vents with thick paper using tape to create a seal.

Minimum Incident Command System Activation recommended:
Assembly Team, Operations Section, and Hazard Control Team.
You are now the Incident Commander.

Ensure that all students and staff have been accounted for.

All Personnel:

Do not panic. Remain calm and follow instructions.

Move indoors.

Close and secure all doors and windows.

Ensure that your heater/air conditioner is turned off.

Take roll of your classroom.

Cover vents with plastic or thick paper using tape to create a seal.

Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.

Remain in this area until notified to leave by Principal or emergency response agencies.

Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.

Biological/Chemical Weapons Assault

Agent Delivered via Dispersion Device that is Indoors or the school's HVAC System

Principal:

Upon knowledge of a biological or chemical weapons assault that is conducted by dispersing biological/chemical agents via dispersion device that is indoors or the school's HVAC system direct a full evacuation to the school's normal outdoor evacuation area.

Direct custodian to ensure that HVAC system is shut down.

Call 9-1-1 to report the incident.

Follow normal evacuation procedures.

Follow instructions of emergency response agencies. Minimum Incident Command System Activation recommended: Assembly Team, Operations Section, and Hazard Control Team. You are now the Incident Commander.

Ensure that all students and staff have been accounted for.

All Personnel:

Do not panic. Remain calm and follow instructions.

Evacuate classroom to normal outdoor evacuation assembly area. Ensure that all windows and doors are closed while evacuating.

Take Roll Book and pen and pencils. Ensure that all students have been accounted for.

Use pre-planned evacuation routes.

Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Unit Leader.

Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.

Bomb Threat

What to do in case of a bomb threat

Discovering Party: If you receive a bomb threat over the telephone, ask the following:

When will it explode?

Where is the bomb right now?

What does it look like?

What kind of bomb is it?

What will cause it to explode?

Why did you place the bomb?

What is your address? (Where are you?)

What is your name?

Principal:

Dial 9-1-1 to notify police of Bomb Threat.

Contact the District Office.

If you believe the bomb threat is credible, do not use a walkie-talkie or cell phone. (There are some radio-controlled bombs).

Determine if you will evacuate the school before conducting a search. Activate the alarm signal (bell-verbal) if you decide to conduct an evacuation.

Evacuate to Assembly Area.

Minimum Incident Command System Activation recommended: Operations Section, and Hazard Control Team. You are now the Incident Commander.

Chemical or Hazardous Materials Incident

Principal: If a hazardous material is released in the area of the school, local law enforcement and/or fire department will determine if an evacuation of the school is necessary. If an evacuation of the school is necessary, you will be instructed where to go and which routes to take. Inform the District Office of the evacuation order and relay any additional assistance needed.

Establish and maintain communication with law enforcement and/or fire department and the District's Emergency Operations Center. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Logistics Section.

If an evacuation to another location is imminent, prepare to move students and staff to the designated shelter utilizing available resources.

Until ordered to evacuate assume that a "shelter-in-place" strategy will be employed and do the following:

Direct that all students and staff remain indoors until it is safe.

Direct that all heating-ventilation and cooling units are shut down.

Direct that all windows be shut.

Teachers: Upon notification that a hazardous materials incident has affected the school, keep calm while preparing for an evacuation to another location, if directed.

Keep students calm.

Close all classroom doors and windows.

Ensure that the heating-ventilation and cooling system is shut down.

Unless otherwise instructed, assume that a "shelter-in-place" strategy is being utilized. Keep all students indoors until it is determined to be safe.

Earthquake

Duck, Cover and Hold

If Inside: Take cover under a desk or strong table or sit or stand against an inside wall.

Stay inside the building. Leaving the building will subject you to falling debris, downed power lines and other hazards.

Stay away from windows, glass, bookcases and outside doors.

Do not use telephones. Place receivers back on the cradle.

If a fire develops, follow the procedures in the Fire Section.

Do not light any match, lighter, or other object that may create any open flame.

Tune to: KNX 1070 AM.

Prepare to evacuate to the Assembly Area, if instructed to do so.

If Outside: Move away from buildings and utility wire.

Watch for falling glass, electrical wires, poles, trees, or other falling debris.

Prepare to relocate to evacuation assembly area, if instructed to do so.

Principal: Establish a command post and initiate damage assessment and report to the District Office.

If necessary, direct the evacuation of staff and students to assembly areas.

Activate a Search Team to check all buildings for trapped or injured staff and students.

Ensure that the disabled are assisted in the evacuation.

Minimum Incident Command System Activation recommended:
Operations Section, Search and Rescue Team, Assembly Team,

Hazard Control Team. Refer to Section 4. You are now the Incident Commander.

Continued...

Earthquake (continued)

Teachers: Give the Duck, Cover and Hold command to students. Duck, cover and hold yourself.

Determine if an immediate evacuation is necessary (if in your opinion remaining in the building is a hazard). If you do not believe an evacuation is necessary, stay in the building and await further instructions. (Refer to Facility Map for your assigned area.) If you believe an immediate evacuation is necessary, direct an orderly evacuation to your pre-designated assembly area.

Take any emergency supplies and roll book to the assembly area.

Take roll and document absent and/or missing students on class attendance sheet.

Teachers are now available to activate the Buddy system and either remain in Assembly Area for student care or report to the Command Post for assignment.

Determine the first aid needs of your class. Prepare to have injured students transported to the Treatment Area, when activated.

Fire

Discovering Party: Activate nearest accessible manual alarm pull box or notify the office that there is a fire at (say location). The Office will call the fire department.

Clear everyone from the immediate area.

Close - but do not lock all doors leading to fire area to isolate the area and prevent spread of fire.

Principal: Upon knowledge of fire at school activate alarm signal (bell and verbal) and ensure that 9-1-1 has been dialed. Establish a Command Post and report the fire to the District Office.

Supervise the evacuation of staff and students to assembly areas.

Direct a subordinate to check all bathrooms and training rooms for staff and students.

Ensure that the disabled are assisted in the evacuation.

Minimum Incident Command System Activation recommended:
Assembly Team, Operations Section, and Hazard Control Team.
Refer to Section 4. You are now the Incident Commander.

All Personnel:

Do not panic. Remain calm and listen to instructions.

Do not open hot doors. Before opening any door, touch it near the top to see if it is hot. Do not break windows - Oxygen feeds fires.

Evacuate when instructed to do so. Take Roll Book and pen and pencils. Use pre-planned evacuation routes (refer to Facility Map), if safe to do so, otherwise use the safest route.

Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Team Leader.

If the fire is small (no bigger than a desk) use the nearest fire extinguisher to put it out. Only use a fire extinguisher if you have been trained. Do not risk personal safety to put out a fire.

Flood

Principal:

If you are experiencing flooding problems, which may affect your school site, contact the District Office.

Establish a Command Post and tune to the Emergency Alert Station (EAS) to receive an update on the storm. Tune to KNX 1070 AM for EBS.

If flooding is imminent, Minimum Incident Command System Activation recommended: Operations Section, Hazard Control Team (Section 4) and the Logistics Section to begin sandbagging and other property protection measures as required.

Determine from the District and local authorities if the school is being evacuated or closed. If so, activate the Student Release Team (Section 4) to begin the student release process.

Activate other Incident Command System functions as required to support your actions.

Teachers:

Keep students indoors until it is determined to be safe.

Prepare to evacuate students. Evacuate students to pre-designated Assembly Area if an evacuation is ordered.

Take roll and document absent and/or missing students on class attendance sheet.

Prepare to release students to the Student Release Team. Note: Do not release any students until you have completed the Student Accounting Form. Prepare to release individual students according to the student release procedures.

Medical Emergency

All Personnel:

If the situation is life threatening, dial 9-1-1.

Report medical emergencies to the School Principal.

Await instructions.

Principal:

Ensure that 9-1-1 has been called and report the medical emergency to the District Office.

Provide emergency First Aid. Utilize the school nurse if available. Activate the Medical Team if there are multiple casualties.

Direct responding emergency personnel to the victim(s).

Isolate staff and student from the victim(s).

Nuclear Attack

This plan is designed to provide direction in the unlikely event a nuclear weapon detonates away from the City. The blast effect is assumed to not threaten the City. The hazard of such an incident is the associated radioactive fallout. (Note: Due to Electromagnetic Pulse, electronic and communication equipment may fail).

- Principal:**
- Establish and maintain communication with the District's Emergency Operation Center (EOC). Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Logistics Section and Facilities Team.
 - Direct the Facilities Team to begin locating food and water.
 - Direct the Facilities Team to begin protecting each building containing people for nuclear fallout. Any object placed between the fallout and people can help to reduce exposure.
 - Direct that all heating-ventilation and cooling units be shut down.
 - Direct teachers to keep students on the interior walls of each building.
 - Keep all staff and students indoors until it is determined by the Ventura County Health Department that it is safe.
 - Maintain communication with the District Emergency Operations Center to receive updates. Tune to the Emergency Alert System (EAS) at KNX 1070 AM to receive updates.
 - Upon receiving the "all clear," activate the Student Release Team.
 - Activate Incident Command System teams as required to accomplish necessary functions.

-
- Teachers:**
- Keep students on the interior walls of the classroom.
 - 2. Keep students indoors until it is safe to leave. Refer to the Hazardous Materials Incident Section for more information.
 - 3. Take roll and document absent and/or missing students on class attendance sheet.
-

Upon receiving the "all clear," prepare to release students to the Student Release Team

Riot/Civil Disorder

All Personnel: If disturbance is off campus, as much as possible, remain in your work area and maintain your normal work routine.

Wait for further instructions indicating if campus is in a lock down situation.

"Teachers, we are initiating a school lock down. This is not a drill."

Once the campus is secure you will hear; "The school lock down is over. This is not a drill."

If rioters enter your area:

Initiate lock down procedures

Remain calm and lock all doors and close window blinds.

Avoid window areas if possible.

Do not leave your building or work area unless you feel you are in imminent danger.

If you do leave the building, avoid any interaction with rioters.

Await further instructions.

Principal: Direct a lock down of the campus if you believe the situation warrants.

Consult with the Police Department and the District to coordinate appropriate protection for the school and its personnel.

Establish a Command Post

Inform teachers and staff of the emergency situation. If appropriate, use the public address system.

Minimum Incident Command System Activation Recommended:
Operations Section and Hazard Control Team to staff the Security Team.

Do not permit staff or student to leave the school until you have determined it to be safe.

Direct the careful screening of all persons entering the school facility.

Severe Windstorm

Principal: If you are experiencing high winds, which may affect your school site, contact the District Office.

Establish a Command Post and tune to the Emergency Alert Station (EAS) to receive an update on the storm. Tune to KNX 1070 AM for EBS.

Minimum Incident Command System Activation recommended: Operations Section and the Hazard Control Team (Section 4).

Determine from the District and local authorities if staff and students should move to the interior core area of the building away from outside windows and doors.

Activate other Incident Command System functions as required to support your actions.

All Personnel: Keep students indoors and away from windows and doors.

Close all windows and blinds and avoid building locations that have large roof areas or spans.

Avoid all areas that have large concentrations of electrical equipment or power cables.

Follow instructions provided by Principal or emergency response agencies.

Report and injuries to your supervisor.

Suspicious Mail/Packages

Indicators:

- Suspicious Mail is mail that...
- is unexpected or from an unfamiliar source.
- has excessive postage.
- is addressed to someone who no longer works at the school.
- is addressed to a current employee but with the wrong title.
- contains several misspelled words on the envelope.
- marked with restrictive endorsements such as "Personal" or "Confidential".
- has no return address or an address that cannot be verified.
- mail that is from a foreign country.
- shows a city or state in the postmark that doesn't match the return address.
- is lopsided, oddly shaped, or has an unusual weight, given its size.
- has protruding wires, strange odors or stains.
- has powdery substance on the outside.
- has an unusual amount of tape on it.
- is ticking or making unusual sounds.

Discovering Party:

- Do not try to open the package or envelope.
- Do not sniff, taste, or shake the package.
- Isolate the package.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can) and do not remove this cover.

Evacuate the immediate area and close the door.

Notify the Principal.

All Personnel: When informed of suspicious mail or packages do not panic, spread rumors or communicate unverified information.

Remain away from any isolated area and follow instructions from the Principal or emergency response agencies.

Principal: Visually inspect mail or package (except if powder has reportedly come from package). Never touch suspicious mail or packages.

Make assessment of the suspicious nature of the mail or package and contact 9-1-1 if deemed suspicious.

If powder spilled from the package, ensure that the area is isolated and ensure that all personnel that have had contact with the package have washed their hands and removed contaminated clothing.

Notify the District Office of the incident.

Activate the Incident Command System and await the arrival of emergency response agencies.

Active Assailant, Intruder or Criminal Activity on Campus

As required by Board Policy, school sites have visitor check in requirements. All visitors must check in and have identification when on campus. This checklist is designed to address unknown individuals who come onto campus and are exhibiting suspicious or potentially threatening behavior or obvious criminal activity.

Discovering Party: Notify office of unfamiliar individual and report their location and behavior.

If the individual appears dangerous or is involved in criminal activity, avoid contact and move to a safe location.

All Personnel: When informed of a suspicious individual or activity on campus, the words "We are initiating a school lock down. This is not a drill" will

be used. Initiate lock down procedures and await further instructions.

- Remain calm and lock all doors and close window blinds.
 - Avoid window areas if possible.
 - All student phone powered off
 - Staff phones and computers placed on silence, should be left on for communication purposes
 - Do not leave your classroom or work area
 - Await further instructions
-
- If outside of a classroom (Physical Education or passing period) seek shelter in the closest room (gymnasium, MPR, kitchen, even restrooms), lock or block the door and stay quiet

No staff or students will be permitted to leave the school until it is safe. During lock down, communicate any suspicious activities or noises to the school office or district office. This information may be useful to authorities. Once it has been determined it is safe, the words "The school lock down is over" will be used.

If the intruder enters your area:

Do not provoke an incident

Remain calm and do not get involved. Leave or avoid the area.

Principal:

If you believe it is safe, approach the individual and assess the individual's business. (You should be accompanied by another adult staff member, if possible). Explain the school visitor policy.

If suspicious or criminal activity has been reported immediately dial 9-1-1 and contact the District Office.

Consult with the Police Department and the District to coordinate appropriate protection for the school and its personnel.

Inform teachers and staff of the emergency situation. If appropriate, use the public address system and direct a lock down of the campus.

Activate the Incident Command System and attempt to monitor the situation without putting staff in jeopardy. Await the authorities.

Do not permit staff or students to leave the school until you have determined it to be safe.

As appropriate, use the public address system to end the school lock down.

Utility Failure

Principal: Assess if utility failure presents a threat to safety, if so contact 9-1-1 immediately.

Notify District Office and District Maintenance Department.

Contact the appropriate utility company if directed.

Southern California Edison (800) 655-4555 (dial "O")

Southern California Gas Company (800) 427-2000 (dial "1" – gas leaks; "4" – all other issues)

Teachers: Determine if any power lines, sewer lines, water lines, or gas lines are down or ruptured at the school. If so, activate the Incident Command System Hazard Control Team to isolate the area.

Determine if an evacuation of classrooms is necessary.

Open window shades and use emergency flashlights as necessary.

Prepare to relocate your class to your pre-designated Assembly area.

**Sample Letter Notifying Community Members of Public Hearing or
Public Display**

10.7



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.7 Approval of the Memorandum of Understanding for Educator Support and Effectiveness Programs between RSD and VCOE
Access	Public
Type	Action (Consent)
Dollar Amount	75,000.00
Budget Source	General Fund
Recommended Action	Staff recommends approval of the Memorandum of Understanding for Educator Support and Effectiveness Programs.
Goals	<p>Goal 1-Improved student achievement at every school and every grade in all content areas</p> <p>Goal 2-Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning.</p> <p>Goal 3-Create welcoming and safe environments where students attend and are connected to their school</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 5-Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers.</p>

Public Content

Speaker: John Puglisi, Ph.D., Superintendent

Rationale:

VCOE and RSD will partner together to prepare teachers to earn their clear credential and/or added authorizations according to the Ventura County Office of Education programs approved by the California Commission on Teacher Credentialing.

[VCOEMOUEducator Support.pdf \(332 KB\)](#)

Administrative Content

Executive Content

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.



ORIGINAL

ESE22-011



**AGREEMENT BETWEEN
VENTURA COUNTY OFFICE OF EDUCATION AND RIO SCHOOL DISTRICT
EDUCATOR SUPPORT AND EFFECTIVENESS CREDENTIAL PROGRAMS AND ADDED AUTHORIZATIONS**

The scope of this document is to define the roles and responsibilities of Ventura County Office of Education, Educator Support and Effectiveness department in providing one- and/or two-year credential programs to educators in **Rio School District**.

This serves as a Memorandum of Understanding and Responsibility Agreement that **Rio School District** and the **Ventura County Office of Education** will partner together in preparing educators to earn their clear credentials and/or added authorizations according to the Ventura County Office of Education program requirements approved by the California Commission on Teacher Credentialing (CTC).

All Programs

Ventura County Office of Education agrees to:

1. Maintain accreditation with the CTC.
2. Provide a system for data collection, analysis, and required state accreditation reporting.
3. Maintain ownership of all proprietary training documents, materials, and data developed for the candidate and coach/mentor/field-based supervisor training sessions.
4. Provide job-embedded local context application in program design.
5. Promote professional practice among candidates, coaches, and all stakeholders.
6. Coordinate all needed initial and ongoing training as required by the CTC.
7. Ensure that all candidates meet eligibility requirements.
8. Provide the district with recruiting information to inform potential candidates of the services provided to clear their credentials or obtain authorizations.
9. Provide designated program staff to facilitate program implementation and regular communication.
10. Maintain an Advisory Board made up of district representatives with decision making authority to provide stakeholder input.

Rio School District agrees to:

1. Adhere to "Schedule of Fees" for current fiscal year until amended in writing. (Attached)
2. Provide a list of candidates each year to VCOE via a district designee for enrollment.
3. Provide a liaison for program communication who will maintain communication with the program, as necessary.
4. Use the established mentor/coach criteria for the selection and matching of candidates with coaches/mentors.

Administrator Induction Two-Year Program

Ventura County Office of Education agrees to:

1. Provide Administrator Induction candidates will the following support over the two-year program.
 - a. Opportunities for professional development and networking during the two-year program with offerings and aligned job-embedded activities to develop candidate competency in the California Professional Standards for Educational Leaders (CPSEL).
 - b. Monitoring of candidate completion of the Personalized Learning Plan and 40 hours of coaching required each year by CTC.
 - c. Formative Feedback through the learning management system (LMS).
2. Provide Administrator Induction coaches with the following support over the course of the two-year program:

- a. Initial and ongoing training in the use of online and face-to-face professional development materials and job-embedded program activities over the course of two-year program to guide and support their assigned candidates.
- b. Support and direction of coaching activities via Lead Mentors.

Rio School District agrees to:

1. Identify a district-provided coach for each candidate to work collaboratively with the Ventura County Office of Education to ensure candidate success in his/her current work context. If the district is unable to provide a coach within the first 30 days of admission, VCOE will provide one for an additional fee.
2. Provide time for candidates and coaches to attend trainings.
3. Monitor coaches to assure that each candidate receives a total of 40 hours per year of individualized support/mentoring provided by the coach.
4. Coordinate the reassignment of coach if the pairing of candidate and coach is not effective.

Teacher Induction Two-Year Program

Ventura County Office of Education agrees to:

1. Provide New, Returning, Advanced, and Certified mentors with differentiated professional development and support over the course of the two-year program in the following areas:
 - a. Coaching and mentoring
 - b. Candidate goal setting
 - c. Use of appropriate mentoring instruments
 - d. Observation tools
 - e. Best practices in adult learning
 - f. Support for individual mentoring challenges
 - g. Reflection on mentoring practice
 - h. Networking opportunities to engage with mentoring peers
 - i. Coordinate opportunities to purchase Professional Development units through Cal Lutheran University
2. Provide Induction candidates with the following support over the course of the two-year program:
 - a. Induction Orientation
 - b. Online and/or face-to-face professional development and resources
 - c. Mentor goal setting collaboration
 - d. Progress monitoring
 - e. Formative feedback from instructors
 - f. Credential advisement
 - g. Credential recommendation upon completion of program
 - h. Coordinate opportunities to purchase Professional Development units through Cal Lutheran University
 - i. Coordinate opportunities to earn master's degree through Grand Canyon University
 - j. Monitor and provide resources for completion of TPA and RICA for candidates falling under Covid-19 Pandemic Executive Order (N-66-20) while the candidate is enrolled in Induction
3. Provide Consortium districts with:
 - a. Support in facilitating the reassignment of mentors, if needed
 - b. Monthly meeting support for district cohort coordinators and instructors
 - c. Professional development training and materials for district cohort instructors
 - d. Attendance and support documentation for mentor stipends each semester

Rio School District agrees to:

1. Identify and provide a district administrator and/or coordinator to act as liaison with the Ventura County Office of Education including: disseminating information; coordinating with ESE, candidates, mentors and district personnel; communicating events and changes; and assisting with mentor assignments over the length of the candidate's program.
2. Identify and provide a district instructor to attend monthly meetings/trainings in preparation for delivering trainings in district cohorts. *Each cohort must have a minimum of 15 mentors to run a district cohort. If this minimum is not met, district mentor training sessions will be held at VCOE or online.*
3. Monitor district mentors to assure that each candidate receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor each year.
4. Coordinate the reassignment of mentor if the pairing of candidate and mentor is not effective.
5. Provide administrative input to each candidate and assigned mentor to determine individual areas of need in conjunction with district/site goals.
6. Collaborate with VCOE in supporting candidates in completion of TPA and RICA under the Covid-19 Pandemic Executive Order (N-66-20).

Designated Subjects One-Year Program (Adult Education, CTE, and Special Subjects)

Ventura County Office of Education agrees to:

1. Provide online and/or face-to-face coursework for the one-year CTC-approved program.
2. Provide qualified instructors for classes and coursework.
3. Provide advisement, registration, online class grading, portfolio review, and credential recommends throughout the program.
4. Provide distance support to all mentors and field-based supervisors (e.g., phone, email, monthly updates).
5. Communicate with directors about candidate completion data.

Rio School District agrees to:

1. Provide site mentor for local support of candidate as defined by the Mentor/Field-based Supervisor Roles and Responsibilities.
2. Provide or contract with VCOE for field-based supervisor for evaluation of candidate teaching practice.

Other Programs

Additional programs and support are available, and those requirements are listed under **All Programs**.

- Orthopedic Impairment Added Authorization – One-Year
- Language and Academic Development Credential – One-Year
- Teaching Permit for Statutory Leave (TPSL) Training

Time of Performance: The Ventura County Office of Education shall monitor this Agreement to oversee implementation of the:

- Two-Year Induction Programs for Administrator and Teacher Induction.
- One-Year credential and/or Added Authorization programs (DSC, OI and LAD).

This Memorandum of Understanding and Responsibility Agreement will be implemented July 1, 2021 and shall remain in effect until June 30, 2023.

Termination or Amendment: This Agreement may be terminated or amended in writing at any time by mutual written consent of both VCOE and Rio School District and may be terminated by either party for any reason by giving the other party notice by February 15, 2022 (one-year programs) or February 15, 2023 (two-year programs).

This agreement is supplemental to the General Services Agreement between the Ventura County Office of Education and Rio School District.

Signatures

For Rio School District

_____	_____	_____
Superintendent or Designee Name (print)	Signature	Date

_____	_____	_____
Business Office Designee Name (print)	Signature	Date

For Ventura County Office of Education

	
_____	<u>4-23-21</u>
Dr. César Morales, Superintendent	Date

	
_____	<u>4-27-21</u>
Lisa Cline, Executive Director, Internal Business Services	Date



2021–2022
Ventura County Educator Support and Effectiveness
Fee Schedule



Program	Fees		
	Registration per Year	Program, Year One Candidate	Program, Year Two Candidate
Teacher Induction			
Clear Credential <i>Mentor stipend paid by the site/district</i>	\$175	\$2,500	\$2,500
Clear Credential with Early Completion Option (includes additional application requirements, advisement, observation, and evaluation) <i>Mentor stipend paid by the site/district</i>	\$175 Registration and \$195 Application	\$3,000	n/a
Administrator Induction			
Clear Credential <i>Coach stipend paid by the site/district</i>	\$175	\$2,500	\$2,500
Designated Subjects Credential	Registration	Program	
Preliminary DSC Credential Advisement	\$125	n/a	
Adult Education <i>Mentor and Field-Based Supervisor stipends paid by the site/district</i>	\$150	\$2,750	
Career Technical Education (includes initial and advanced preparation) <i>Mentor and Field-Based Supervisor stipends paid by the site/district</i>	\$150	\$2,750	
Career Technical Education – Equivalency (for Veteran Teachers and requires equivalencies from Multiple or Single Subject Credential)	\$150	\$800	
Added Authorization/Other Credential Programs	Registration	Program	
Orthopedic Impairment Added Authorization <i>(subject to enrollment numbers)</i> (for Veteran Teachers and requires equivalencies from Mild/Moderate or Moderate/Severe Credential)	\$150	\$2,500	
Language and Academic Development <i>(subject to enrollment numbers)</i> (for Veteran Teachers and requires equivalencies from Mild/Moderate or Moderate/Severe Credential)	\$150	\$5,000 *	
Other Candidate Fees	Paid by Candidate		
Late Fees (when incurred)	\$125		
Program Transcripts	First Copy – \$15 *\$2 each additional copy		

- Nothing in this document prevents VCOE from charging candidate additional fees as per the Educator Support and Effectiveness Handbook.
- Program fees are subject to change annually, per MOU.

100

10.8



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.8 Service Contracts with Ventura County SELPA for Occupational Therapy Services
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	163,200.00
Budgeted	Yes
Budget Source	Special Education funding

Recommended Action Staff recommends board approval of the occupational therapy services contract.

Public Content

Speaker: Rebecca Rocha and Oscar Hernandez

Rationale:

Due to a shortage in qualified Occupational Pathologists applying directly to the district for positions and in order to meet the needs determined by students' individualized education plans, the Pupil Personnel Services Department has found it necessary to contract services for 1 FTE of Occupational Therapy positions during the 2021-2022 school year. Currently, the Ventura County SELPA is able to provide these contracted services.

Contracted Occupational Therapists will be held to the same standard as district employees and will be provided training to ensure that they are able to conduct appropriate assessments, write legally compliant reports, write and hold effective IEPs, and meet the needs of their students' IEPs. Contracted Occupational Therapists will attend regular district trainings in order to build rapport within the department and strengthen district special education programs.

Rio (1).pdf (236 KB)

Administrative Content

Executive Content

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

VENTURA COUNTY SELPA
AGREEMENT
FOR OCCUPATIONAL THERAPY SERVICES
2021-2022

This will serve as evidence of Rio School District commitment to cover hourly costs for services provided by Ventura County SELPA staff as follows:

Occupational Therapy (Includes services by Occupational Therapist (OT) -or- Certified Occupational Therapy Assistant (COTA)

Hours/Days per week: 40 Hours per week

Cost per hour: \$85.00 -OTR; \$75.00 -COTA

$\$85 \times 40 \text{ Hrs/Wk} = \$3,400.00 \times 48 \text{ weeks} = \$163,200.00$

This is an eleven-month program, from September 1st-July 31st each year. SELPA OTs and COTAs and are classified employees of the Ventura County Superintendent Office of Education (VCOE) and will be paid for any regularly scheduled work day of the VCOE, regardless of District calendar, including paid vacations. Some staff are ten-month employees, in which case district would be billed for September 1st to June 30th only.

SELPA OTs and COTAs and District Administrator will work together to develop a schedule of duties to best meet the District's needs. The SELPA director will assign staff to districts according to scheduling requirements, which may change during the term of this agreement. SELPA OTs and COTAs will be accountable to the District for carrying out these duties, and will keep a log of all **direct services** to students, with teacher/paraeducator signature as verification. Other duties such as assessments, reports, phone calls, and meetings will not be logged.

The District will be responsible for costs for OTs and COTAs for **all regularly scheduled times**, regardless of whether or not direct services are provided. *Prior authorization by District Administrator must be obtained* if extra overtime hours are necessary in order to accomplish duties requested by the District. Overtime hours will be accrued as compensation time at 1 ½ hours per hour, to be used September 1- July 31. If additional time is necessary beyond regular schedule to complete assessments, the district will be billed accordingly.

Acceptable reasons for not providing regularly scheduled direct services to students may be District request for other duties (such as assessments or IEP meetings), student absence or unavailability, staff vacations, compensation time, and sick leave or inservice.

SELPA Director will work with staff to schedule compensation time, vacations, and other employee absences to result in minimal disruption of services to students, absorbed as equally as possible by all Districts within the OT or COTA's schedule. SELPA Director will provide supervision to staff.

SELPA Director will forward quarterly invoices for services to District for payment. Questions or concerns should be forwarded to the SELPA Director or Secretary, Juanita Delgadillo.

*Please note, in the event of district's need to reduce hours, the SELPA must be given 90 days notice of the district's intent to reduce hours. If a 90 day notice is not given, the district will be billed during that period for the original contracted hours.

This agreement is in effect from September 1, 2021 thru July 31, 2022.

District Administrator _____

Title _____ Date _____

SELPA Director  Date 4/12/21

Ventura County SELPA
AGREEMENT
FOR SOCIAL/EMOTIONAL SERVICES SPECIALIST
2021-2022

This will serve as an agreement with Rio School District to cover hourly costs for services provided by VC SELPA staff as follows:

Social/Emotional Services Specialist

Hours/Days per week: 45 hours per week

Cost per hour: \$90.00 per hour

Formula: $(45 \text{ hrs/wk} \times \$90/\text{hr}) = \$4,050.00 \times 48 \text{ weeks} = \$194,400.00$

This is an eleven-month program, from September 1st-July 31st each year. SELPA staff are classified employees of the Ventura County Office of Education (VCOE) and will be paid for any regularly scheduled work day of the VCOE, regardless of District calendar, including paid vacations. Some staff are ten-month employees only, in which case district will be billed September 1st to June 30th only.

SELPA Social/Emotional Services Specialists and District Administrator will work together to develop a schedule of duties to best meet the District's needs. SELPA Specialists will be accountable to the District for carrying out these duties and will provide a monthly schedule to district upon request.

The District will be responsible for costs for **all regularly scheduled times**, regardless of whether or not direct services are provided. *Prior authorization by District Administrator must be obtained* if extra overtime hours are necessary in order to accomplish duties requested by the District. Overtime hours will be accrued as compensation time at 1 ½ hours per hour.

Acceptable reasons for not providing regularly scheduled services to students may be District request for other duties (such as assessments or IEP meetings), student absence or unavailability, staff vacations, compensation time, and sick leave or in-service.

The SELPA Director will work with Social/Emotional Services Specialists to schedule compensation time, vacations, and other employee absences to result in minimal disruption of services to students, absorbed as equally as possible by all Districts within the Specialist's schedule. The SELPA Director will provide supervision to staff.

The District Special Education Director will receive a quarterly statement noting amount spent. The SELPA will bill the district directly, unless another account has been indicated by the District Special Education Director.

*Please note, in the event of district's need to reduce hours, the SELPA must be given 90 days notice of the district's intent to reduce hours. If a 90 day notice is not given, the district will be billed during that period for the original contracted hours.

This agreement is in effect from September 1, 2021 through July 31, 2022.

District Administrator _____

Title _____ Date _____

SELPA Director  Date 4/12/2021

10.9



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.9 Approval of Ventura County Office of Education MOU with Rio Real School
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	27,225.00
Budgeted	Yes
Budget Source	Title I funds

Recommended Action Staff recommends board approval of Ventura County Office of Education MOU.

Public Content

Speaker: Oscar Hernandez

Rationale:

This MOU defines the roles and responsibilities of Ventura County Office of Education Department of State and Federal System of Support staff in training the teachers and administrators of Rio Real School hereafter called "the school." The purpose is to support teachers with the successful planning and implementation of integrated and designated ELD and research-based strategies to support dual language learners and is aligned to the Guiding Principles for Dual Language, the Three Pillars of Dual Language education, Spanish CCSS, CCSS, the CA ELA/ELD Framework, ELD Standards, and the EL Roadmap.

"The school" and the Ventura County Office of Education will work together toward promoting implementation of intentional and aligned lesson planning and strategies for integrated and designated ELD instruction in a dual language program for up to 40 teachers and administrators per session. Ten full-day trainings for elementary (K-5) teachers and Five full-day trainings for middle school (6-8) teachers. VCOE will also provide six half-days of customized trainings for Rio Real teachers (K-8) focused on research-based strategies to support dual language learners. This MOU shall be effective upon signature and implemented July 1, 2021 until June 30, 2022.

Administrative Content

Executive Content

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

**AGREEMENT BETWEEN
VENTURA COUNTY OFFICE OF EDUCATION AND RIO SCHOOL DISTRICT
FOR PROFESSIONAL LEARNING**

The scope of this document is to define the roles and responsibilities of **Ventura County Office of Education** Department of State and Federal System of Support staff in training the teachers and administrators of **Rio Real School** hereafter called “the school.” The purpose is to support teachers with the successful planning and implementation of integrated and designated ELD and research-based strategies to support dual language learners and is aligned to the Guiding Principles for Dual Language, the Three Pillars of Dual Language education, Spanish CCSS, CCSS, the CA ELA/ELD Framework, ELD Standards, and the EL Roadmap.

This serves as a Memorandum of Understanding and Responsibility Agreement that “**the school**” and the **Ventura County Office of Education** will work together toward promoting implementation of intentional and aligned lesson planning and strategies for integrated and designated ELD instruction in a dual language program for up to 40 teachers and administrators per session. Each agency, according to its defined role, agrees to participate in coordinating, providing, and financing the following services for the purpose of this agreement.

1. Ventura County Office of Education agrees to:

- a. Provide ten (10) full-day trainings for elementary (K-5) teachers, focused on Integrated and Designated ELD lesson planning with classroom coaching and feedback. Sessions will be provided virtually and/or in-person as appropriate and mutually agreed upon. The customized trainings will be facilitated by one (1) VCOE, State and Federal System of Support staff for a fee of \$13,000.00.
- b. Provide five (5) full-day trainings for middle school (6-8) teachers, focused on Integrated and Designated ELD lesson planning with classroom coaching and feedback. Sessions will be provided virtually and/or in-person as appropriate and mutually agreed upon. The customized trainings will be facilitated by one (1) VCOE, State and Federal System of Support staff for a fee of \$6,500.00.
- c. Provide six (6) half-days of customized trainings for Rio Real teachers (K-8), focused on research-based strategies to support dual language learners. Sessions will be provided virtually and/or in-person as appropriate and mutually agreed upon. The customized trainings will be facilitated by one (1) VCOE, State and Federal System of Support staff for a fee of \$5,250.00
- d. Maintain ownership of all documents, data, and recordings, including chats, produced in the training sessions.
- e. Provide Zoom links for each session in addition to electronic handouts and/or participant slide deck of VCOE selected content for each participant for above training(s). If hardcopy handouts are requested by the school, VCOE graphic charges are to be paid by Rio Real School, not to exceed \$2,475.00.
- f. If the school requests a copy of the presentation, VCOE will provide a PDF copy to be used solely as a reference for participants who attended training(s).

2. Rio Real School agrees to:

- a. Provide site and room for training, classroom for demo, and for debrief and planning sessions if needed.
- b. Provide presentation equipment as requested (e.g., LCD projector, screen and document camera, supplies for teachers such as chart paper, markers, butcher paper, sentence strips, etc.) if needed.
- c. Pay for and provide substitute teachers, as they are needed.
- d. Support professional learning through consistent communication, needed resources, regular and virtual classroom visits by school administrator to monitor and support implementation of new learning.
- e. Pay Ventura County Office of Education, \$24,750.00 for SFSS staff plus additional charges for supplies, materials and printing costs, if requested, for a total not to exceed \$27,225.00.

The Ventura County Office of Education shall monitor this Agreement to oversee implementation of project activity. This Memorandum of Understanding and Responsibility Agreement shall be effective upon signature and implemented July 1, 2021 until June 30, 2022. Dates for support will be mutually determined.

For the Rio Real School

Signature

Date

For the Ventura County Office of Education

Dr. Nancy Carroll, Ed.D., Associate Superintendent

Date

Lisa Cline, Executive Director, Business

Date

Internal Notes Updated June

10.10



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.10 Contract with County for Para Educator Support
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	123,205.15
Budgeted	Yes
Budget Source	Special Education funding
Recommended Action	Staff recommends approval.

Public Content

Speaker: Rebecca Rocha/Oscar Hernandez

Rationale:

Students currently receiving special education services through VCOE often need additional supports within the classroom setting that the home district is required to pay as part of ongoing services.

The attached contracts are for renewal of those services deemed necessary for each individual student's free and appropriate public education. These services are reviewed at each student's IEP meeting annually to determine ongoing need and whether or not the services can be reduced or removed to meet students' needs in the least restrictive environment.

VCOE Paraeducator Agreements 20_21.pdf (337 KB)

Administrative Content

Executive Content

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.



AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective October 25, 2020 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Rio School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, Angel Isalah Rios, DOB: 4/16/2013, a Special Education pupil who is a resident of DISTRICT and currently attends, Douglas Penfield Elementary School, a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing special circumstance educational support through out the school day for 330 minutes daily. ESY will be provided at 240 minutes daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 10/25/2020 (IEP date~10/20/2020) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: 2020-2021 10/25/2020- 6/11/2021	UPCOMING: <u>2021-2022</u>
ESTIMATED COSTS:	\$ <u>32,778.53</u>	\$

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

RIO SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature- DOR Authorized Representative

Accepted By: 

Special Education Authorized Representative

Title: _____

Approved By: _____

VCOE Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 32,778.53

Rate Calculator

Month	Days
October	0
November	15
December	14
January	19
February	18
March	23
April	16
May	20
June	8

Hours	Total Hours	Rate
5.500	0.00	\$44.81
5.500	82.50	\$44.81
5.500	77.00	\$44.81
5.500	104.50	\$44.81
5.500	99.00	\$44.81
5.500	126.50	\$44.81
5.500	88.00	\$44.81
5.500	110.00	\$44.81
5.500	44.00	\$44.81

Total Rate Monthly
\$0.00
\$3,696.83
\$3,450.37
\$4,682.65
\$4,436.19
\$5,668.47
\$3,943.28
\$4,929.10
\$1,971.64

Estimated Total for 2020-2021

\$32,778.53]

If minutes in IEP are listed DAILY:

Dail	Minutes	Converted to HOURS
	330	5.500



AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **August 19, 2020** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Rio Elementary School District**, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, **Franky Amaya-Cervantes, DOB: 11/29/2013**, a Special Education pupil who is a resident of DISTRICT and currently attends, **Dwire School** a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing special circumstance educational support throughout the school day for 330 minutes daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin **8/19/2020 (IEP date~)** and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2020-2021</u> <u>8/19/2020-5/15/2021</u>	UPCOMING: <u>2021-2022</u>
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ESTIMATED COSTS: \$ 39,925.74 + \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

RIO ELEMENTARY SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By:  _____
Special Education Authorized Representative

Title: _____

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 39,925.74

Rate Calculator

Month	Days	Hours	Total Hours	Rate	Total Rate Monthly
August	9	5.500	49.50	\$44.81	\$2,218.10
September	21	5.500	115.50	\$44.81	\$5,175.56
October	22	5.500	121.00	\$44.81	\$5,422.01
November	15	5.500	82.50	\$44.81	\$3,696.83
December	14	5.500	77.00	\$44.81	\$3,450.37
January	19	5.500	104.50	\$44.81	\$4,682.65
February	18	5.500	99.00	\$44.81	\$4,436.19
March	23	5.500	126.50	\$44.81	\$5,668.47
April	11	5.500	60.50	\$44.81	\$2,711.01
May	10	5.500	55.00	\$44.81	\$2,464.55

Estimated Total for 2020-2021	\$39,925.74
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If minutes in IEP are listed DAILY:

Daily Minutes	Converted to HOURS
330	5.500



AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective January 8, 2021 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Rio Elementary School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, Skyla Tan, DOB: 10/26/2006, a Special Education pupil who is a resident of DISTRICT and currently attends, Triton Academy, a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing special circumstance educational support throughout the school day for 1,644 minutes weekly. ESY will be provided at 240 minutes a day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 1/8/2020 (IEP date~) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2020-2021</u> 1/8/2021-6/11/2021 (ESY: 6/14/2021-6/30/2021)	UPCOMING: <u>2021-2022</u> (ESY: 7/1/2021-7/9/2021) 8/25/2021-1/7/2022
	ESTIMATED COSTS: \$ <u>26,886.00</u>	+

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

RIO ELEMENTARY SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature (DOR Authorized Representative)

Accepted By: [Signature]
Special Education Authorized Representative

Title: _____

Approved By: _____
VCOE Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 48,097.24

Rate Calculator

Month	Days
January	15
February	18
March	22
April	16
May	20
June	9
June ESY	13

Hours	Total Hours	Rate
5.480	82.20	\$44.81
5.480	98.64	\$44.81
5.480	120.56	\$44.81
5.480	87.68	\$44.81
5.480	109.60	\$44.81
5.480	49.32	\$44.81
4.000	52.00	\$44.81

Total Rate Monthly
\$3,683.38
\$4,420.06
\$5,402.29
\$3,928.94
\$4,911.18
\$2,210.03
\$2,330.12

Estimated Total for 2020-2021	\$26,886.00
--------------------------------------	--------------------

Month	Days
July ESY	6
August	5
September	21
October	22
November	15
December	14
January	5

Hours	Total Hours	Rate
4.000	24.00	\$44.81
5.480	27.40	\$44.81
5.480	115.08	\$44.81
5.480	120.56	\$44.81
5.480	82.20	\$44.81
5.480	76.72	\$44.81
5.480	27.40	\$44.81

Total Rate Monthly
\$1,075.44
\$1,227.79
\$5,156.73
\$5,402.29
\$3,683.38
\$3,437.82
\$1,227.79

Estimated Total for 2021-2022	\$21,211.24
--------------------------------------	--------------------

Grand Estimated Total of Contract	\$48,097.24
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If minutes in IEP are listed WEEKLY:

Weekly Minutes	Converted to HOURS
1644	5.480

ESY:

Daily Minutes	Converted to HOURS
240	4.000



AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective March 13, 2021 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Rio Elementary School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, Jesse Minnock, DOB: 7/12/2007, a Special Education pupil who is a resident of DISTRICT and currently attends, James Foster School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing special circumstance educational support throughout the school day for 330 minutes daily and during transportation 60 minutes daily, for a total of 390 minutes daily. ESY will be provided at 240 minutes daily and 60 minutes during transportation daily for a total of 300 minutes daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 3/13/2021 (IEP date~3/2/2021) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2020-2021</u> 3/13/2021-6/17/2021 (ESY: 6/21/2021-6/30/2021)	UPCOMING: <u>2021-2022</u> (ESY: 7/1/2021-7/16/2021)
ESTIMATED COSTS:	\$ <u>18,685.78</u>	+ \$ <u>2,464.55</u>

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

RIO ELEMENTARY SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By:  _____
Special Education Authorized Representative

Title: _____

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 21,150.33

Rate Calculator

Month	Days	Hours	Total Hours	Rate	Total Rate Monthly
March	10	6.500	65.00	\$44.81	\$2,912.65
April	15	6.500	97.50	\$44.81	\$4,368.98
May	20	6.500	130.00	\$44.81	\$5,825.30
June	13	6.500	84.50	\$44.81	\$3,786.45
June ESY	8	5.000	40.00	\$44.81	\$1,792.40

Estimated Total for 2020-2021	\$18,685.78
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Month	Days	Hours	Total Hours	Rate	Total Rate Monthly
July ESY	11	5.000	55.00	\$44.81	\$2,464.55

Estimated Total for 2021-2022	\$2,464.55
--------------------------------------	-------------------

Grand Estimated Total of Contract	\$21,150.33
--	--------------------

If minutes in IEP are listed DAILY:

Daily Minutes	Converted to HOURS
390	6.500

ESY:

Daily Minutes	Converted to HOURS
300	5.000

10.11



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.11 Service Contracts with Ventura County SELPA for Adaptive PE, Deaf and Hard of Hearing Services, Orientation and Mobility Services, and Physical Therapy Services
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	105,000.00
Budgeted	Yes
Budget Source	Special Education funding
Recommended Action	Staff recommends board approval of service contracts with Ventura County SELPA.

Public Content

Speaker: Rebecca Rocha and Oscar Hernandez

Rationale:

Rio School District does not have a large enough need to fund any full time specialists in the areas of Adaptive PE, Deaf and Hard of Hearing Services, Orientation and Mobility Services, and Physical Therapy Services. However, these services are required by law when appropriate to meet the needs of individual students living in the district and included in a pupil's individualized education plan. In order to meet these needs Rio contracts with Ventura County SELPA and pays a proportionate share of the salaries for the individuals based on the amount of time spent serving students in Rio.

Contracted specialists are held to the same standard as district employees and will be provided training to ensure that they are able to conduct appropriate assessments, write legally compliant reports, write and hold effective IEPs, and meet the needs of their students' IEPs. Contracted specialists will attend regular district trainings in order to build rapport within the department and strengthen district special education programs.

The estimated costs for these services is based on current number of students with these services identified in their IEP.

[Rio APE Agreement.pdf \(89 KB\)](#)

[Rio DHH Agreement.pdf \(88 KB\)](#)

[Rio OM Agreement.pdf \(97 KB\)](#)

[Rio PT Agreement.pdf \(90 KB\)](#)

Administrative Content

Executive Content

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Ventura County SELPA
AGREEMENT
ADAPTED PHYSICAL EDUCATION (APE) SPECIALIST
2021-2022

This will serve as an agreement with Rio School District to cover the proportional share of costs for services provided by VC SELPA staff as follows:

This is a ten month program, from September 1st-June 30th each year. SELPA staff are certificated employees of the Ventura County Office of Education (VCOE) and will be paid for any regularly scheduled work day of the VCOE, regardless of District calendar, including paid vacations.

SELPA Adapted Physical Education Specialists and District Administrator will work together to develop a schedule of duties to best meet the District's needs. SELPA Specialists will be accountable to the District for carrying out these duties and will provide a monthly schedule to district upon request.

The District will be responsible for costs for **all regularly scheduled times**, regardless of whether or not direct services are provided. *Prior authorization by District Administrator must be obtained* if extra overtime hours are necessary in order to accomplish duties requested by the District. Overtime hours will be accrued as compensation time at 1 ½ hours per hour.

Acceptable reasons for not providing regularly scheduled services to students may be District request for other duties (such as assessments or IEP meetings), student absence or unavailability, staff vacations, compensation time, and sick leave or in-service.

The SELPA Director will work with Adapted Physical Education Specialists to schedule compensation time, vacations, and other employee absences to result in minimal disruption of services to students, absorbed as equally as possible by all Districts within the Specialist's schedule. The SELPA Director will provide supervision to staff.

The District Special Education Director will receive a bi-yearly statement noting amount due. The SELPA will bill the district directly, unless another account has been indicated by the District Special Education Director.

This agreement is in effect from September 1, 2021 through June 30, 2022.

District Administrator _____

Title _____ Date _____

SELPA Director  Date 4/26/21

Ventura County SELPA
AGREEMENT
DEAF/HARD OF HEARING (DHH) SPECIALIST
2021-2022

This will serve as an agreement with Rio School District to cover the proportional share of costs for services provided by VC SELPA staff as follows:

This is a ten month program, from September 1st-June 30th each year. SELPA staff are certificated employees of the Ventura County Office of Education (VCOE) and will be paid for any regularly scheduled work day of the VCOE, regardless of District calendar, including paid vacations.

SELPA Deaf/Hard of Hearing Specialists and District Administrator will work together to develop a schedule of duties to best meet the District's needs. SELPA Specialists will be accountable to the District for carrying out these duties and will provide a monthly schedule to district upon request.

The District will be responsible for costs for **all regularly scheduled times**, regardless of whether or not direct services are provided. *Prior authorization by District Administrator must be obtained* if extra overtime hours are necessary in order to accomplish duties requested by the District. Overtime hours will be accrued as compensation time at 1 ½ hours per hour.

Acceptable reasons for not providing regularly scheduled services to students may be District request for other duties (such as assessments or IEP meetings), student absence or unavailability, staff vacations, compensation time, and sick leave or in-service.

The SELPA Director will work with Deaf/Hard of Hearing Specialists to schedule compensation time, vacations, and other employee absences to result in minimal disruption of services to students, absorbed as equally as possible by all Districts within the Specialist's schedule. The SELPA Director will provide supervision to staff.

The District Special Education Director will receive a bi-yearly statement noting amount due. The SELPA will bill the district directly, unless another account has been indicated by the District Special Education Director.

This agreement is in effect from September 1, 2021 through June 30, 2022.

District Administrator _____

Title _____ Date _____

SELPA Director  Date 9/20/21

Ventura County SELPA
AGREEMENT
ORIENTATION AND MOBILITY SPECIALIST
2021-2022

This will serve as an agreement with Rio School District to cover the proportional share of costs for services provided by VC SELPA staff as follows:

This is a ten month program, from September 1st-June 30th each year. SELPA staff are certificated employees of the Ventura County Office of Education (VCOE) and will be paid for any regularly scheduled work day of the VCOE, regardless of District calendar, including paid vacations.

SELPA Orientation and Mobility Specialists and District Administrator will work together to develop a schedule of duties to best meet the District's needs. SELPA Specialists will be accountable to the District for carrying out these duties and will provide a monthly schedule to district upon request.

The District will be responsible for costs for **all regularly scheduled times**, regardless of whether or not direct services are provided. *Prior authorization by District Administrator must be obtained* if extra overtime hours are necessary in order to accomplish duties requested by the District. Overtime hours will be accrued as compensation time at 1 ½ hours per hour.

Acceptable reasons for not providing regularly scheduled services to students may be District request for other duties (such as assessments or IEP meetings), student absence or unavailability, staff vacations, compensation time, and sick leave or in-service.

The SELPA Director will work with Orientation and Mobility Specialists to schedule compensation time, vacations, and other employee absences to result in minimal disruption of services to students, absorbed as equally as possible by all Districts within the Specialist's schedule. The SELPA Director will provide supervision to staff.

The District Special Education Director will receive a bi-yearly statement noting amount due. The SELPA will bill the district directly, unless another account has been indicated by the District Special Education Director.

This agreement is in effect from September 1, 2021 through June 30, 2022.

District Administrator _____

Title _____ Date _____

SELPA Director  Date 9/20/21

Ventura County SELPA
AGREEMENT
PHYSICAL THERAPY SPECIALIST
2021-2022

This will serve as an agreement with Rio School District to cover the proportional share of costs for services provided by VC SELPA staff as follows:

This is an eleven month program, from September 1st-July 31st each year. SELPA staff are classified employees of the Ventura County Office of Education (VCOE) and will be paid for any regularly scheduled work day of the VCOE, regardless of District calendar, including paid vacations.

SELPA Physical Therapy Specialists and District Administrator will work together to develop a schedule of duties to best meet the District's needs. SELPA Specialists will be accountable to the District for carrying out these duties and will provide a monthly schedule to district upon request.

The District will be responsible for costs for **all regularly scheduled times**, regardless of whether or not direct services are provided. *Prior authorization by District Administrator must be obtained* if extra overtime hours are necessary in order to accomplish duties requested by the District. Overtime hours will be accrued as compensation time at 1 ½ hours per hour.

Acceptable reasons for not providing regularly scheduled services to students may be District request for other duties (such as assessments or IEP meetings), student absence or unavailability, staff vacations, compensation time, and sick leave or in-service.

The SELPA Director will work with Physical Therapy Specialists to schedule compensation time, vacations, and other employee absences to result in minimal disruption of services to students, absorbed as equally as possible by all Districts within the Specialist's schedule. The SELPA Director will provide supervision to staff.

The District Special Education Director will receive a bi-yearly statement noting amount due. VCOE will bill the district directly, unless another account has been indicated by the District Special Education Director.

This agreement is in effect from September 1, 2021 through July 31, 2022.

District Administrator _____

Title _____ Date _____

SELPA Director Erin Jue _____ Date 4/26/21

10.12



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.12 Approval of Change Order from Custom Modular Services Corporation for Modular Classroom Building Renovation, Project No. 21-02L at Rio Del Valle
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	24,390.00
Budgeted	Yes
Budget Source	COVID 19 funds
Recommended Action	It is recommended that the Board approve Change Order #1 from Custom Modular Services Corporation for the Renovation of the Modular Building at Rio Del Valle.

Public Content

Speaker:

Wael Saleh, Assistant Superintendent, Business Services

Rationale:

This change order is for added upgrades from unforeseen conditions and COVID 19 procurement issues for materials and additional changes required to complete the Modular Classroom Building for Rio Del Valle. Work that needs to be performed is as follows: termites in floor, dry rot at exteriors, rusted entry doors, bad sub flooring, screen replacements, ceiling tile upgrades due to inability to procure materials due to COVID 19, added exterior paint coatings, HVAC, Bathroom ceiling replacement and exhaust fan upgrades. All work was required to fully and completely renovate and upgrade the two classroom building to meet new standards for student usage.

Change order 1 from Custom Modular Classroom (1).pdf (71 KB)

Administrative Content

Executive Content

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

Balfour Beatty Construction

Rio School District
1800 Solar, 3rd Floor
Oxnard, CA 93030

May 04, 2021

Attn: Dr. Puglisi

Subject: Rio Del Valle Middle School
Rio School District
Oxnard, CA

Re: Project 21-02L Modular Classroom Building Renovation RDV
Custom Modular Services Corporation (CMSC)
Recommendation to Approve CO #1 to Custom Modular Services Corporation

Dear Dr. Puglisi,

Please accept this letter as recommendation to request approval for CO #1 to Custom Modular Services Corporation for Added & Deleted scope of work items at the above Project, and as amendment to their contract. Scope change to the project is as follows.

PCO No. 1 Custom Modular Services Corporation:
Added Upgrades from Unforeseen Conditions and COVID 19 Procurement Issues for Materials and Additional Changes Required to Complete the Modular Classroom Building for Rio Del Valle

PCO No.1 Total Cost: \$24,390.00

Total CO #1	\$ 24,390.00
Previous Approved CO's	\$ 0
Original Contract	\$ 197,620.00
Revised Contract	\$ 222,010.00

Should you have any questions, please contact me at any time.

Respectfully,


Keith Henderson
Senior Project Manager, Balfour Beatty

cc. Wael Saleh, Rio School District
Dennis Kuykendall, Balfour Beatty
Jesus Muguerra Ibarra

Rio School District

Project No RSD 21-02L

Modular Classroom Building Renovation RDV

CO #1

5/4/2021

Original Contract

\$ 197,620.00

PCO No.	GC No.	Description	Reason	Cost/Credit
1	CMSC	Added Upgrades from Unforeseen Conditions and COVID 19 Procurement Issues for Materials and Additional Changes Required to Complete the Modular Classroom Building for Rio Del Valle	During the Course of Renovating the Modular Classroom Building at the Factory by the Contractor, Unforeseen Conditions arose during the renovation requiring additional repair & replacement work to be performed related to the following: termites encountered in floor, dry rot at exteriors, rusted entry doors, bad sub flooring, Screen Replacements, Ceiling tile upgrades due to inability to procure materials by COVID 19, added exterior paint coatings, bathroom ceiling replacement & HVAC and Bathroom exhaust fan upgrades to meet delivery schedule due to availability from COVID 19. Added floor prep was also required due to condition of subfloor. All work was required to fully and completely renovate and upgrade the two classroom building to meet new standards for Special needs student usage.	\$ 24,390.00

Total CO #1

\$ 24,390.00

Previous Approved CO's

\$ -

Original Contract

\$ 197,620.00

Revised Contract

\$ 222,010.00

CMSC

CUSTOM MODULAR SERVICES CORPORATION

19271 FIJI LANE HUNTINGTON BEACH, CA 92646

(714) 964-6834 · FAX (714) 964-7314

LICENSE NO. 570805

RSD Project # 21-02L Change Order Request # 1

5-3-2021

Overlay of 30' of wall complete.	\$ 1,500.00
Replacement of damaged subflooring in four areas. Complete.	\$ 980.00
Secured loose subflooring.	\$ 660.00
Upgraded to Bard units to expedite delivery.	\$ 3,600.00
Provide and Install ceiling tiles with edge detail.	\$ 3,400.00
New screens. (Material cost)	\$ 700.00
Replace exterior doors. (Material: \$ 3314.87 Labor: \$ 1645.13)	\$ 4,960.00
Termite inspection, spot treatment and repair. Cost	\$ 980.00
Additional Paint interior and exterior three coats.	\$ 2,730.00
Replace ceilings in restrooms complete.	\$ 1,100.00
Additional cost of exhaust fans.	\$ 240.00
Additional prep and material for LVT flooring.	\$ 3,540.00
	Total: \$ 24,390.00

Note: backup attached

10.13



Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.13 Approval of Change Order from M/M Mechanical for Modular Classroom Building Plumbing, Project 21-04L, at Rio Del Valle
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	21,119.12
Budgeted	Yes
Budget Source	Measure L Funds
Recommended Action	It is recommended that the Board approve Change Order #1 from M/M Mechanical, Inc. for the Modular Classroom Building Plumbing Project 21-04L at Rio Del Valle.

Public Content

Speaker:

Wael Saleh, Assistant Superintendent, Business Services

Rationale:

This change order is for plumbing work by M/M Mechanical at Rio Del Valle to re-route and extend the sewer and domestic water utility services from original point of connection at the Robotics Lab to a new point of connection at the Library Building. The points of connection were different than shown on the plans. This doubled the original contract work required to complete the waste and water utilities.

[RDV Plumbing project.pdf \(75 KB\)](#)

Administrative Content

Executive Content

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Balfour Beatty Construction

Rio School District
1800 Solar, 3rd Floor
Oxnard, CA 93030

May 04, 2021

Attn: Dr. Puglisi

Subject: Rio Del Valle Middle School
Rio School District
Oxnard, CA

Re: Project 21-04L Modular Classroom Building Plumbing Service RDV
MM Mechanical, Inc.
Recommendation to Approve CO #1 to MM Mechanical, Inc

Dear Dr. Puglisi,

Please accept this letter as recommendation to request approval for CO #1 to MM Mechanical, Inc. for Added & Deleted scope of work items at the above Project, and as amendment to their contract. Scope change to the project is as follows.

PCO No. 1 MM Mechanical
Re-Route and Extend Sewer and Domestic Water Utility Services from Original Point of Connection at Robotics Lab to New Point of Connection at Library Building at Rio Del Valle.

PCO No.1 Total Cost: \$21,119.12

Total CO #1	\$ 21,119.12
Previous Approved CO's	\$ 0
Original Contract	\$ 20,980.00
Revised Contract	\$ 42,079.12

Should you have any questions, please contact me at any time.

Respectfully,



Keith Henderson
Senior Project Manager, Balfour Beatty

cc. Wael Saleh, Rio School District
Dennis Kuykendall, Balfour Beatty
Jesus Muguerza Ibarra

(14 PAGES TOTAL)

Rio School District

Project No RSD 21-04L

Modular Classroom Building Plumbing Service RDV

CO #1

5/4/2021

Original Contract

\$ 20,960.00

PCO No.	GC No.	Description	Reason	Cost/Credit
1	MM	Reroute and Extend Sewer & Domestic Water Lines from Original Point of Connection at Robotics Lab to New utility point of connection at Library Building	Points of Connection for Sewer & Water at Robotics Lab were different than shown on plans. Had to re-route both sewer & domestic water to new location at library, doubled the original contract work required to complete the waste & water utilities.	\$ 21,119.12

Total CO #1

\$ 21,119.12

Previous Approved CO's

\$ -

Original Contract

\$ 20,960.00

Revised Contract

\$ 42,079.12

M/M MECHANICAL, INC.
1027 CINDY LANE
CARPINTERIA CA 93013-2905
805-745-1126

Change Order

Order#. 1

Order Date: 04/30/2021

License 774231

To: RIO SCHOOL DISTRICT
2500 E VINEYARD AVE
SUITE 100
OXNARD CA 93036

Project: 1205

RIO DE VALLE MODULAR CLASSROOM PL

(21-04 L)
COL#1

The contractor agrees to perform and the owner agrees to pay for the following changes to this contract

Plans Attached

Ordered By:

Customer Order:

Specifications Attached

Description of Work	Amount
ADDITIONAL WORK FOR THE FIND OF POINT OF CONNECTION FOR SEWER AND DOMESTIC WATER FOR MODULAR CLASSROOM BUILDING RDY	22,119.12

Negative changes will lower the overall contract price requiring no additional payment by owner

Requested Amount of Change

22,119.12



The original Contract Sum was	20,960.00
Net change by previous Change Orders	0.00
The Contract Sum prior to this Change Order	20,960.00
The Contract Sum will be changed by this Change Order	22,119.12
The new Contract Sum including this Change Order will be	43,079.12
The Contract Time will be changed by	0 Days

Owner _____ Date: _____
Contractor _____ Date: _____

10.14

Agenda Item Details

Meeting	May 19, 2021 - RSD Regular Board Meeting
Category	10. Consent
Subject	10.14 Approval of Change Order #1 from BC Rincon Construction, Inc. for additional ADA path of travel repairs, COVID 19 outdoor sitting area repairs and storm drain additions at new modular classroom building at Rio Del Valle, 21-05L
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	15,357.25
Budgeted	Yes
Budget Source	Measure L Funds
Recommended Action	It is recommended that the Board approve Change Order #1 from BC Rincon Construction, Inc. for the Modular Classroom Building added scope of work to Project #21-05L at Rio Del Valle be approved.

Public Content

Speaker:

Wael Saleh, Assistant Superintendent, Business Services

Rationale:

This change order is for work by BC Rincon Construction, Inc. at Rio Del Valle, Project No. 21-05L for additional ADA path of travel repairs, COVID 19 Outdoor sitting area repairs and storm drain additions at new modular classroom building.

[BC Rincon change order #1.pdf \(64 KB\)](#)

Administrative Content

Executive Content

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Balfour Beatty Construction

Rio School District
1800 Solar, 3rd Floor
Oxnard, CA 93030

May 07, 2021

Attn: Dr. Puglisi

Subject: Rio Del Valle Middle School
Rio School District
Oxnard, CA

Re: Project 21-05L Modular Classroom Building Site Work RDV
BC Rincon Construction, Inc.
Recommendation to Approve CO #1 to BC Rincon Construction, Inc.

Dear Dr. Puglisi,

Please accept this letter as recommendation to request approval for CO #1 to BC Rincon Construction, Inc. for Added & Deleted scope of work items at the above Project, and as amendment to their contract. Scope change to the project is as follows.

PCO No. 1 BC Rincon Construction, Inc.:
Additional ADA Path of Travel Repairs, COVID 19 Outdoor Sitting Area Repairs and storm drain additions at New Modular Classroom Building

PCO No.1 Total Cost: \$15,357.25

Total CO #1	\$ 15,357.25
Previous Approved CO's	\$ 0
Original Contract	\$ 36,980.00
Revised Contract	\$ 52,337.25

Should you have any questions, please contact me at any time.

Respectfully,



Keith Henderson
Senior Project Manager, Balfour Beatty

cc. Wael Saleh, Rio School District
Dennis Kuykendall, Balfour Beatty
Jesus Muguerza Ibarra

Rio School District
 Project No RSD 21-05L
 Modular Classroom Building Site Work RDV

CO #1
 5/7/2021

Original Contract \$ 36,980.00

PCO No.	GC No.	Description	Reason	Cost/Credit
1	BC Rincon	Additional ADA Path Of Travel Repairs, COVID 19 Outdoor Sitting Area Repairs and Storm Drain Additions at New Modular Classroom Building	After setting/installing the newly renovated Modular Classroom Building at the back of campus at Rio Del Valle, It was discovered that there were some ADA Path of Travel issues where trip hazards and uneven surface areas were discovered that will need to be repaired to avoid accidents or injuries to students and staff or public. We found a grass section that needs to be removed and replaced with concrete for access and placement of outdoor tables due to COVID 19. In addition we found 2 rain gutter roof drains that need to be moved and buried due to a trip hazard and one area drain behind the new modular classroom building at the fire lane that needs to be corrected to be ADA complaint to remove the trip hazard issue currently in place at this location.	\$ 15,357.25

Total CO #1	\$ 15,357.25
Previous Approved CO's	\$ -
Original Contract	\$ 36,980.00
Revised Contract	\$ 52,337.25



BC RINCON CONSTRUCTION, INC.
 67 East La Loma Avenue Somis CA 93066
 Phone: 805-981-0690 Fax: 805-485-4705
 AR@BCRINCON.COM

CHANGE ORDER

JOB #: 21-62A **CCO#1**

DATE: 5/7/2021

TO: Rio Elementary School District
 1800 Solar Drive
 Oxnard, CA 93030

PROJECT: Rio Del Valle (21-05L) PO# L21-00107
 3100 North Rose Avenue
 Oxnard, CA 93036

DESCRIPTION: Mobilize and Subgrade for Concrete. Connect Down Spouts to Drain Line and Place Drain Box.

	<u>QTY</u>	<u>UNIT</u>	<u>UNIT \$</u>	<u>AMOUNT</u>
1) Mobilize and Subgrade - 210 SF	1	LS	\$3,103.00	\$3,103.00
2) Place 4" Concrete on 4" Base - 210 SF	1	LS	\$4,333.25	\$4,333.25
3) Connect Down Spouts to 8" Drain Line - x 2	1	LS	\$4,742.00	\$4,742.00
4) Place Drain Box at Drain Going Under Road	1	LS	\$3,179.00	\$3,179.00

Total \$15,357.25

Original Contract	\$36,980.00
Other Approved Change Orders	\$0.00
This Request	\$15,357.25
Other Pending Request	
Total Contract With This Change Order	\$52,337.25

Authorized Signature: 
 BC Rincon Construction

Date: _____

Authorized Signature: _____

Date: _____

10.15



Agenda Item Details

Meeting May 19, 2021 - RSD Regular Board Meeting

Category 10. Consent

Subject 10.15 Approval of Award of Bid from Venco Electric for Project #21-09L for the Campus Wide Fire Alarm at Rio Real

Access Public

Type Action (Consent)

Fiscal Impact Yes

Dollar Amount 270,000.00

Budgeted Yes

Budget Source Measure L Funds

Recommended Action It is recommended that the Board Approve the Request to Award the bid for the Campus-wide fire alarm system at Rio Real to Venco Electric.

Public Content

Speaker:
Wael Saleh, Assistant Superintendent, Business Services

Rationale:

The Rio School District received bids for RSD Project #21-09L Campus-wide Fire Alarm system at Rio Real. The following companies submitted bids in the order listed. Venco Electric was the lowest bidder and should be awarded the project. This Project is tentatively scheduled to be completed by September 30, 2021.

CONTRACTOR	BASE BID	ADD ALTERNATE (NOT ACCEPTED)	TOTAL BID
VENCO ELECTRIC	\$270,000.00	N/A	\$270,000.00
Scott & Sons	\$273,000.00	N/A	\$273,000.00
Waisman Construction	\$367,000.00	N/A	\$367,000.00
JAM Fire	\$460,000.00	N/A	\$460,000.00
Telenet VOIP	\$509,000.00	N/A	\$509,000.00

Rio Real notice of Award.pdf (37 KB)

Administrative Content

Executive Content

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Rio School District
1800 Solar, 3rd Floor
Oxnard, CA 93036
Attn: Dr. John Puglisi, Superintendent

May 03, 2021

Subject: Request for Board Approval to Award Project at Rio Real Elementary School

Re: RSD Project #21-09L Rio Real Elementary School Campus-Wide Fire Alarm, Oxnard, Ca.
Recommendation to Award to the Lowest Responsive Bidder

Dear Dr. Puglisi,

The Rio School District received bids for RSD Project #21-09L Rio Real Elementary School Campus-Wide Fire Alarm, Oxnard, Ca. The following company's submitted bids in the order listed. This Project is tentatively scheduled to be completed by September 30, 2021.

CONTRACTOR	BASE BID	Add Alternate (Not accepted)	Total Bid
VENCO ELECTRIC	\$270,000.00	n/a	\$270,000.00
Scott & Sons	\$273,000.00	n/a	\$273,000.00
Waisman Construction	\$367,000.00	n/a	\$367,000.00
JAM Fire	\$460,000.00	n/a	\$460,000.00
Telenet VOIP	\$509,000.00	n/a	\$509,000.00

It is our recommendation that the Rio School District, per authorization by the Board of Education at its May 19, 2021 board meeting, proceed with issuing a Notice of Award to Venco Electric, Inc.

Should you have any questions or require any additional information, please contact me at any time.

Respectfully,



Keith Henderson
Senior Project Manager, Balfour Beatty Construction

cc. Wael Saleh Rio S.D.
Dennis Kuykendall BBC
Jesus Mugerza Ibarra BBC

10.16



Agenda Item Details

Meeting May 19, 2021 - RSD Regular Board Meeting

Category 10. Consent

Subject 10.16 Approval of Award of Bid from Venco Electric for Project #21-10L for the Campus Wide Fire Alarm at Rio Plaza

Access Public

Type Action (Consent)

Fiscal Impact Yes

Dollar Amount 213,000.00

Budgeted Yes

Budget Source Measure L Funds

Recommended Action It is recommended that the Board Approve the Request to Award the bid for the Campus-wide fire alarm system at Rio Plaza to Venco Electric.

Public Content

Speaker:
Wael Saleh, Assistant Superintendent, Business Services

Rationale:

The Rio School District received bids for RSD Project #21-10L Campus-wide Fire Alarm system at Rio Plaza. The following companies submitted bids in the order listed. Venco Electric was the lowest bidder and should be awarded the project. This Project is tentatively scheduled to be completed by September 30, 2021.

CONTRACTOR	BASE BID	ADD ALTERNATE (NOT ACCEPTED)	TOTAL BID
VENCO ELECTRIC	\$213,000.00	N/A	\$213,000.00
Scott & Sons	\$230,000.00	N/A	\$230,000.00
Waisman Construction	\$298,000.00	N/A	\$298,000.00
JAM Fire	\$310,000.00	N/A	\$310,000.00
Telenet VOIP	\$327,000.00	N/A	\$327,000.00

Plaza fire alarms.pdf (39 KB)

Administrative Content

Executive Content

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Rio School District
1800 Solar, 3rd Floor
Oxnard, CA 93036
Attn: Dr. John Puglisi, Superintendent

May 03, 2021

Subject: Request for Board Approval to Award Project at Rio Plaza Elementary School

Re: RSD Project #21-10L Rio Plaza Elementary School Campus-Wide Fire Alarm, Oxnard, Ca.
Recommendation to Award to the Lowest Responsive Bidder

Dear Dr. Puglisi,

The Rio School District received bids for RSD Project #21-10L Rio Plaza Elementary School Campus-Wide Fire Alarm, Oxnard, Ca. The following company's submitted bids in the order listed. This Project is tentatively scheduled to be completed by September 30, 2021.

CONTRACTOR	BASE BID	Add Alternate (Not accepted)	Total Bid
VENCO ELECTRIC	\$213,000.00	n/a	\$213,000.00
Scott & Sons	\$230,000.00	n/a	\$230,000.00
Waisman Construction	\$298,000.00	n/a	\$298,000.00
JAM Fire	\$310,000.00	n/a	\$310,000.00
Telenet VOIP	\$327,000.00	n/a	\$327,000.00

It is our recommendation that the Rio School District, per authorization by the Board of Education at its May 19, 2021 board meeting, proceed with issuing a Notice of Award to Venco Electric, Inc.

Should you have any questions or require any additional information, please contact me at any time.

Respectfully,



Keith Henderson
Senior Project Manager, Balfour Beatty Construction

cc. Wael Saleh Rio S.D.
Dennis Kuykendall BBC
Jesus Mugerza Ibarra BBC

10.17



Agenda Item Details

Meeting May 19, 2021 - RSD Regular Board Meeting

Category 10. Consent

Subject 10.17 Approval of Award of Bid from Venco Electric for Project #21-08L for the Campus Wide Fire Alarm at Rio Del Valle

Access Public

Type Action (Consent)

Fiscal Impact Yes

Dollar Amount 405,000.00

Budgeted Yes

Budget Source Measure L Funds

Recommended Action It is recommended that the Board Approve the Request to Award the bid for the Campus-wide fire alarm system at Rio Del Valle to Venco Electric.

Public Content

Speaker:
Wael Saleh, Assistant Superintendent, Business Services

Rationale:

The Rio School District received bids for RSD Project #21-08L Campus-wide Fire Alarm system at Rio Del Valle. The following companies submitted bids in the order listed. Venco Electric was the lowest bidder and should be awarded the project. This Project is tentatively scheduled to be completed by September 30, 2021.

CONTRACTOR	BASE BID	ADD ALTERNATE (NOT ACCEPTED)	TOTAL BID
VENCO ELECTRIC	\$405,000.00	N/A	\$405,000.00
Scott & Sons	\$453,000.00	N/A	\$453,000.00
Waisman Construction	\$524,000.00	N/A	\$524,000.00

RDV fire alarm.pdf (38 KB)

Administrative Content

Executive Content

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Rio School District
1800 Solar, 3rd Floor
Oxnard, CA 93038
Attn: Dr. John Puglisi, Superintendent

April 28, 2021

Subject: Request for Board Approval to Award Project at Rio Del Valle Middle School

Re: RSD Project #21-08L Rio Del Valle Campus-Wide Fire Alarm, Oxnard, Ca.
Recommendation to Award to the Lowest Responsive Bidder

Dear Dr. Puglisi,

The Rio School District received bids for RSD Project #21-08L Rio Del Valle Campus-Wide Fire Alarm, Oxnard, Ca. The following company's submitted bids in the order listed. This Project is tentatively scheduled to be completed by September 30, 2021.

CONTRACTOR	BASE BID	Add Alternate (Not accepted)	Total Bid
VENCO ELECTRIC	\$405,000.00	n/a	\$405,000.00
Scott & Sons	\$453,000.00	n/a	\$453,000.00
Waisman Construction	\$524,000.00	n/a	\$524,000.00

It is our recommendation that the Rio School District, per authorization by the Board of Education at its May 19, 2021 board meeting, proceed with issuing a Notice of Award to Venco Electric, Inc.

Should you have any questions or require any additional information, please contact me at any time.

Respectfully,



Keith Henderson
Senior Project Manager, Balfour Beatty Construction

cc. Wael Saleh Rio S.D.
Dennis Kuykendall BBC
Jesus Muguerra Ibarra BBC

10.18



Agenda Item Details

Meeting May 19, 2021 - RSD Regular Board Meeting

Category 10. Consent

Subject 10.18 Approval of Award of Bid from EJS Construction for Project #21-11L for the Rio Del Norte Ceilings

Access Public

Type Action (Consent)

Fiscal Impact Yes

Dollar Amount 1,363,700.00

Budgeted Yes

Budget Source Measure L Funds

Recommended Action It is recommended that the Board Approve the Request to Award the bid for the Rio Del Norte Ceilings Project No. 21-11L.

Public Content

Speaker:
Wael Saleh, Assistant Superintendent, Business Services

Rationale:

The Rio School District received bids for RSD Project #21-11L Classroom Ceilings at Rio Del Norte. The following companies submitted bids in the order listed. EJS Construction was the lowest bidder and should be awarded the project. This Project is tentatively scheduled to be completed by September 15, 2021.

CONTRACTOR	BASE BID	ADD ALTERNATE (NOT ACCEPTED)	TOTAL BID
EJS Construction	\$1,363,700.00	N/A	\$1,363,700.00
Bodagger Enterprises	\$1,439,905.00	N/A	\$1,439,905.00
SBS Corporation	\$1,905,474.00	N/A	\$1,905,474.00

Administrative Content

Executive Content

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Rio School District
1800 Solar, 3rd Floor
Oxnard, CA 93036
Attn: Dr. John Puglisi, Superintendent

April 22, 2021

Subject: Request for Board Approval to Award Project at Rio Del Norte Elementary School

Re: RSD Project #21-11L Rio Del Norte Classroom Ceilings, Oxnard, Ca.
Recommendation to Award to the Lowest Responsive Bidder

Dear Dr. Puglisi,

The Rio School District received bids for RSD Project #21-11L Rio Del Norte Classroom Ceilings, Oxnard, Ca. The following company's submitted bids in the order listed. This Project is tentatively scheduled to be completed by September 15, 2021.

CONTRACTOR	BASE BID	Add Alternate (Not accepted)	Total Bid
<i>EJS Construction</i>	\$1,363,700.00	n/a	\$1,363,700.00
Bodagger Enterprises	\$1,439,905.00	n/a	\$1,439,905.00
SBS Corporation	\$1,905,474.00	n/a	\$1,905,474.00

It is our recommendation that the Rio School District, per authorization by the Board of Education at its May 19, 2021 board meeting, proceed with issuing a Notice of Award to EJS Construction, Inc.

Should you have any questions or require any additional information, please contact me at any time.

Respectfully,

KH 4/22/2021 

Keith Henderson
Senior Project Manager, Balfour Beatty Construction

cc. Wael Saleh Rio S.D.
Dennis Kuykendall BBC
Jesus Muguerza Ibarra BBC

10.19



Agenda Item Details

Meeting May 19, 2021 - RSD Regular Board Meeting

Category 10. Consent

Subject 10.19 Approval of Award of Bid from EJS Construction for Project #21-07L for the Rio Del Norte HVAC Replacement

Access Public

Type Action (Consent)

Fiscal Impact Yes

Dollar Amount 1,460,000.00

Budgeted Yes

Budget Source Measure L Funds

Recommended Action It is recommended that the Board Approve the Request to Award the bid for the Rio Del Norte HVAC Replacement, Project 21-07L to EJS Construction.

Public Content

Speaker:
Wael Saleh, Assistant Superintendent, Business Services

Rationale:

The Rio School District received bids for RSD Project #21-07L HVAC Replacement at Rio Del Norte. The following companies submitted bids in the order listed. EJS Construction was the lowest bidder and should be awarded the project. This Project is tentatively scheduled to be completed by September 15, 2021.

CONTRACTOR	BASE BID	ADD ALTERNATE (NOT ACCEPTED)	TOTAL BID
EJS Construction	\$1,460,000.00	N/A	\$1,460,000.00
SBS Corporation	\$1,607,311.00	N/A	\$1,607,311.00
United Mechanical	\$1,658,000.00	N/A	\$1,658,000.00

Administrative Content

Executive Content

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Rio School District
1800 Solar, 3rd Floor
Oxnard, CA 93036
Attn: Dr. John Puglisi, Superintendent

April 22, 2021

Subject: Request for Board Approval to Award Project at Rio Del Norte Elementary School

Re: RSD Project #21-07L Rio Del Norte HVAC Replacement of Selected Buildings, Oxnard, Ca.
Recommendation to Award to the Lowest Responsive Bidder

Dear Dr. Puglisi,

The Rio School District received bids for RSD Project #21-07L Rio Del Norte HVAC Replacement of Selected Buildings, Oxnard, Ca. The following company's submitted bids in the order listed. This Project is tentatively scheduled to be completed by September 15, 2021.

CONTRACTOR	BASE BID	Add Alternate (Not accepted)	Total Bid
<i>EJS Construction</i>	\$1,460,000.00	n/a	\$1,460,000.00
SBS Corporation	\$1,607,311.00	n/a	\$1,607,311.00
United Mechanical	\$1,658,000.00	n/a	\$1,658,000.00

It is our recommendation that the Rio School District, per authorization by the Board of Education at its May 19, 2021 board meeting, proceed with issuing a Notice of Award to EJS Construction, Inc.

Should you have any questions or require any additional information, please contact me at any time.

Respectfully,

KH 4/22/2021 

Keith Henderson
Senior Project Manager, Balfour Beatty Construction

cc. Wael Saleh Rio S.D.
Dennis Kuykendall BBC
Jesus Mugerza Ibarra BBC

