



**A G E N D A**  
**BOARD OF EDUCATION MEETING**  
**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**Board Room**  
**6735 Magnolia Avenue, Riverside, California**

**BOARD OF EDUCATION:**  
**MRS. GAYLE CLOUD**  
**PRESIDENT**  
**CHARLES L. BEATY, Ph.D.**  
**VICE PRESIDENT**  
**MRS. KATHY ALLAVIE**  
**CLERK**  
**MR. TOM HUNT**  
**MEMBER**  
**MRS. PATRICIA LOCK-**  
**DAWSON, MEMBER**

**Closed Session – 4:30 p.m.**

**May 6, 2013**

**Open Session – 5:30 p.m.**

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Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification of accommodation in order to participate in a meeting should direct such request to the District Superintendent at 788-7135, Ext. 80402 at least 48 hours before the meeting, if possible.

As required by Government Code 54957.5, agenda materials can be reviewed by the public at the District's administrative offices, Reception Area, First Floor, 3380 Fourteenth Street, Riverside, California.

*At approximately 9:00 p.m., the Board of Education will determine which of the remaining agenda items can be considered and acted upon prior to 9:30 p.m., and may continue all other items on which additional time is required until a future meeting. All meetings are scheduled to end at 9:30 p.m.*

**CALL MEETING TO ORDER – 4:30 p.m.**

**ESTABLISHMENT OF A QUORUM OF THE BOARD OF EDUCATION**

**PUBLIC PARTICIPATION ON CLOSED SESSION MATTERS**

**CLOSED SESSION**

The Board of Education will recess to Closed Session at 4:30 p.m. to discuss:

1. Consideration of Pupil Services Matters Pursuant to Education Code Sections 35146 and 48918
2. Conference With Labor Negotiator Pursuant to Government Code Section 54957.6

District Representative:	Rick L. Miller, Ph.D., District Superintendent
Employee Organizations:	Riverside City Teachers Association
	California School Employees Association
	Management, Confidential, and Supervisory Employees
	Superintendent, Deputy and Assistant Superintendents

3. Consideration of Public Employee Appointment Pursuant to Government Code Section 54957.6

Title: Middle School Principals and Assistant Superintendent

May 6, 2013

4. Consideration of Public Employee Discipline/Dismissal/Release Pursuant to Government Code Section 54957

### **RECONVENE OPEN SESSION**

The Board of Education will convene in Open Session at 5:30 p.m.

### **RIVERSIDE POLYTECHNIC HIGH SCHOOL ARMY JROTC COLOR GUARD PRESENTATION**

#### **PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance to our flag will be led by Rylee Burke, 6<sup>th</sup> grade Benjamin Franklin Elementary School student.

#### **STUDENT PERFORMANCE**

Riverside Polytechnic High School student, Israel Tucker, Pianist, will perform for the Board of Education.

	<u>Oral Report Assigned To</u>	<u>For Board</u>	<u>Page</u>
<b><u>SECTION A – PRESENTATIONS</u></b>			
<b>A.1 Recognition of RUSD’s National History Day – California Team and Alternates</b>	Asst. Supt. Inst. Services (7-12)		1-3
<i>Instructional Services Specialist Barb Libolt will introduce RUSD’s National History Day – California Team and alternates.</i>			
<b>A.2 Recognition of Riverside Unified School District Students Who Qualified for the Destination Imagination Global Finals</b>	Asst. Supt. Inst. Services (K-6)		4
<i>The Board of Education will recognize two Riverside Unified School District Destination Imagination teams. The first team is from the STEM Academy, and the second team is from John F. Kennedy Elementary School. Leader, Anne Guthrie, will be included in the recognition by Mrs. Paredes.</i>			

### **SECTION B – REPORTS BY HIGH SCHOOL REPRESENTATIVES**

<b>B.1 High School Representatives</b>	District Superintendent
<i>Aileen Fletcher – John W. North High School Kendall Morris – Riverside Polytechnic High School Marissa Huston – Ramona High School Michael VanHaaster – Educational Options Center/ Riverside Virtual School</i>	

## **SECTION C – PUBLIC INPUT**

*Public Input provides an opportunity for citizens to make suggestions, identify concerns, or request information about matters affecting the school District for items **NOT on the agenda**. Complaints against employees will normally be heard in Closed Session, and the District's complaint procedure should be followed before discussion with the Board.*

*Individuals or groups who wish to address the Board are requested to fill out a "Request to Address the Board of Education" card located on the table at the back of the Board Room. Comments or presentations should be limited to five minutes or less.*

*Pursuant to the Brown Act, Board of Education members cannot discuss or take action on any item which does not appear on the Consent and Action Calendars of the agenda. The Board of Education may provide a reference to staff or other resources of information, request staff to report back at a subsequent meeting, or direct staff to place an item on a future agenda.*

## **SECTION D – DISTRICT EMPLOYEE GROUP REPORT**

### **D.1 RCTA Presentation by Mr. Tim Martin, President, Riverside City Teachers Association**

District  
Superintendent

*Mr. Tim Martin will report on the activities and accomplishments of the Riverside City Teachers Association (RCTA).*

## **SECTION E – SUBCOMMITTEE REPORTS**

### **E.1 Board Instruction Subcommittee Report**

Mrs. Patricia Lock-Dawson      Report

*The Board of Education will receive a report from the Board Instruction Subcommittee.*

### **E.2 Board Student Activities Subcommittee Report**

Mrs. Allavie      Report

*The Board of Education will receive a report from the Board Student Activities Subcommittee.*

### **E.3 Board Communications Subcommittee Report**

Mrs. Allavie      Report

*The Board of Education will receive a report from the Board Communications Subcommittee.*

## **SECTION F – CONSENT**

Moved\_\_\_\_\_ Seconded\_\_\_\_\_ Vote\_\_\_\_\_

*All items listed under the Consent Calendar are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board request specific items to be removed from the Consent Calendar.*

- |   |                            |         |       |
|---|----------------------------|---------|-------|
| <b>F.1 Minutes of Board Meeting</b>   | District<br>Superintendent | Consent | 5-12  |
| <i>April 13, 2013 – Special Board Meeting<br/>April 15, 2013 – Regular Board Meeting<br/>April 29, 2013 – Special Board Meeting</i>   |                            |         |       |
| <b>F.2 Acceptance of Gifts and Donations to the District</b>  | Deputy Supt.<br>Business   | Consent | 13-14 |
| <i>Individuals and entities may make gifts or donations of usable items or money to the District. Gifts or donations of \$100 or more in value are accepted and acknowledged by the Board of Education.</i> |                            |         |       |
| <b>F.3 Warrant List No. 16</b>  | Deputy Supt.<br>Business   | Consent | 15-24 |
| <i>The payment for the purchase of goods, materials, and services is done in school districts with checks called warrants. Warrant lists are presented to the Board of Education for ratification.</i>      |                            |         |       |
| <b>F.4 Award of Bid for Bid No. 2012/13-08 – Roofing at Various Sites</b>   | Deputy Supt.<br>Business   | Consent | 25-30 |
| <i>This project consists of the re-roofing and re-spraying at various sites.</i>  |                            |         |       |
| <b>F.5 Change Orders</b>  | Deputy Supt.<br>Business   | Consent | 31-91 |
| <b>Approval of Change Order No. 4 – Purchase Order<br/>C6002144 – Bid No. 2011/12-57 – Category 19 – Electrical –<br/>Riverside Polytechnic High School Athletic Facilities Master<br/>Plan</b>             |                            |         |       |
| <i>A change is recommended in the scope of work for the Electrical at the Riverside Polytechnic High School Athletic Facilities Master Plan.</i>  |                            |         |       |



**Approval of Change Order No. 1 – Purchase Order  
C6002147 – Bid No. 2011/12-61 – Category 30 – Multiple  
Trades – Riverside Polytechnic High School Athletic  
Facilities Master Plan**

*A change is recommended in the scope of work for the Multiple Trades at the Riverside Polytechnic High School Athletic Facilities Master Plan.*

**Approval of Change Order No. 5 – Purchase Order  
C6002219 – Bid No. 2011/12-51 – Category 3 – Concrete –  
Riverside Polytechnic High School Athletic Facilities Master  
Plan**

*A change is recommended in the scope of work for Concrete at the Riverside Polytechnic High School Athletic Facilities Master Plan.*

**Approval of Change Order No. 1 – Purchase Order  
C6002222 – Bid No. 2011/12-40 – Category 02 –  
Landscaping - Arlington High School Athletic Facilities  
Master Plan**

*A change is recommended in the scope of work for the Landscaping at the Arlington High School Athletic Facilities Master Plan.*

**Approval of Change Order No. 4 – Purchase Order  
C6002223 – Bid No. 2011/12-41 – Category 3 – Concrete –  
Arlington High School Athletic Facilities Master Plan**

*A change is recommended in the scope of work for the Concrete at the Arlington High School Athletic Facilities Master Plan.*

**Approval of Change Order No. 3 – Purchase Order  
C6002226 – Bid No. 2011/12-47 – Category 30 – Multiple  
Trades – Arlington High School Athletic Facilities Master  
Plan**

*A change is recommended in the scope of work for the Multiple Trades at the Arlington High School Athletic Facilities Master Plan.*

**Approval of Change Order No. 1 – Purchase Order  
C6002359 – Bid No. 2011/12-74 – Category 4 – Landscaping  
– John W. North High School Athletic Facilities Master  
Plan**

*A change is recommended in the scope of work for the Landscaping at the John W. North High School Athletic Facilities Master Plan.*

**Approval of Change Order No. 1 and No. 2 – Purchase Order C6002362 – Bid No. 2011/12-80 – Category 10 – Casework – John W. North High School Athletic Facilities Master Plan**

*A change is recommended in the scope of work for the Casework at the John W. North High School Athletic Facilities Master Plan.*

**Approval of Change Order No. 3 – Purchase Order C6002368 – Bid No. 2011/12-90 – Category 20 – Plumbing – John W. North High School Athletic Facilities Master Plan**

*A change is recommended in the scope of work for the Plumbing at the John W. North High School Athletic Facilities Master Plan.*

**Approval of Change Order No. 2 – Purchase Order C6002369 – Bid No. 2011/12-88 – Category 18 – Specialties – John W. North High School Athletic Facilities Master Plan**

*A change is recommended in the scope of work for the Specialties at the John W. North High School Athletic Facilities Master Plan.*

**Approval of Change Order No. 3 – Purchase Order C6002370 – Bid No. 2011/12-76 – Category 6 – Concrete – John W. North High School Athletic Facilities Master Plan**

*A change is recommended in the scope of work for Concrete at the John W. North High School Athletic Facilities Master Plan.*

**Approval of Change Order No. 3 – Purchase Order C6002371 – Bid No. 2011/12-92 – Category 22 – Electrical – John W. North High School Athletic Facilities Master Plan**

*A change is recommended in the scope of work for the Electrical at the John W. North High School Athletic Facilities Master Plan.*

**Approval of Change Order No. 1 – Purchase Order C6002374 – Bid No. 2011/12-79 – Category 09 – Rough Carpentry – John W. North High School Athletic Facilities Master Plan**

*A change is recommended in the scope of work for the Rough Carpentry at the John W. North High School Athletic Facilities Master Plan.*

**Approval of Change Order No. 1 – Purchase Order C6002415 – Bid No. 2011/12-83 – Category 13 – Drywall and Plaster – John W. North High School Athletic Facilities Master Plan**

*A change is recommended in the scope of work for the Drywall and Plaster at John W. North High School Athletic Facilities Master Plan.*

**F.6 Notices of Completion**

Deputy Supt.  
Business

Consent 92-100

**Notice of Completion – Purchase Order C6002338 – Bid No. 2011/12-68 – UCCAP Category C8 – Concrete Work – Amelia Earhart Middle School Handicap Ramp**

*A Notice of Completion is recommended for the Concrete Work at the Amelia Earhart Middle School Handicap Ramp Replacement.*

**Notice of Completion – Purchase Order C6002351 – Bid No. 2011/12-94 – Category C12 – Asphalt – Benjamin Franklin, Fremont, Hawthorne, John F. Kennedy, Lake Mathews, Mark Twain, Patricia Beatty, Tomás Rivera, William Howard Taft, and Woodcrest Elementary Schools, and Martin Luther King High School**

*A Notice of Completion is recommended for the Asphalt Work at Benjamin Franklin, Fremont, Hawthorne, John F. Kennedy, Lake Mathews, Mark Twain, Patricia Beatty, Tomás Rivera, William Howard Taft, and Woodcrest Elementary Schools, and Martin Luther King High School.*

**Notice of Completion – Purchase Order C6002353 – Bid No. 2011/12-69 – Category C39 – Roofing – Matthew Gage and University Heights Middle Schools, Arlington and Riverside Polytechnic High Schools**

*A Notice of Completion is recommended for the Roofing Work at Matthew Gage and University Heights Middle Schools, Arlington and Riverside Polytechnic High Schools.*

**F.7 Approval of Tentative Agreement Between Riverside Unified School District and Its Employees Represented by the California School Employees Association, Chapter 506**

Deputy Supt.  
Business

Consent 101-110

*It is recommended that the Board of Education approve the Tentative Agreement for employees represented by the California School Employees Association, Chapter 506.*

- |            |  |                          |         |         |
|------------|--|--------------------------|---------|---------|
| <b>F.8</b> | <b>Approval of Tentative Agreements and Memorandum of Understanding Between Riverside Unified School District and Its Employees Represented by the Riverside City Teachers Association</b> | Deputy Supt.<br>Business | Consent | 111-138 |
|------------|--|--------------------------|---------|---------|

*It is recommended that the Board of Education approve the Tentative Agreements and Memorandum of Understanding for employees represented by the Riverside City Teachers Association.*

- |            |   |                          |         |         |
|------------|---|--------------------------|---------|---------|
| <b>F.9</b> | <b>Approval of Furlough Payback Between Riverside Unified School District and Management, Confidential, and Supervisory Employees</b> | Deputy Supt.<br>Business | Consent | 139-140 |
|------------|---|--------------------------|---------|---------|

*It is recommended that the Board of Education approve the Furlough Payback for management, confidential and supervisory employees.*

- |             |   |                          |         |         |
|-------------|---|--------------------------|---------|---------|
| <b>F.10</b> | <b>Approval of Furlough Payback Between Riverside Unified School District and the Superintendent, Deputy and Assistant Superintendents, and Board Members</b> | Deputy Supt.<br>Business | Consent | 141-142 |
|-------------|---|--------------------------|---------|---------|

*It is recommended that the Board of Education approve the Furlough Payback for the Superintendent, Deputy and Assistant Superintendents, and Board Members.*

- |             |  |                          |         |         |
|-------------|--|--------------------------|---------|---------|
| <b>F.11</b> | <b>Investment Report for Quarter Ending March 31, 2013</b> | Deputy Supt.<br>Business | Consent | 143-167 |
|-------------|--|--------------------------|---------|---------|

*A status report on the District's funds and investments may be prepared on a quarterly basis for the Superintendent's and the Board of Education's information.*

- |             |   |                          |         |     |
|-------------|---|--------------------------|---------|-----|
| <b>F.12</b> | <b>Approval of an Individual Membership for the International Ombudsman Association in the Name of Victoria Friedman, District Ombudsperson</b> | Deputy Supt.<br>Business | Consent | 168 |
|-------------|---|--------------------------|---------|-----|

*Approval of this agenda item will authorize payment of an individual membership in the International Ombudsman Association (IOA) in the name of Victoria Friedman.*

- |             |   |   |         |         |
|-------------|---|---|---------|---------|
| <b>F.13</b> | <b>Out-of-State Field Trips</b>   | Asst. Supt.<br>Inst. Services<br>(7-12) | Consent | 169-180 |
|             | <b>Out-of-State Field Trips – Martin Luther King and John W. North High Schools</b> |   |         |         |

*Martin Luther King and John W. North High Schools Science Fair finalists are requesting to travel to Phoenix, Arizona, to participate in the Intel© International Science and Engineering Fair©, May 12 – 16, 2013.*

### **Out-of-State Field Trip – Riverside STEM Academy**

*Riverside STEM Academy will participate in the Global Finals of Destination Imagination in Knoxville, Tennessee.*

#### **F.14 Recommended Actions From the Administrative Hearing Panel and/or the Executive Director, Pupil Services/SELPA and Adoption of the Findings of Fact for All Approved Cases**

Exec. Director  
Pupil Serv./SELPA

Consent

Confidential  
Insert

#### **Cases for Expulsion**

*Consistent with Administrative Regulation #5144.1, principals may suspend students who are in violation of Education Code Section 48900 and Board Policy #5144.1. Certain violations identified in Education Code Section 48915 are of a serious nature that require recommendation to the Board of Education for expulsion.*

*Student Cases: #2012-127, #2012-131*

#### **Cases for Expulsion With a Recommendation for Suspended Expulsion**

*Education Code Section 48917 provides that a student who has been recommended for expulsion may have the expulsion suspended by the Board of Education. The suspended expulsion is valid for the term of the original expulsion order. The student is placed upon school probation, assigned to a school program, and must remain there until the conditions identified in the Rehabilitation Plan are met.*

*Student Cases: 2012-116, #2012-117, #2012-118, #2012-119, #2012-120, #2012-125, #2012-128, #2012-129, #2012-130*

#### **F.15 Certificated Personnel Assignment Order CE 2012/13-16**

Asst. Supt.  
Human Res.

Consent

181-184

*The latest District's management, certificated personnel actions are presented to the Board of Education for approval.*

#### **F.16 Classified/Non-Classified Personnel Assignment Order CL 2012/13-16**

Asst. Supt.  
Human Res.

Consent

185-189

*The latest District's classified personnel actions are presented to the Board of Education for approval.*

## **SECTION G – REPORT/DISCUSSION**

- |            |  |   |        |         |
|------------|--|---|--------|---------|
| <b>G.1</b> | <b>Disclosure of Tentative Agreements Between Riverside Unified School District and Its Employees Represented by the California School Employees Association, Chapter 506</b>  | Deputy Supt.<br>Business                | Report | 190-205 |
|            | <i>This item represents the public disclosure of the terms and conditions, including financial impact, of Tentative Agreements for employees represented by the California School Employees Association, Chapter 506.</i>  |   |        |         |
| <b>G.2</b> | <b>Riverside STEM High School – Update</b>   | Asst. Supt.<br>Inst. Services<br>(7-12) | Report | 206-215 |
|            | <i>Staff will present a brief update on the progress in the expansion of the high school division of the Riverside STEM Academy.</i>   |   |        |         |
| <b>G.3</b> | <b>Overview of Transfers Within the Riverside Unified School District</b>  | Exec. Director<br>Pupil Serv./SELPA     | Report | 216-232 |
|            | <i>This item identifies and explains the different types of transfer options available to parents and students who reside within the geographical boundaries of the Riverside Unified School District, as well as those parents and students from other districts that are interested in attending RUSD schools.</i> |   |        |         |

## **SECTION H – ACTION**

- |            |   |   |        |         |
|------------|---|---|--------|---------|
| <b>H.1</b> | <b>Resolution No. 2012/13-48 – Resolution of the Board of Education of the Riverside Unified School District Approving the Layoff of Classified Personnel</b> | Asst. Supt.<br>Human Res.               | Action | 233-235 |
|            | <i>Staff recommends that the Board of Education adopt Resolution No. 2012/13-48 – Approving the Layoff of Classified Personnel.</i>                           |   |        |         |
|            | Moved_____ Seconded_____ Vote_____  |   |        |         |
| <b>H.2</b> | <b>New High School Course Proposal: STEM Research Methodologies</b>   | Asst. Supt.<br>Inst. Services<br>(7-12) | Action | 236-249 |
|            | <i>New High School Course Proposal: STEM Research Methodologies is being submitted for approval.</i>  |   |        |         |
|            | Moved_____ Seconded_____ Vote_____  |   |        |         |

**H.3 New High School Course Proposals for Three Visual and Performing Arts Courses**

Asst. Supt.  
Inst. Services  
(7-12)

Action 250-294

*Three new high school Visual and Performing Arts (VAPA) Courses are being submitted for approval.*

Moved\_\_\_\_\_ Seconded\_\_\_\_\_ Vote\_\_\_\_\_

**H.4 New High School Course Proposals for Two Mathematics Courses**

Asst. Supt.  
Inst. Services  
(7-12)

Action 295-317

*Two new high school mathematics courses are being submitted for approval.*

Moved\_\_\_\_\_ Seconded\_\_\_\_\_ Vote\_\_\_\_\_

**SECTION I – CONCLUSION**

**I.1 Board Members' Comments**

**I.2 Superintendent's Announcements**

**I.3 Agenda Items for Future Meetings  
Monday, May 20, 2013 – Regular Board Meeting**

**ADJOURNMENT**

The next regular meeting of the Board of Education is scheduled for Monday, May 20, 2013. The meeting will be called to order at 4:30 p.m. in the Board Room at 6735 Magnolia Avenue, Riverside, California. The Board will adjourn to Closed Session from 4:30 to 5:30 p.m., at which time the Board of Education will reconvene in Open Session.

**Board Meeting Agenda**  
May 6, 2013

Topic: Recognition of RUSD's National History Day – California Team and Alternates

Presented by: Mrs. Barbara Libolt, Instructional Specialist  
Instructional Services

Responsible  
Cabinet Member: Dr. William E. Ermert, Assistant Superintendent  
Instructional Services

Type of Item: Presentation

Short Description: Instructional Services Specialist Barb Libolt will introduce RUSD's National History Day – California Team and alternates.

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**DESCRIPTION OF AGENDA ITEM:**

National History Day – California was held April 25-28, 2013 in Sacramento. The 37 winning students represent three elementary schools, three middle schools, and five high schools. The RUSD National History Day – California Team and their teachers will be recognized for their achievement, along with the nine alternates. Additionally, any students who made finals or placed at the state competition will be honored.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** Presentation only.

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**ADDITIONAL MATERIAL:** List of 2013 Riverside Unified School District National History California Team

Attached: Yes



**2013 Riverside Unified School District National History-California Team  
Representing RUSD and Riverside County at National History Day-California,  
April 25-28, 2013, Red Lion Woodlake Hotel, Sacramento**

**Winners**

**Grades 4-5 Individual 2D Display**

- Helin Henstridge (Tomás Rivera Elementary School), The California Gold Rush and the Remaking of America

**Junior Individual Documentary**

- Haley Hocking (Woodcrest Elementary School), Isaac Woodard
- Rachel Priebe (Amelia Earhart Middle School), Indian Boarding Schools

**Junior Group Exhibit**

- Madison Couto and Destiny Salas (Sierra Middle School), Martin Luther King and the 95 Theses

**Junior Individual Website**

- Zherui Xuan (Earhart Middle School), The Irish Potato Famine

**Senior Historical Paper**

- Alexander Armijo (Martin Luther King High School), The Cure of the Century
- Brendon Ragan (John W. North High School), The Wright Brothers

**Senior Individual Documentary**

- Courtney Christiansen (Riverside Polytechnic High School), The Ambush Murders

**Senior Group Documentary**

- Roberto Gutierrez, Selena Howard, and Serena Howard (John W. North High School), From AC to DC: Tesla's Electric Discovery
- Preeank Mazumder, Jennifer Nguyen, and Madison Olsen (Martin Luther King High School), Bayard Rustin: Turning Point for Nonviolence in the Civil Rights Movement
- Shivalia Gowda and Sona Naik (Martin Luther King High School): Turning Point in US History: Brown v Board of Education

**Senior Individual Exhibit**

- Melissa Miulli (Martin Luther King High School), The 1911 Triangle Shirtwaist Factory Fire
- Holly Everson (Martin Luther King High School), The Women Behind the Men, Behind the Guns

**Senior Group Exhibit**

- Lizette Leon and Lorena Orozco (Arlington High School), Mendez v. Westminster
- Graciela Pacheco and Allyson Patton (John W. North High School), The Russo-Japanese War
- Paulina Blanco, Wendy Estrella, Marissa Gomez, Alma Rodriguez (John W. North High School), The New Deal

**Senior Individual Website**

- Alyssa Lucero (Martin Luther King High School), Turning Point: The Arrival of the American Teenager
- Jonathan Opsahi (John W. North High School), The First Human Spaceflight
- Katie Petrillo (Ramona High School), The Tet Offensive

**Senior Group Website:**

- Tiffnie Leveret, Andrea Nuno, and Briana Saldana (Ramona), Women's Suffrage

- Helena Kuzajewski, Ashley Schles, and Kourtney Zorn (Arlington High School), Mendez v. Westminster
  - Catherine Casavita, Alexis Geary, and Katie Rez (Arlington High School), The Space Race
- Senior Individual Performance**
- Melissa Cantrell (Martin Luther King High School), The Triangle Shirtwaist Fire

### **Alternates**

#### **Grades 4-5 Individual 2D Display**

- Allison Bushong (Tomás Rivera Elementary School), Henrietta Lacks: HeLa Cells Change Scientific Research

#### **Junior Historical Paper**

- Elisa Scott (Emerson Elementary School), Brown v. Board of Education

#### **Junior Individual Documentary**

- Aylin Henstridge (Amelia Earhart Middle School), The 16th Amendment

#### **Junior Individual Exhibit**

- Ryan Myers (University Heights Middle School), The Battle of Stalingrad

#### **Junior Group Exhibit**

- Citlali Gonzalez, Jessica Pham, and Angela Ramirez-Chavez (Sierra Middle School), Susan B. Anthony

#### **Junior Group Website**

- Quinn Douhan and Arlene Reynolds (University Heights Middle School), Title IX-She Wants to Play

## Board Meeting Agenda May 6, 2013

Topic:	Recognition of Riverside Unified School District Students Who Qualified for the Destination Imagination Global Finals
Presented by:	Judi Paredes, Assistant Superintendent, Instructional Services
Responsible Cabinet Member:	Judi Paredes, Assistant Superintendent, Instructional Services
Type of Item:	Presentation
Short Description:	The Board of Education will recognize two Riverside Unified School District Destination Imagination teams. The first team is from the STEM Academy, and the second team is from John F. Kennedy Elementary School. Leader, Anne Guthrie, will be included in the recognition by Mrs. Paredes.

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### DESCRIPTION OF AGENDA ITEM:

The Board of Education will recognize these two schools and team members for going to the state finals and then advancing to the Destination Imagination Global Finals which will be May 22-26, 2013 in Knoxville, Tennessee. Destination Imagination is an educational, inquiry-guided, after-school program that teaches students creative and critical thinking skills, teamwork, problem solving and other skills.

Riverside STEM Academy's team entered the Community Service category. Their challenge required them to find a need in the community, create a project to address the need, collaborate with another organization, and create a documentary file. They worked with the city's Keep Riverside Clean and Beautiful for their project. Team members to be recognized are Emily Mendoza, Brianna Navarro, Kolton Schmidt, Alina Girke, Caroline Younglove and Adam McMorris.

John F. Kennedy Elementary School's team created a presentation explaining how wind energy can be used to move kinetic art and they designed and created kinetic art, and integrated wind energy research into the presentation. Team members to be recognized are Grant Pendleton, Kendelle Dixon, Christopher Colmer, Jenna Day, Zachary Heard and Maya Braslaw.

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**FISCAL IMPACT:** None. Recognition only.

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**ADDITIONAL MATERIAL:** None.

UNOFFICIAL

This is an uncorrected copy of Board Minutes. The Minutes do not become official until they are approved by the Board at the next meeting.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
MINUTES OF THE SPECIAL BOARD OF EDUCATION MEETING  
SATURDAY, APRIL 13, 2013  
CHEMAWA MIDDLE SCHOOL, ROOM 503  
8830 MAGNOLIA AVENUE, RIVERSIDE, CALIFORNIA**

**CALL MEETING TO ORDER**

Mrs. Cloud, Board President, called the Special Board meeting to order at 8:09 a.m.

**MEMBERS PRESENT**

Mrs. Gayle Cloud, President; Dr. Charles L. Beaty, Vice President; Mrs. Kathy Y. Allavie, Clerk; Mr. Tom Hunt, Member; and Mrs. Patricia Lock-Dawson, Member.

Also present were District Superintendent Dr. Rick L. Miller, Ms. Gloria Johnston, and staff.

**PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance to our flag was led by Mrs. Lock-Dawson.

**SECTION A – PUBLIC INPUT**

There were no requests to speak to the Board of Education.

**SECTION B – GOVERNANCE TEAM WORKSHOP**

**EXPECTED OUTCOMES:**

- Draft District Vision Statement
- Draft District Mission Statement
- Draft District Core Values
- Draft District Strategic Goals

- B.1 Join Up and Catch Up
- B.2 Agenda Review
- B.3 Draft District Vision Statement
- B.4 Draft District Mission Statement

The Board members took a break from 9:34 to 9:45 a.m.

- B.5 Bio Break
- B.6 Draft District Core Values
- B.7 Preliminary Discussion on Draft District Strategic Goals
- B.8 Plan Next Steps
- B.9 Evaluation

**SECTION C – CONCLUSION**

**C.1 Board Members' – Comments**

Mr. Hunt discussed bullying that has been going on at one of our high schools and his concerns.

**C.2 Superintendent's Announcements**

There were no comments made by Dr. Miller.

**ADJOURNMENT**

Mrs. Cloud adjourned the Public Session at 11:53 p.m.

Kathy Allavie  
Clerk  
Board of Education

UNOFFICIAL

This is an uncorrected copy of Board Minutes. The Minutes do not become official until they are approved by the Board at the next meeting.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION  
MONDAY, APRIL 15, 2013  
BOARD ROOM  
6735 MAGNOLIA AVENUE, RIVERSIDE, CALIFORNIA**

**CALL THE MEETING TO ORDER**

Mrs. Cloud, Board President, called the meeting to order at 5:00 p.m.

**MEMBERS PRESENT**

Mrs. Gayle Cloud, President; Dr. Charles L. Beaty, Vice President; Mrs. Kathy Allavie, Clerk; Mr. Tom Hunt, Member; and Mrs. Patricia Lock-Dawson, Member.

Also present were District Superintendent, Dr. Rick L. Miller, members of the staff, and other interested citizens.

**PUBLIC PARTICIPATION ON CLOSED SESSION MATTERS**

The Board adjourned to Closed Session at 5:00 p.m.

**CLOSED SESSION**

1. Consideration of Pupil Services Matters Pursuant to Education Code Sections 35146 and 48918
2. Conference With Labor Negotiator Pursuant to Government Code Section 54957.6  
District Representative: Rick L. Miller, Ph.D., District Superintendent  
Employee Organizations: Riverside City Teachers Association  
California School Employees Association  
Managers, Confidentials, and Supervisors

**RECONVENE OPEN SESSION**

The Board reconvened in Open Session at 5:34 p.m. Mrs. Cloud announced that no formal action was taken by the Board during Closed Session. The Board members and the audience observed a moment of silence as a mark of respect for the victims of the senseless acts of violence that took place in Boston Massachusetts.

**PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance to our flag was led by Daniela De La Garza, 6<sup>th</sup> grade Liberty Elementary School student.

**GROUP PERFORMANCE**

The Louisa May Alcott Elementary School Choir performed for the Board of Education.

**SECTION A – PRESENTATIONS**

- A.1 Recognition of the Riverside Polytechnic High School Mock Trial Team, Riverside County Mock Trial Champions
- A.2 Recognition of the John W. North High School Boys' and Girls' Basketball Teams
- A.3 American Heart Association – Fit Friendly Company Award

**SECTION B – REPORTS BY HIGH SCHOOL REPRESENTATIVES****B.1 Reports presented by Arlington and Martin Luther King High Schools' Student Board Representatives.****SECTION C – PUBLIC INPUT**

The following individuals spoke to the Board of Education: Ms. Barbara Haskins discussed her concerns related to the Martin Luther King High School Boys' Basketball Team, and Mr. Morris Mendoza thanked the Board and staff members who attended the Casa Blanca Community Advisory Committee meeting and discussed the need for additional school counselors.

**SPECIAL ANNOUNCEMENT**

Riverside County Office of Education Superintendent Mr. Kenn Young announced that Mr. Michael Fine, Deputy Superintendent, Business Services, Governmental Relations, has been chosen as the 2013 Riverside County Classified Administrator of the Year.

The Board took a break from 6:40 to 6:48 p.m.

**SECTION D – DISTRICT EMPLOYEE GROUP REPORTS****D.1 Riverside Council PTA Presentation by Ms. Marilyn Orens, President****D.2 CSEA Presentation by Mr. Richard Carpenter, President, Riverside Unified School District, Chapter #506****SECTION E – SUBCOMMITTEE REPORT****E.1 Board Instruction Subcommittee Report**

The Board of Education received a report from Mrs. Lock-Dawson regarding the Board Instruction Subcommittee.

**SECTION F – CONSENT**

Approval of the Consent Calendar was moved by Mr. Hunt and seconded by Dr. Beaty and unanimously approved by members present. Items in the Consent Calendar have been published with the agenda and copies are on file in the District administrative offices.

**SECTION G – REPORT/DISCUSSION****G.1 Disclosure of Tentative Agreement Between Riverside Unified School District and Its Employees Represented by the California School Employees Association, Chapter 506**

Mr. Michael Fine, Deputy Superintendent, Business Services and Governmental Relations, stated that this item represents the public disclosure of the terms and conditions, including financial impact, of a Tentative Agreement for employees represented by the California School Employees Association, Chapter 506.

**G.2 Disclosure of Tentative Agreement Between Riverside Unified School District and Its Employees Represented by the Riverside City Teachers Association**

Mr. Fine indicated that this item represents the public disclosure of the terms and conditions, including financial impact, of a Tentative Agreement for employees represented by the Riverside City Teachers Association.

## **SECTION H – PUBLIC HEARING**

### **H.1 Public Hearing – Initial Proposal for Negotiations Submitted by the Riverside City Teachers Association With the Riverside Unified School District Board of Education for the 2013-2014 School Year**

Mrs. Cloud opened the public hearing at 7:13 p.m.

Mrs. Susan Mills, Assistant Superintendent, Human Resources, said that the public hearing was being held on the initial proposal for negotiations submitted by the Riverside City Teachers Association (RCTA) with the Riverside Unified School District Board of Education for the 2013-2014 school year.

Mrs. Cloud closed the public hearing at 7:14 p.m.

### **H.2 Public Hearing – Initial Proposal for Negotiations Submitted by the Riverside Unified School District Board of Education With the Riverside City Teachers Association for the 2013-2014 School Year**

Mrs. Cloud opened the public hearing at 7:15 p.m.

Mrs. Mills indicated that a public hearing was being held on the initial proposal for negotiations submitted by the Riverside Unified School District Board of Education with the Riverside City Teachers Association (RCTA) for the 2013-2014 school year.

Mrs. Cloud closed the public hearing at 7:16 p.m.

### **H.3 Public Hearing – Intent to Implement Program Flexibility Provided in February 2009 Budget Act (Tier III Categorical Programs)**

Mrs. Cloud opened the public hearing at 7:18 p.m.

Mr. Fine stated that the Board of Education was holding a public hearing on the District's intent to implement program flexibility provided in the 2009 Budget Act in order to take testimony on Tier III Categorical proposed transfers, proposed uses of funding and proposed program closings.

Mrs. Cloud closed the public hearing at 7:19 p.m.

## **SECTION I – ACTION**

### **Fremont Elementary and Andrew Jackson Elementary Schools 2013-14 Restructuring/Alternative Governance Plans**

Mrs. Judi Paredes, Assistant Superintendent, Instructional Services K-6, introduced, Ms. Patti Popovich, Principal, Fremont Elementary School, who reviewed the Restructuring/Alternative Governance Plan that has been developed for implementation at their school for the 2013-14 school year.



The item was moved by Mr. Hunt and seconded by Mrs. Allavie and unanimously approved by members present to approve the restructuring plan for Fremont Elementary School as submitted.

Mrs. Judi Paredes introduced Ms. Loretta Houston, Principal, Andrew Jackson Elementary School, who reviewed the Restructuring/Alternative Governance Plan that has been developed for implementation at their school for the 2013-14 school year.

The item was moved by Mrs. Allavie and seconded by Mrs. Lock-Dawson and unanimously approved by members present to approve the restructuring plan for Andrew Jackson Elementary School as submitted.

## **I.2 Approval of Head Start Reapplication for 2013-2014**

Mr. Fine introduced Ms. Gloria Cowder, Director, Program Development and Extended Learning, and Mr. Joseph Nieto, Coordinator, Early Childhood and Family Education, who discussed that the Riverside Unified School District is submitting a reapplication for year one of the three-year cycle for Head Start funding. They reviewed a PowerPoint providing information indicating that the application for federal assistance amounts to \$994,877 funding with a \$248,719 District In-Kind match.

The item was moved by Mr. Hunt and seconded by Dr. Beaty and unanimously approved by members present to approve the 2013 Head Start Reapplication for 2013-2014.

## **SECTION J – CONCLUSION**

### **J.1 Board Members' Comments**

Mrs. Lock-Dawson thanked the Board members for a productive Board Workshop on Saturday, April 13. She reminded Board members that the Special Education Prom is scheduled for May 18, and she provided invitations indicating that the theme is "The Riverside Hoe Down". She mentioned attending the Caesar Chavez Annual Breakfast on Good Friday, and the RUSD Middle School Art Show and County High Schools Art Contest at the Riverside Art Museum. She talked about the Chamber's Business Education Partnership meeting that she attended, as well as Dr. Bill Ermert, Assistant Superintendent, Instructional Services (7-12), where the District's High School Education Academies were presented, and requested that this information be presented to the Board at a future time. She concluded that the Middle School Track Meet is coming up on May 4.

Dr. Beaty talked about his attendance and participation at Highgrove Elementary School's 125<sup>th</sup> Year Anniversary Celebration on March 21, the Mt. Rubidoux "Save the Cross" event, and Amelia Earhart Middle School's Pancake Breakfast. He discussed the uniforms for Andrew Jackson Elementary School and referenced the Chinese students that just visited the District who wore uniforms, as well as their teachers. He mentioned his attendance at the Crystal Apple Awards on March 28, Champions for Justice on April 11, and he encouraged others to attend Space Day at Thomas Jefferson Elementary School on Friday, April 19.

Mr. Hunt thanked Dr. Beaty for his leadership on the Mt. Rubidoux Cross. He discussed how Measure A is going to affect RUSD, and he requested that Mrs. Cloud direct staff to put together a document that makes the Board's position on Measure A known. He mentioned that the first swim meet was held at Riverside Polytechnic High School, and he encouraged Board members to go by and see the facility. Mr. Hunt

noted that Ms. Joanna Hayes has been named in the top 100 athletes of all time by the California Interscholastic Federation (CIF). He discussed his attendance at the Champions for Justice event, and commended our High School Interact Clubs that were recognized that evening. He thanked Mrs. Cheryl Simmons, Director, Secondary Education, for her leadership with the American Heart Association. He voiced his appreciation for the productive Board Workshop on Saturday.

Mrs. Allavie spoke about the Middle School Art Show and said the winners will be announced on Thursday night, and that planned activities will be held on Saturday. She discussed the inequality amongst the middle school art programs, and she said the County High School Art Contest included no RUSD student entrees although RUSD has just as talented students.

Mrs. Cloud thanked Dr. Beaty and others for their participation in the Mt. Rubidoux Cross event. She said the Champions for Justice program including our High School Interact Clubs was remarkable. Mrs. Cloud stated that she visited several elementary schools recently, and she is seeing so much more commitment to help students learn what they need to learn, and the struggling classrooms are engaging the students. She voiced her concern that staff needs to work with SmartRiverside to improve Highgrove Elementary School's infrastructure.

Dr. Beaty stated that everyone as individuals needs to make a commitment to the cause for Measure A as members of the community.

## **J.2 Superintendent's Announcements**

Dr. Miller discussed his attendance at Highgrove Elementary School's 125<sup>th</sup> Anniversary Celebration, the Riverside County Office of Education's State of Education Address on March 21, his visit to the Riverside Community College (RCC) Center for Social Justice and Civil Liberties building, and our visitors from China at John F. Kennedy and Lake Mathews Elementary Schools. In closing, he mentioned last week spending time with the Stuart Foundation and Discovery Education.

## **J.3 Next Board Meeting: May 6, 2013**

### **ADJOURNMENT**

Mrs. Cloud adjourned the Public Session at 9:04 p.m., in memory of Mr. Cecil Green, husband of Mrs. Janet Green, Riverside Community College District (RCCD) Board Vice President, who passed away on April 2; Ramona High School senior, Angel Tellez, and Anastasia Rivera, who were killed during a traffic accident during spring break; and Mrs. Betty Hernandez Ramirez, former teacher for 30 years at Henry W. Longfellow and Bryant Elementary Schools, John W. North High School, and Riverside Adult School.

Kathy Allavie  
Clerk  
Board of Education

This is an uncorrected copy of Board Minutes. The Minutes do not become official until they are approved by the Board at the next meeting.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
MINUTES OF THE SPECIAL BOARD OF EDUCATION MEETING  
MONDAY, APRIL 29, 2013  
RIVERSIDE POLYTECHNIC HIGH SCHOOL, AQUATIC FACILITY  
5450 VICTORIA AVENUE, RIVERSIDE, CALIFORNIA**

**CALL MEETING TO ORDER**

Mrs. Cloud, Board President, called the Special Board meeting to order at 1:00 p.m..

**MEMBERS PRESENT**

Mrs. Gayle Cloud, President; Dr. Charles L. Beaty, Vice President; Mrs. Kathy Y. Allavie, Clerk; Mr. Tom Hunt, Member; and Mrs. Patricia Lock-Dawson, Member.

Also present were District Superintendent Dr. Rick L. Miller; Dr. Kirk Lewis, Assistant Superintendent, Operations; and Mr. Kevin Hauser, Assistant Director, Facilities Operations.

**SECTION A – PUBLIC INPUT**

There were no requests to speak to the Board of Education.

**SECTION B – REPORT/DISCUSSION**

**B.1 Tour of Riverside Polytechnic High School Aquatics Facility**

Operations Division staff conducted an informational tour of the Riverside Polytechnic High School Aquatics Facility.

**SECTION C – CONCLUSION**

**C.1 Board Members' – Comments**

There were no comments made by Board members.

**C.2 Superintendent's Announcements**

There were no comments made by Dr. Miller.

**ADJOURNMENT**

Mrs. Cloud adjourned the Public Session at 1:45 p.m.

Kathy Allavie  
Clerk  
Board of Education

## **Riverside Unified School District**

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### **Board Meeting Agenda May 6, 2013**

Topic: Acceptance of Gifts and Donations to the District

Presented by: Donna Manson, Account Clerk, Business Services

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: Individuals and entities may make gifts or donations of usable items or money to the District. Gifts or donations of \$100 or more in value are accepted and acknowledged by the Board of Education.

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#### **DESCRIPTION OF AGENDA ITEM:**

The District has received the following gifts and donations:

- Arlington High School received the following for their 2<sup>nd</sup> Annual Educational Parent Summit:
  - \$1,000.00 from the Riverside Community Health Foundation
  - \$500.00 from the Arlington Business Partnership
- Bryant Elementary School received \$250.00 from Allen and Nuria Harralson for the 6th Grade Science Camp.
- Castle View Elementary School received the following:
  - \$2,300.78 from their Parent Teacher Organization for field trip transportation
  - \$1,000.00 from the Riverside Optimists Youth Club
- Chemawa Elementary School received \$100.00 from City of Riverside, Mayor Rusty Bailey, for Team Houston's trip to the Johnson Space Center.
- Benjamin Franklin Elementary School received \$1,496.93 from their Parent Teacher Organization for paper and toner.

- John W. North High School received the following:
  - \$530.00 from Riverside HUA XIA Chinese School for the Edmund Fund
  - \$5,000.00 from Riverside Police Foundation for the Legal and Protective Services Academy (LAPS)

Values are set by donor, and the District has not conducted any independent assessment as to the actual value of the gifted donated item. Inclusion of the value on this report is for information only and does not represent an affirmation of the value.

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**FISCAL IMPACT:** \$12,540.60

**RECOMMENDATION:** It is recommended that the Board of Education accept the above gifts and donations.

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**ADDITIONAL MATERIAL:** None

**Board Meeting Agenda  
May 6, 2013**

Topic: Warrant List No.16

Presented by: Liz O'Donnell, Account Clerk, Business Services

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent Business Services and Governmental Relations

Type of Item: Consent

Short Description: The payment for the purchase of goods, materials, and services is done in school districts with checks called warrants. Warrant lists are presented to the Board of Education for ratification.

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**DESCRIPTION OF AGENDA ITEM:**

B-Warrants in excess of \$2,000 issued since last period. Invoices for the claims have been checked and audited by the Business Office. Warrants for the claims have been prepared.

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**FISCAL IMPACT:** \$ 11,027,682.73

**RECOMMENDATION:** It is recommended that the Board approve the warrants.

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**ADDITIONAL MATERIAL:** Warrant List No. 16

Attached: Yes

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**Commercial Warrant Listing 2012 - 2013**

March 18, 2013 THRU April 12, 2013

B-Warrants In Excess of \$1,999.00 Issued Since Last Period

Claim	Date	Fund	Warrant	Vendor Name	Claim Amount
<b><u>GENERAL FUND UNRESTRICTED 03</u></b>					
209073	03/18/2013	03	14464122	FAGEN FRIEDMAN & FULFROST, LLP	\$38,670.00
209082	03/18/2013	03	14464131	AT&T	\$51,085.86
209158	03/19/2013	03	14465290	PEDERSEN, PHD, JOHN E.	\$4,000.00
209160	03/19/2013	03	14465292	PARADISE GROWERS	\$3,002.99
209212	03/20/2013	03	14467149	CENERGISTIC, INC.	\$73,440.00
209256	03/20/2013	03	14467192	APPLE COMPUTER INC-AUSTIN	\$2,700.72
209278	03/20/2013	03	14467214	WESTERN MUNICIPAL WATER DISTRICT	\$2,323.73
209292	03/20/2013	03	14467228	RIVERSIDE, CITY OF	\$16,380.76
209334	03/21/2013	03	14467712	WAXIE SANITARY SUPPLY	\$13,324.67
209357	03/21/2013	03	14467735	PACIFIC FUND RAISERS	\$3,178.80
209361	03/21/2013	03	14467739	POLY HIGH SCHOOL ASB	\$4,321.75
209395	03/21/2013	03	14467773	ALTURA CREDIT UNION	\$9,678.97
209425	03/22/2013	03	14469346	ART FOR THE SKY	\$2,200.00
209435	03/22/2013	03	14469356	SPICERS PAPER	\$3,294.42
209444	03/22/2013	03	14469365	RUSD REVOLVING FUND	\$12,483.97
209494	03/25/2013	03	14469538	BEAR COM	\$3,909.11
209497	03/25/2013	03	14469541	BEAR COM	\$2,251.51
209534	03/25/2013	03	14469578	AGUA MANSA MRF, LLC	\$9,773.08
209554	03/25/2013	03	14469598	RELIABLE OFFICE SOLUTIONS	\$2,272.34
209577	03/26/2013	03	14470503	THE GAS COMPANY	\$4,526.94
209585	03/26/2013	03	14470511	SOUTHWEST SCHOOL SUPPLY	\$3,600.72
209586	03/26/2013	03	14470512	SOUTHWEST SCHOOL SUPPLY	\$2,242.08
209591	03/26/2013	03	14470517	PATHFINDER RANCH	\$15,248.00
209619	03/27/2013	03	14472166	APPLE COMPUTER INC-AUSTIN	\$6,728.73
209621	03/27/2013	03	14472168	APPLE COMPUTER INC-AUSTIN	\$4,417.57
209629	03/27/2013	03	14472176	STUDENT TRANSPORTATION OF AMERICA	\$5,612.76
209630	03/27/2013	03	14472177	STUDENT TRANSPORTATION OF AMERICA	\$6,138.00
209631	03/27/2013	03	14472178	STUDENT TRANSPORTATION OF AMERICA	\$30,659.55
209633	03/27/2013	03	14472180	STUDENT TRANSPORTATION OF AMERICA	\$52,390.50
209650	03/27/2013	03	14472196	FAGEN FRIEDMAN & FULFROST, LLP	\$9,677.00
209666	03/27/2013	03	14472212	PACIFIC FUND RAISERS	\$8,693.45
209708	03/28/2013	03	14473795	SCHOOL HEALTH SERVICES REGISTRY	\$8,775.48
209710	03/28/2013	03	14473797	SAN DIEGO COUNTY SCHOOLS VOLUNTARY	\$42,253.95
209744	03/28/2013	03	14473831	AT&T	\$13,494.68
209768	03/29/2013	03	14474284	AT&T MOBILITY	\$6,659.11
209789	03/29/2013	03	14474305	ARCH TECHNOLOGY SOLUTIONS LLC	\$19,039.49
209808	03/29/2013	03	14474324	SAN BERNARDINO CO SUPT OF SCH	\$2,800.00
209814	03/29/2013	03	14474330	SAN BERNARDINO CO SUPT OF SCH	\$2,100.00
209818	03/29/2013	03	14474334	SAN BERNARDINO CO SUPT OF SCH	\$2,400.00

209819	03/29/2013	03	14474335	SAN BERNARDINO CO SUPT OF SCH	\$4,500.00
209821	03/29/2013	03	14474337	SAN BERNARDINO CO SUPT OF SCH	\$2,800.00
209822	03/29/2013	03	14474338	SAN BERNARDINO CO SUPT OF SCH	\$2,800.00
209850	04/01/2013	03	14475164	RIDDELL/ ALL AMERICAN SPORTS GROUP	\$6,008.35
209854	04/01/2013	03	14475168	RIVERSIDE GATEWAY TO COLLEGE	\$11,335.93
209864	04/02/2013	03	14475447	STATE OF CA/DEPT. JUSTICE	\$3,932.00
209868	04/02/2013	03	14475451	CR&R INC.	\$6,742.72
209869	04/02/2013	03	14475452	PEDERSEN, PHD, JOHN E.	\$4,000.00
209896	04/02/2013	03	14475478	BB&T INSURANCE SERVICES OF CALIFORNI	\$5,000.00
209927	04/03/2013	03	14477518	WEST COAST ARBORISTS, INC.	\$3,625.00
209989	04/08/2013	03	14479407	MICROSOFT CORPORATION	\$65,912.00
209996	04/08/2013	03	14479414	SOUTHERN CALIFORNIA EDISON CO	\$15,401.84
209998	04/08/2013	03	14479416	WESTERN MUNICIPAL WATER DISTRICT	\$2,848.16
209999	04/08/2013	03	14479417	WESTERN MUNICIPAL WATER DISTRICT	\$4,019.68
210000	04/08/2013	03	14479418	WESTERN MUNICIPAL WATER DISTRICT	\$2,776.99
210001	04/08/2013	03	14479419	WESTERN MUNICIPAL WATER DISTRICT	\$2,708.82
210011	04/08/2013	03	14479429	REACH LEADERSHIP ACADEMY	\$3,012.47
210025	04/09/2013	03	14480767	ULTIMATE IMAGING PRODUCTS, LLC	\$2,158.27
210039	04/09/2013	03	14480781	IPMTECH PEST MANAGEMENT	\$2,590.00
210056	04/09/2013	03	14480798	MEDINA PEST CONTROL	\$3,590.00
210084	04/10/2013	03	14481944	THE GAS COMPANY	\$5,745.67
210090	04/10/2013	03	14481950	WESTERN MUNICIPAL WATER DISTRICT	\$2,174.30
210098	04/10/2013	03	14481958	AREY JONES EDUCATIONAL SOLUTIONS	\$2,805.63
210129	04/10/2013	03	14481988	STUDENT TRANSPORTATION OF AMERICA	\$9,560.70
210130	04/10/2013	03	14481989	STUDENT TRANSPORTATION OF AMERICA	\$26,187.17
210131	04/10/2013	03	14481990	STUDENT TRANSPORTATION OF AMERICA	\$51,382.01
210194	04/11/2013	03	14482898	M & M COLLISON CENTER	\$14,903.40
210199	04/11/2013	03	14482903	WAXIE SANITARY SUPPLY	\$4,255.30
210236	04/11/2013	03	14482939	ACHIEVEMENT EQUITY, INC.	\$2,000.00
210241	04/11/2013	03	14482944	BEST BUY GOV LLC	\$7,424.51
210244	04/11/2013	03	14482947	BEST BUY GOV LLC	\$5,891.78
210257	04/11/2013	03	14482960	ZUMASYS, INC.	\$84,005.69
210265	04/11/2013	03	14482968	KMBS C/O BURTRONICS BUSINESS SYSTEM	\$16,736.25
210266	04/11/2013	03	14482969	KMBS C/O BURTRONICS BUSINESS SYSTEM	\$16,736.25
210267	04/11/2013	03	14482970	KMBS C/O BURTRONICS BUSINESS SYSTEM	\$16,736.25
210279	04/11/2013	03	14482982	COPYLITE INC	\$6,517.50
210286	04/12/2013	03	14484150	WESTERN MUNICIPAL WATER DISTRICT	\$2,427.57
210292	04/12/2013	03	14484156	AGUA MANSA MRF, LLC	\$12,519.48
210300	04/12/2013	03	14484164	CANON BUSINESS SOLUTIONS, INC., WEST	\$3,075.00
210302	04/12/2013	03	14484166	BEAR COM	\$2,967.97
210316	04/12/2013	03	14484180	THE BODINE GROUP	\$7,806.17
210324	04/12/2013	03	14484188	CENERGISTIC, INC.	\$73,440.00
210345	04/12/2013	03	14484209	CELL BUSINESS EQUIPMENT	\$2,080.15
210370	04/12/2013	03	14484234	WESTERN MUNICIPAL WATER DISTRICT	\$2,157.11
<b>TOTAL FOR FUND 03</b>					<b>\$1,041,048.78</b>



**GENERAL FUND RESTRICTED 06**

209076	03/18/2013	06	14464125	LEARNING A-Z	\$7,796.70
209081	03/18/2013	06	14464130	CAMP HIGHLAND OUTDOOR SCIENCE SCHO	\$30,555.00
209142	03/19/2013	06	14465274	SOUTHERN BLEACHER CONSTRUCTION CO.	\$516,861.75
209144	03/19/2013	06	14465276	CDW-G	\$7,207.20
209148	03/19/2013	06	14465280	CCS PRESENTATION SYS	\$2,970.01
209155	03/19/2013	06	14465287	OXFORD TUTORING, INC.	\$20,434.43
209156	03/19/2013	06	14465288	1-ON-1 LEARNING WITH LAPTOPS	\$94,954.74
209157	03/19/2013	06	14465289	MILESTONES FAMILY LEARNING CENTER	\$4,179.44
209173	03/19/2013	06	14465305	APPLIED BEHAVIOR CONSULTANTS, INC.	\$7,168.50
209174	03/19/2013	06	14465306	APPLIED BEHAVIOR CONSULTANTS, INC.	\$6,045.10
209175	03/19/2013	06	14465307	APPLIED BEHAVIOR CONSULTANTS, INC.	\$5,507.62
209214	03/20/2013	06	14467151	BARRETT ROBINSON	\$2,099.99
209216	03/20/2013	06	14467153	AAVANZA	\$3,680.16
209217	03/20/2013	06	14467154	CODY EDUCATIONAL ENTERPRISES, INC.	\$14,821.33
209218	03/20/2013	06	14467155	BRIGHT FUTURES ACADEMY LLC	\$61,871.94
209222	03/20/2013	06	14467159	CATAPULT LEARNING WEST, LLC	\$19,769.13
209233	03/20/2013	06	14467170	A BETTER TOMORROW EDUCATION	\$4,899.82
209234	03/20/2013	06	14467171	NAFTALI, TIMOTHY J.	\$2,000.00
209235	03/20/2013	06	14467172	APRENDE!	\$5,469.44
209236	03/20/2013	06	14467173	ACADEMIC TUTORING SERVICE	\$22,362.60
209237	03/20/2013	06	14467174	ABLE ACADEMICS, LLC	\$2,745.00
209238	03/20/2013	06	14467175	LEADING EDGE LEARNING CENTER	\$3,115.50
209250	03/20/2013	06	14467186	RUSSO, FLECK AND ASSOCIATES	\$86,509.04
209254	03/20/2013	06	14467190	SOMERSET EDUCATIONAL SERVICES INC.	\$35,096.22
209257	03/20/2013	06	14467193	RIVERSIDE CO.DEPT. OF MENTAL HEALTH	\$8,215.60
209273	03/20/2013	06	14467209	STARTING GATE EDUCATIONAL SERVICES	\$166,968.79
209284	03/20/2013	06	14467220	SOCO GROUP, INC.	\$45,155.04
209336	03/21/2013	06	14467714	PROFESSIONAL TUTORS OF AMERICA	\$3,077.00
209337	03/21/2013	06	14467715	SURE PREP LEARNING, LLC.	\$7,464.44
209371	03/21/2013	06	14467749	SAN BERNARDINO CO SUPT OF SCH	\$3,480.00
209382	03/21/2013	06	14467760	RIVER CITY TESTING	\$5,852.78
209461	03/22/2013	06	14469382	ASSOCIATED POWER, INC.	\$45,511.22
209467	03/25/2013	06	14469511	OMNI SHOREHAM HOTEL	\$9,684.90
209471	03/25/2013	06	14469515	COYNE & ASSOCIATES EDUCATION CORP.	\$33,237.94
209472	03/25/2013	06	14469516	AUTISM BEHAVIOR CONSULTANTS	\$31,232.85
209473	03/25/2013	06	14469517	CAROLYN E. WYLIE CENTER	\$3,655.00
209536	03/25/2013	06	14469580	YOUR TRAVEL CENTER INC.	\$3,599.70
209588	03/26/2013	06	14470514	PSYCHOLOGICAL CORP/NCS PEARSON, INC	\$2,576.40
209599	03/27/2013	06	14472146	HARRIS, DENNIS L.	\$2,000.00
209611	03/27/2013	06	14472158	MIND STREAMS, LLC	\$2,280.00
209668	03/27/2013	06	14472214	ALTERNATIVES UNLIMITED, INC.	\$9,241.18
209712	03/28/2013	06	14473799	SOCO GROUP, INC.	\$18,868.84
209713	03/28/2013	06	14473800	RIVERSIDE COUNTY OFFICE OF ED.	\$14,950.00
209724	03/28/2013	06	14473811	SOCIAL THINKING PUBLISHING	\$2,412.47
209735	03/28/2013	06	14473822	ALL CITY MANAGEMENT SERVICES, INC.	\$3,096.00
209764	03/29/2013	06	14474280	OXFORD TUTORING, INC.	\$16,958.86

209765	03/29/2013	06	14474281	APPLE COMPUTER INC-AUSTIN	\$5,982.50
209767	03/29/2013	06	14474283	AREY JONES EDUCATIONAL SOLUTIONS	\$8,455.14
209871	04/02/2013	06	14475454	PROPEL BY A PLUS, LLC	\$8,265.00
209881	04/02/2013	06	14475463	ACADEMIC THERAPY PUBLICATIONS	\$2,948.43
209887	04/02/2013	06	14475469	VISTA ENVIRONMENTAL CONSULTING, INC.	\$2,200.00
209894	04/02/2013	06	14475476	PRINCETON TECHNOLOGY, INC	\$3,582.68
209901	04/03/2013	06	14477492	APRENDE!	\$3,091.11
209902	04/03/2013	06	14477493	ACADEMIC TUTORING SERVICE	\$7,059.60
209903	04/03/2013	06	14477494	ACADEMIC ADVANTAGE	\$4,075.37
209905	04/03/2013	06	14477496	ALPHA LEARNING CENTER	\$4,262.50
209910	04/03/2013	06	14477501	NATIONAL GEOGRAPHIC	\$2,004.75
209938	04/04/2013	06	14477812	CARDINAL ENVIRONMENTAL-USE #03621	\$4,000.00
209941	04/04/2013	06	14477815	CAL TRACK RECONDITIONING INC.	\$2,298.60
209942	04/04/2013	06	14477816	WILD BILL'S SPRAY EQUIPMENT	\$3,078.00
209946	04/04/2013	06	14477820	BLACK HISTORY MONTH COMMITTEE OF RIV	\$2,500.00
209990	04/08/2013	06	14479408	NAPA AUTO PARTS	\$2,021.29
209994	04/08/2013	06	14479412	! # 1 TOUCH-SCREEN TABLET COMPUTER TI	\$2,267.50
210002	04/08/2013	06	14479420	1-ON-1 LEARNING WITH LAPTOPS	\$40,284.00
210010	04/08/2013	06	14479428	LOWER EAST SIDE TENEMENT MUSEUM	\$2,400.00
210030	04/09/2013	06	14480772	FAMILY SERVICE ASSOCIATION	\$111,932.76
210038	04/09/2013	06	14480780	HYATT	\$8,114.12
210054	04/09/2013	06	14480796	LATINO FAMILY LITERACY PROJECT	\$5,038.00
210058	04/09/2013	06	14480800	WATERLINE TECHNOLOGIES, INC.	\$2,607.36
210059	04/09/2013	06	14480801	WATERLINE TECHNOLOGIES, INC.	\$2,072.72
210073	04/09/2013	06	14480815	PRO ED	\$5,052.60
210095	04/10/2013	06	14481955	AREY JONES EDUCATIONAL SOLUTIONS	\$3,086.65
210132	04/10/2013	06	14481991	SOCO GROUP, INC.	\$14,323.90
210135	04/10/2013	06	14481994	PRAXAIR	\$2,494.46
210178	04/11/2013	06	14482882	EMPIRE MOWERS, INC.	\$3,431.94
210195	04/11/2013	06	14482899	M & M COLLISON CENTER	\$2,999.49
210229	04/11/2013	06	14482932	SOUTHERN BLEACHER CONSTRUCTION CO.	\$240,208.25
210240	04/11/2013	06	14482943	SURE PREP LEARNING, LLC.	\$14,161.64
210243	04/11/2013	06	14482946	UCR REGENTS	\$11,667.00
210269	04/11/2013	06	14482972	SIEMENS INDUSTRY, INC.	\$5,756.28
210288	04/12/2013	06	14484152	RIVERSIDE PUBLISHING CO.	\$2,076.03
210289	04/12/2013	06	14484153	KNORR SYSTEMS INC.	\$30,831.80
210294	04/12/2013	06	14484158	APOLLO WOOD RECOVERY, INC.	\$3,640.68
210313	04/12/2013	06	14484177	AAA ELECTRIC MOTOR SALES	\$2,808.00
210317	04/12/2013	06	14484181	BRICKLEY ENVIROMENTAL	\$3,900.00
210321	04/12/2013	06	14484185	BRAIN HURRICANE, LLC	\$21,090.00
210331	04/12/2013	06	14484195	NEFF CONSTRUCTION, INC.	\$64,826.10
210333	04/12/2013	06	14484197	RIVER CITY TESTING	\$2,802.01

**TOTAL FOR FUND 06 \$2,083,337.93**

**ADULT EDUCATION FUND 11**

209152	03/19/2013	11	14465284	MEDINA PEST CONTROL	\$4,800.00
209727	03/28/2013	11	14473814	CENGAGE LEARNING	\$3,405.20
210093	04/10/2013	11	14481953	AREY JONES EDUCATIONAL SOLUTIONS	\$20,133.45

**TOTAL FOR FUND 11 \$28,338.65**

**CAFETERIA SPECIAL REVENUE FUND**

209108	03/18/2013	13	14464157	HOLLANDIA DAIRY	\$43,047.14
209110	03/18/2013	13	14464159	DEMATTEO'S PIZZA	\$4,424.00
209153	03/19/2013	13	14465285	HMC ARCHITECTS	\$7,865.00
209171	03/19/2013	13	14465303	AREY JONES EDUCATIONAL SOLUTIONS	\$4,544.60
209177	03/19/2013	13	14465309	DEMATTEO'S PIZZA	\$4,402.00
209178	03/19/2013	13	14465310	DEMATTEO'S PIZZA	\$4,040.00
209299	03/20/2013	13	14467235	P & R PAPER SUPPLY	\$10,080.15
209303	03/20/2013	13	14467239	GOLD STAR FOODS, INC.	\$30,114.87
209309	03/20/2013	13	14467245	GOLD STAR FOODS, INC.	\$20,798.65
209313	03/20/2013	13	14467249	GOLD STAR FOODS, INC.	\$18,987.83
209356	03/21/2013	13	14467734	HOLLANDIA DAIRY	\$43,840.85
209358	03/21/2013	13	14467736	MAJOR CLEANUP INC	\$2,634.63
209365	03/21/2013	13	14467743	US FOODS, INC.	\$6,620.71
209525	03/25/2013	13	14469569	FAIRLIGHT BAKERY, INC.	\$7,957.60
209609	03/27/2013	13	14472156	HMC ARCHITECTS	\$3,932.50
209651	03/27/2013	13	14472197	DICK AND JANE BAKING CO., LLC	\$4,569.60
209652	03/27/2013	13	14472198	DJ CO-OPS	\$6,045.55
209655	03/27/2013	13	14472201	SUNRISE PRODUCE COMPANY	\$17,731.97
209664	03/27/2013	13	14472210	SUNRISE PRODUCE COMPANY	\$13,441.25
209676	03/27/2013	13	14472222	SUNRISE PRODUCE COMPANY	\$25,719.62
209737	03/28/2013	13	14473824	DICK AND JANE BAKING CO., LLC	\$2,448.00
209740	03/28/2013	13	14473827	SUNRISE PRODUCE COMPANY	\$24,916.68
209786	03/29/2013	13	14474302	AMERICAN PAPER AND PLASTICS, INC.	\$2,376.19
209788	03/29/2013	13	14474304	FRESH START BAKERIES NORTH AMERICA	\$3,710.00
209790	03/29/2013	13	14474306	I & R TRAILER & LIFT GATE SERVICE	\$4,259.00
209795	03/29/2013	13	14474311	P & R PAPER SUPPLY	\$12,381.18
209797	03/29/2013	13	14474313	P & R PAPER SUPPLY	\$18,684.70
209799	03/29/2013	13	14474315	P & R PAPER SUPPLY	\$4,205.32
209800	03/29/2013	13	14474316	P & R PAPER SUPPLY	\$7,701.08
209809	03/29/2013	13	14474325	SYSCO LOS ANGELES, INC.	\$2,177.41
209815	03/29/2013	13	14474331	SYSCO LOS ANGELES, INC.	\$3,533.65
209823	03/29/2013	13	14474339	SYSCO LOS ANGELES, INC.	\$4,189.49
209824	03/29/2013	13	14474340	SYSCO LOS ANGELES, INC.	\$3,192.36
209826	03/29/2013	13	14474342	GOLD STAR FOODS, INC.	\$10,943.45
209827	03/29/2013	13	14474343	GOLD STAR FOODS, INC.	\$25,720.64
209828	03/29/2013	13	14474344	GOLD STAR FOODS, INC.	\$2,232.00
209829	03/29/2013	13	14474345	GOLD STAR FOODS, INC.	\$2,630.00
209832	04/01/2013	13	14475146	A & R WHOLESALE DISTRIBUTORS INC	\$7,625.22
209838	04/01/2013	13	14475152	A & R WHOLESALE DISTRIBUTORS INC	\$14,114.68
209847	04/01/2013	13	14475161	A & R WHOLESALE DISTRIBUTORS INC	\$19,366.55
209858	04/01/2013	13	14475172	GOLD STAR FOODS, INC.	\$13,647.51
209866	04/02/2013	13	14475449	GOLD STAR FOODS, INC.	\$5,049.15
209867	04/02/2013	13	14475450	GOLD STAR FOODS, INC.	\$8,179.10
209875	04/02/2013	13	14475458	GOLD STAR FOODS, INC.	\$4,675.93
209880	04/02/2013	13	14475462	GOLD STAR FOODS, INC.	\$7,350.66
209893	04/02/2013	13	14475475	GOLD STAR FOODS, INC.	\$3,455.82

209895	04/02/2013	13	14475477	GOLD STAR FOODS, INC.	\$12,043.41
209898	04/02/2013	13	14475480	GOLD STAR FOODS, INC.	\$16,890.16
209906	04/03/2013	13	14477497	GOLD STAR FOODS, INC.	\$6,675.44
209912	04/03/2013	13	14477503	GOLD STAR FOODS, INC.	\$5,423.64
209913	04/03/2013	13	14477504	GOLD STAR FOODS, INC.	\$9,374.92
209914	04/03/2013	13	14477505	GOLD STAR FOODS, INC.	\$12,175.74
209915	04/03/2013	13	14477506	GOLD STAR FOODS, INC.	\$11,912.40
209926	04/03/2013	13	14477517	SUNRISE PRODUCE COMPANY	\$29,004.28
209948	04/04/2013	13	14477822	POWELL, DOUG	\$3,334.00
209951	04/04/2013	13	14477825	KNIGHT, ROBERT C.	\$3,591.00
209952	04/04/2013	13	14477826	P & R PAPER SUPPLY	\$2,712.94
209953	04/04/2013	13	14477827	SUNRISE PRODUCE COMPANY	\$5,869.08
209958	04/05/2013	13	14478343	DICK AND JANE BAKING CO., LLC	\$2,284.80
209964	04/05/2013	13	14478349	P & R PAPER SUPPLY	\$2,568.02
210067	04/09/2013	13	14480809	KNIGHT, ROBERT C.	\$2,130.00
210072	04/09/2013	13	14480814	US FOODS, INC.	\$3,671.07
210105	04/10/2013	13	14481965	DEMATTEO'S PIZZA	\$5,104.00
210108	04/10/2013	13	14481968	DEMATTEO'S PIZZA	\$5,696.00
210114	04/10/2013	13	14481974	DEMATTEO'S PIZZA	\$5,164.00
210122	04/10/2013	13	14481981	DEMATTEO'S PIZZA	\$4,176.00
210151	04/10/2013	13	14482010	FAIRLIGHT BAKERY, INC.	\$7,957.60
210255	04/11/2013	13	14482958	KNIGHT, ROBERT C.	\$3,178.00
210357	04/12/2013	13	14484221	HOLLANDIA DAIRY	\$42,131.45
210381	04/12/2013	13	14484244	HOLLANDIA DAIRY	\$38,979.51
210387	04/12/2013	13	14484250	HOLLANDIA DAIRY	\$4,611.57
<b>TOTAL FOR FUND 13</b>					<b>\$746,223.32</b>
<b><u>DEFERRED MAINTENANCE FUND 14</u></b>					
209327	03/21/2013	14	14467705	FLOOR TECH AMERICA, INC.	\$11,616.57
209470	03/25/2013	14	14469514	COLLINS & AIKMAN FLOORCOVERINGS	\$24,907.21
<b>TOTAL FOR FUND 14</b>					<b>\$36,523.78</b>
<b><u>BUILDING FUND 21</u></b>					
209116	03/19/2013	21	14465248	BOGH ENGINEERING INC.	\$84,848.77
209121	03/19/2013	21	14465253	BOGH ENGINEERING INC.	\$4,465.73
209123	03/19/2013	21	14465255	CALIFORNIA COMMERCIAL POOLS, INC.	\$175,784.44
209125	03/19/2013	21	14465257	CALIFORNIA COMMERCIAL POOLS, INC.	\$9,251.81
209126	03/19/2013	21	14465258	CASTON PLASTERING & DRYWALL	\$53,637.91
209127	03/19/2013	21	14465259	CASTON PLASTERING & DRYWALL	\$2,823.04
209128	03/19/2013	21	14465260	F.E.C. ELECTRIC	\$246,533.12
209129	03/19/2013	21	14465261	F.E.C. ELECTRIC	\$12,975.42
209131	03/19/2013	21	14465263	KINCAID INDUSTRIES, INC.	\$54,520.11
209132	03/19/2013	21	14465264	KINCAID INDUSTRIES, INC.	\$2,869.49
209133	03/19/2013	21	14465265	KRETSCHMAR & SMITH, INC.	\$3,990.00
209135	03/19/2013	21	14465267	WHITEHEAD CONSTRUCTION, INC.	\$49,971.80
209136	03/19/2013	21	14465268	WHITEHEAD CONSTRUCTION, INC.	\$2,630.10
209137	03/19/2013	21	14465269	FRANKLIN MECHANICAL SYSTEMS, INC.	\$22,417.62
209138	03/19/2013	21	14465270	INLAND PACIFIC TILE, INC.	\$7,969.93
209139	03/19/2013	21	14465271	MCKENNA GENERAL ENGINEERING, INC.	\$29,716.00

209140	03/19/2013	21	14465272	PAINTING AND DECOR, LTD	\$6,699.40
209141	03/19/2013	21	14465273	QUEEN CITY GLASS CO.	\$5,557.50
209143	03/19/2013	21	14465275	STOLO CABINETS, INC.	\$28,909.45
209245	03/20/2013	21	14467181	MARINA LANDSCAPE, INC.	\$3,674.21
209246	03/20/2013	21	14467182	RB SHEET METAL, INC,	\$50,779.87
209247	03/20/2013	21	14467183	SOUTHERN CALIFORNIA WEST COAST ELEC	\$39,650.52
209252	03/20/2013	21	14467188	SOUTHWEST GENERAL CONTRACTORS, INC	\$21,277.82
209253	03/20/2013	21	14467189	SOUTHWEST GENERAL CONTRACTORS, INC	\$3,823.75
209255	03/20/2013	21	14467191	SOUTHWEST GENERAL CONTRACTORS, INC	\$94,121.25
209260	03/20/2013	21	14467196	JPI DEVELOPMENT GROUP, INC.	\$10,782.50
209262	03/20/2013	21	14467198	INLAND BUILDING COMPANIES	\$46,195.65
209263	03/20/2013	21	14467199	INLAND BUILDING COMPANIES	\$2,431.35
209264	03/20/2013	21	14467200	WEST-TECH MECHANICAL INC.	\$62,396.00
209266	03/20/2013	21	14467202	WEST-TECH MECHANICAL INC.	\$3,284.00
209267	03/20/2013	21	14467203	SOUTHERN CALIFORNIA LANDSCAPING, INC	\$7,660.80
209268	03/20/2013	21	14467204	C. S. LEGACY CONSTRUCTION, INC.	\$15,770.00
209283	03/20/2013	21	14467219	A. J. FISTES CORPORATION	\$56,503.34
209307	03/20/2013	21	14467243	KCB TOWERS, INC.	\$2,590.56
209308	03/20/2013	21	14467244	F.E.C. ELECTRIC	\$70,860.67
209310	03/20/2013	21	14467246	CALIFORNIA COMMERCIAL POOLS, INC.	\$181,260.00
209311	03/20/2013	21	14467247	UNITED CONTRACTORS	\$100,104.70
209312	03/20/2013	21	14467248	WHITEHEAD CONSTRUCTION, INC.	\$28,656.28
209314	03/20/2013	21	14467250	VERNE PLUMBING, INC.	\$58,939.90
209317	03/20/2013	21	14467253	VERNE PLUMBING, INC.	\$3,102.10
209320	03/20/2013	21	14467256	UNITED CONTRACTORS	\$5,268.67
209321	03/20/2013	21	14467257	CALIFORNIA COMMERCIAL POOLS, INC.	\$9,540.00
209322	03/20/2013	21	14467258	F.E.C. ELECTRIC	\$3,729.51
209378	03/21/2013	21	14467756	TILDEN-COIL CONSTRUCTORS	\$59,418.00
209379	03/21/2013	21	14467757	TILDEN-COIL CONSTRUCTORS	\$32,535.18
209381	03/21/2013	21	14467759	HMC ARCHITECTS	\$3,621.69
209383	03/21/2013	21	14467761	NEFF CONSTRUCTION, INC.	\$14,953.73
209384	03/21/2013	21	14467762	NEFF CONSTRUCTION, INC.	\$13,273.92
209386	03/21/2013	21	14467764	INLAND INSPECTIONS & CONSULTING	\$13,680.00
209390	03/21/2013	21	14467768	INLAND INSPECTIONS & CONSULTING	\$12,910.50
209391	03/21/2013	21	14467769	TILDEN-COIL CONSTRUCTORS	\$5,717.00
209396	03/21/2013	21	14467774	HMC ARCHITECTS	\$9,910.47
209779	03/29/2013	21	14474295	ASTRO TURF, LLC	\$17,053.06
209919	04/03/2013	21	14477510	UNIVERSAL ASPHALT	\$8,390.00
209937	04/04/2013	21	14477811	NEFF CONSTRUCTION, INC.	\$15,468.06
209939	04/04/2013	21	14477813	HMC ARCHITECTS	\$9,479.64
209940	04/04/2013	21	14477814	J. GLENNA CONSTRUCTION INC.	\$5,865.00
210202	04/11/2013	21	14482906	NATURE-TECH LANDSCAPING	\$6,322.81
210204	04/11/2013	21	14482908	INLAND BUILDING COMPANIES	\$30,910.15
210207	04/11/2013	21	14482911	KINCAID INDUSTRIES, INC.	\$42,584.37
210208	04/11/2013	21	14482912	KINCAID INDUSTRIES, INC.	\$2,241.28
210209	04/11/2013	21	14482913	F.E.C. ELECTRIC	\$96,954.90
210210	04/11/2013	21	14482914	F.E.C. ELECTRIC	\$5,102.86
210213	04/11/2013	21	14482916	WHITEHEAD CONSTRUCTION, INC.	\$10,534.46

210214	04/11/2013	21	14482917	KCB TOWERS, INC.	\$17,624.40
210216	04/11/2013	21	14482919	KRETSCHMAR & SMITH, INC.	\$3,807.60
210218	04/11/2013	21	14482921	QUEEN CITY GLASS CO.	\$20,237.05
210219	04/11/2013	21	14482922	WESTBROOK FENCE INC.	\$7,901.02
210220	04/11/2013	21	14482923	STOLO CABINETS, INC.	\$24,727.03
210222	04/11/2013	21	14482925	PARK WEST LANDSCAPE, INC.	\$26,125.00
210223	04/11/2013	21	14482926	FRANKLIN MECHANICAL SYSTEMS, INC.	\$7,676.00
210224	04/11/2013	21	14482927	PAINTING AND DECOR, LTD	\$6,565.41
210226	04/11/2013	21	14482929	UNITED CONTRACTORS	\$15,743.17
210227	04/11/2013	21	14482930	BEST CONTRACTING SERVICES	\$22,538.95
210228	04/11/2013	21	14482931	MCKENNA GENERAL ENGINEERING, INC.	\$2,961.15
210230	04/11/2013	21	14482933	PRO-CRAFT PLUMBING COMPANY INC.	\$2,878.50
210233	04/11/2013	21	14482936	SOUTHERN CALIFORNIA LANDSCAPING, INC	\$20,231.20
210328	04/12/2013	21	14484192	NEFF CONSTRUCTION, INC.	\$13,273.92
210329	04/12/2013	21	14484193	NEFF CONSTRUCTION, INC.	\$25,779.63
210330	04/12/2013	21	14484194	NEFF CONSTRUCTION, INC.	\$95,777.74
210334	04/12/2013	21	14484198	INLAND INSPECTIONS & CONSULTING	\$14,193.00
210375	04/12/2013	21	14484239	CALIFORNIA COMMERCIAL POOLS, INC.	\$72,645.31
210377	04/12/2013	21	14484241	CALIFORNIA COMMERCIAL POOLS, INC.	\$3,823.44
<b>TOTAL FOR FUND 21</b>					<b>\$2,509,411.69</b>
<b><u>CAPITAL FACILITIES FUND 25</u></b>					
209944	04/04/2013	25	14477818	KITTY SIINO AND ASSOCIATES, INC.	\$17,500.00
<b>TOTAL FOR FUND 25</b>					<b>\$17,500.00</b>
<b><u>SPECIAL RESERVE FUND FOR CAPIT</u></b>					
209280	03/20/2013	40	14467216	BRAVO CONSTRUCTION SERVICES, INC.	\$122,103.92
209385	03/21/2013	40	14467763	INLAND INSPECTIONS & CONSULTING	\$14,193.00
209387	03/21/2013	40	14467765	RIVER CITY TESTING	\$3,350.00
209778	03/29/2013	40	14474294	ASTRO TURF, LLC	\$17,053.06
210234	04/11/2013	40	14482937	WB WALTON ELECTRIC	\$6,626.09
210337	04/12/2013	40	14484201	J. GLENNA CONSTRUCTION INC.	\$9,950.00
210339	04/12/2013	40	14484203	RIVER CITY TESTING	\$4,789.88
<b>TOTAL FOR FUND 40</b>					<b>\$178,065.95</b>
<b><u>SELF-INSURANCE FUND 67</u></b>					
209086	03/18/2013	67	14464135	UNION BANK OF CALIFORNIA	\$235,977.63
209589	03/26/2013	67	14470515	UNION BANK OF CALIFORNIA	\$96,036.15
209592	03/26/2013	67	14470518	RUSD WORKER'S COMP TRUST	\$65,675.06
209648	03/27/2013	67	14472194	ALTURA CREDIT UNION	\$5,435.47
209803	03/29/2013	67	14474319	UNION BANK OF CALIFORNIA	\$594,209.43
209971	04/08/2013	67	14479389	SAN DIEGO COUNTY SCHOOLS VOLUNTARY	\$47,766.61
210013	04/08/2013	67	14479431	RUSD WORKER'S COMP TRUST	\$46,049.80
210155	04/10/2013	67	14482014	UNION BANK OF CALIFORNIA	\$5,786.97
<b>TOTAL FOR FUND 67</b>					<b>\$1,096,937.12</b>
<b><u>FOUNDATION PRIVATE-PURPOSE TRI</u></b>					
209833	04/01/2013	73	14475147	YOUR TRAVEL CENTER INC.	\$2,800.00
210273	04/11/2013	73	14482976	CREATIVE COMPETITIONS INC.	\$3,785.00
<b>TOTAL FOR FUND 73</b>					<b>\$6,585.00</b>

**MULTIPLE FUND CODES**

209276	03/20/2013	14467212	ALTURA CREDIT UNION	\$11,210.62
209347	03/21/2013	14467725	OFFICE MAX	\$19,551.96
209348	03/21/2013	14467726	OFFICE MAX	\$8,195.60
209349	03/21/2013	14467727	OFFICE MAX	\$4,259.96
209350	03/21/2013	14467728	OFFICE MAX	\$2,012.61
209636	03/27/2013	14472182	STUDENT TRANSPORTATION OF AMERICA	\$85,150.60
209637	03/27/2013	14472183	STUDENT TRANSPORTATION OF AMERICA	\$170,638.41
209638	03/27/2013	14472184	STUDENT TRANSPORTATION OF AMERICA	\$85,449.16
209682	03/27/2013	14472228	STUDENT TRANSPORTATION OF AMERICA	\$168,929.45
209696	03/28/2013	14473783	WAXIE SANITARY SUPPLY	\$14,548.75
209697	03/28/2013	14473784	OFFICE MAX	\$35,727.88
209698	03/28/2013	14473785	OFFICE MAX	\$11,293.53
209699	03/28/2013	14473786	OFFICE MAX	\$5,617.02
209700	03/28/2013	14473787	OFFICE MAX	\$2,569.73
209753	03/29/2013	14474269	SOUTHERN CALIFORNIA SCHOOLS EMPLOY	\$3,864.56
209754	03/29/2013	14474270	SOUTHERN CALIFORNIA SCHOOLS EMPLOY	\$2,671.82
209954	04/05/2013	14478339	OFFICE MAX	\$11,375.00
209968	04/08/2013	14479386	SAN DIEGO COUNTY SCHOOLS VOLUNTARY	\$867,310.85
209969	04/08/2013	14479387	SAN DIEGO COUNTY SCHOOLS VOLUNTARY	\$512,893.30
209970	04/08/2013	14479388	SAN DIEGO COUNTY SCHOOLS VOLUNTARY	\$87,104.56
209972	04/08/2013	14479390	AMERICAN DENTAL PROF SERVICE	\$8,600.06
209973	04/08/2013	14479391	AMERICAN DENTAL PROF SERVICE	\$6,811.08
209976	04/08/2013	14479394	SOUTHERN CALIFORNIA SCHOOLS EMPLOY	\$112,116.41
209977	04/08/2013	14479395	SOUTHERN CALIFORNIA SCHOOLS EMPLOY	\$55,218.03
209978	04/08/2013	14479396	SOUTHERN CALIFORNIA SCHOOLS EMPLOY	\$13,402.43
209979	04/08/2013	14479397	SOUTHERN CALIFORNIA SCHOOLS EMPLOY	\$30,444.86
209980	04/08/2013	14479398	METROPOLITAN LIFE INSURANCE COMPANY	\$4,835.15
209981	04/08/2013	14479399	METROPOLITAN LIFE INSURANCE COMPANY	\$5,091.99
210099	04/10/2013	14481959	MANNED SPACE FLIGHT EDUCATION FOUNE	\$6,541.20
210100	04/10/2013	14481960	THE GAS COMPANY	\$23,797.58
210121	04/10/2013	14481980	STUDENT TRANSPORTATION OF AMERICA	\$168,514.03
210123	04/10/2013	14481982	STUDENT TRANSPORTATION OF AMERICA	\$84,545.68
210125	04/10/2013	14481984	STUDENT TRANSPORTATION OF AMERICA	\$171,232.08
210128	04/10/2013	14481987	STUDENT TRANSPORTATION OF AMERICA	\$85,127.76
210156	04/11/2013	14482860	PACIFIC EDUCATORS, INC	\$2,619.73
210251	04/11/2013	14482954	OFFICE MAX	\$19,187.36
210252	04/11/2013	14482955	OFFICE MAX	\$4,557.94
210343	04/12/2013	14484207	HMC ARCHITECTS	\$6,387.36
<b>TOTAL FOR VARIOUS FUND CODES</b>				<b>\$2,919,406.10</b>
<b>TOTAL OF WARRANTS OVER \$1,999.00</b>				<b>\$10,663,378.32</b>
<b>TOTAL OF WARRANTS UNDER \$1,999.00</b>				<b>\$364,304.41</b>
<b>GRAND TOTAL OF WARRANTS</b>				<b>\$11,027,682.73</b>

**Board Meeting Agenda  
May 6, 2013**

Topic: Award of Bid for Bid No. 2012/13-08 – Roofing at Various Sites

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: This project consists of the re-roofing and re-spraying at various sites.

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**DESCRIPTION OF AGENDA ITEM:**

Eleven contractors picked up a bid package for Bid No. 2012/13-08 – Roofing at Various Sites Project. On April 16, 2013, seven bids were received. It is recommended that the contract be awarded to Rite Way Roof Corporation the lowest responsive and responsible bidder with the amount of \$242,120.00.

The work to be performed consists of the re-roofing and re-spraying at various sites. Funding for this project is from Deferred Maintenance.

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**FISCAL IMPACT:** Bid value of \$242,120.00 is included in the construction budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education award Bid No. 2012/13-08 – Roofing at Various Sites to Rite Way Roof Corporation for a total amount of \$242,120.00.

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**ADDITIONAL MATERIAL:** Bid Form 2012/13-08

Attached: Yes



ROOFING AT VARIOUS SITES  
BID NUMBER 2012/13-08

**BID FORM**

**TO:** Riverside Unified School District, acting by and through its Governing Board, herein called "DISTRICT."

1. Pursuant to and in compliance with the Notice Inviting Bids and other documents relating thereto, the undersigned bidder, having familiarized himself with the terms of the Contract, the local conditions affecting the performance of the Contract, and the cost of the Work at the place where the Work is to be done, hereby proposes and agrees to perform within the time stipulated, the Contract, including all of its component parts, and everything required to be performed, including its acceptance by the DISTRICT, and to provide and furnish any and all labor, materials, tools, expendable equipment, and utility and transportation services necessary to perform the Contract and complete all of the Work in a workmanlike manner required in connection with the construction of **ROOFING AT VARIOUS SITES, BID NUMBER 2012/13-08** in the DISTRICT described above, all in strict conformance with the drawings and other Contract Documents on file at the Purchasing Office of said DISTRICT for amounts set forth herein.
2. ADDENDA: The undersigned has thoroughly examined any and all Addenda (if any) issued during the bid period and are thoroughly familiar with all contents thereof and acknowledges receipt of the following Addenda: (Bidder to list all addenda).

ADDENDUM No. <u>1</u>	DATE RECEIVED <u>3/20/13</u>
ADDENDUM No. <u>2</u>	DATE RECEIVED <u>4/10/13</u>
ADDENDUM No. <u>3</u>	DATE RECEIVED <u>4/11/13</u>
ADDENDUM No. _____	DATE RECEIVED _____
ADDENDUM No. _____	DATE RECEIVED _____
ADDENDUM No. _____	DATE RECEIVED _____

ROOFING AT VARIOUS SITES  
BID NUMBER 2012/13-08

BIDDERS NAME: Rite-Way Roof Corporation

BASE BID	BID PRICE (IN WRITTEN FORM)	BID PRICE (IN NUMBERS)
HIGHGROVE ES	Fifty two thousand, three hundred eighty dollars	\$52,380
EMERSON ES	Eighty five thousand, one hundred twenty six dollars	\$85,126
LINCOLN HS	Eleven thousand, eight hundred dollars	\$11,800
MADISON ES	Twenty seven thousand dollars	\$27,000
ADAMS ES	Twenty six thousand, eight hundred sixty four dollars	\$26,864
POLY HS	Thirty eight thousand, nine hundred fifty dollars	\$38,950
TOTAL	Two hundred forty two thousand, One hundred twenty dollars	\$242,120

Cost per square foot for replacing broken or water damaged  
Sheathing to match existing type and thickness

\$ 6.00

Cost per square foot for insulation to match existing thickness

\$ 5.50

NOTE:

LOWEST RESPONSIBLE BIDDER SHALL BE BASED ON THE TOTAL PRICE FOR ALL SITES REGARDLESS OF ANY ADDITION ERRORS THAT MAY OCCUR IN THE INDIVIDUAL SITE COST BREAKDOWN. IN THE EVENT OF AMBIGUITY DUE TO A CONFLICT BETWEEN WORDS AND NUMBERS WITH RESPECT TO THE AMOUNT OF THE BID, WORDS SHALL GOVERN OVER NUMBERS.

CRITERIA FOR AWARD:

The award will be based on the total cost of the project; however, due to possible budget constraints or the limited budget of any particular site, the District reserves the right to award or not to award any one or more particular sites.

Low bidder shall be determined based on the Base Bid. After the low bidder has been determined, the DISTRICT may select to award the contract based on the Base Bid and any alternate they select.

Bid Form

ROOFING AT VARIOUS SITES  
BID NUMBER 2012/13-08

TIME FOR COMPLETION: CONTRACTOR shall perform and complete all Work under this Contract within **SEVENTY-FIVE DAYS (75)** Calendar Days, beginning five (5) Calendar Days after the date the Notice of Award is sent by the DISTRICT to the CONTRACTOR. Moreover, CONTRACTOR shall perform its Work in strict accordance with any completion schedule, construction schedule, or project milestones developed pursuant to provisions of the Contract, including but not limited to the Project Schedule located in the Specifications

The DISTRICT may give a Notice to Proceed within ninety (90) days of the Award of the Bid by the DISTRICT. Once the CONTRACTOR has received the Notice to Proceed, the CONTRACTOR shall complete the Work in the time specified in the Agreement.

In the event that the DISTRICT desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that, with reasonable notice to the CONTRACTOR, the DISTRICT may postpone giving the notice to proceed. It is further expressly understood by the CONTRACTOR, that the CONTRACTOR shall not be entitled to any claim of additional compensation as a result of the postponement of giving the notice to proceed.

If the CONTRACTOR believes that a postponement will cause a hardship to it, the CONTRACTOR may terminate the Contract with written notice to the DISTRICT within ten (10) days after receipt by the CONTRACTOR of the DISTRICT's Notice of Postponement. It is further understood by the CONTRACTOR that, in the event that the CONTRACTOR terminates the Contract as a result of postponement by the DISTRICT, the DISTRICT shall only be obligated to pay the CONTRACTOR for Work performed by the CONTRACTOR at the time of notification of postponement. Should the CONTRACTOR terminate the Contract as a result of a notice of postponement, the DISTRICT shall have the authority to award the Contract to the next lowest responsible bidder.

1. It is understood that the DISTRICT reserves the right to reject any or all bids and/or waive any irregularities or informalities in this bid or in the bid process. The CONTRACTOR understands that it may not withdraw this bid for a period of ninety (90) days after the date set for the opening of bids.
2. Attached is bid security in the amount of not less than ten percent (10%) of the bid: \$ 24,212 Bid bond, certified check, cashier's check, or cash. (circle one)
3. The required List of Designated Subcontractors is attached hereto.
4. The required notarized Non-collusion Affidavits for CONTRACTOR and subcontractors is attached hereto.
5. The Substitution Request Form, if applicable, is attached hereto.
6. It is understood and agreed that, if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned after the opening of the bid, and within the time this bid is required to remain open, or at any time thereafter

ROOFING AT VARIOUS SITES  
BID NUMBER 2012/13-08

before this bid is withdrawn, the undersigned will execute and deliver to the DISTRICT a Contract in the form attached hereto in accordance with the bid as accepted, and that he will also furnish and deliver to the DISTRICT the Performance Bond and Payment Bond, all within five (5) calendar days after receipt of notification of award, and that the Work under the Contract shall be commenced by the undersigned bidder, if awarded the Contract, by the start date provided in the DISTRICT's Notice to Proceed, and shall be completed by the CONTRACTOR in the time specified in the Contract Documents.

7. Notice of Award or other correspondence should be addressed to the undersigned at the address stated below.
8. The names of all persons interested in the foregoing proposal as principals are as follows:

Jeff Hughes, President, Secretary, Treasurer  
Rite-Way Roof Corporation 15425 Arrow Route Fontana, Ca 92335

(IMPORTANT NOTICE: If bidder or other interested person is a corporation, state the legal name of such corporation, as well as the names of the president, secretary, treasurer, and manager thereof; if a co-partnership, state the true names of the firm, as well as the names of all individual co-partners comprising the firm; if bidder or other interested person is an individual, state the first and last names in full.)

9. The undersigned bidder shall be licensed and shall provide the following information:

Bidder's California Contractor's

License Number:

License Expiration Date:

Name on License:

Type of License:

Phone:

Fax:

661941  
01/31/2014  
Rite-Way Roof Corporation  
C-39  
909-350-8490  
909-350-8477

If the bidder is a joint venture, each member of the joint venture must include the above information.

1. Time is of the essence regarding this Contract; therefore, in the event the bidder to whom the Notice of Award is given fails or refuses to post the required bonds and return executed copies of the Agreement Form within five (5) calendar days from the date of receiving the Notice of Award, the DISTRICT may declare the bidder's bid deposit or bond forfeited as damages.
2. Pursuant to Government Code Section 4552, in submitting a bid to the DISTRICT, the bidder offers and agrees that if the bid is accepted, it will assign to the DISTRICT all rights, title, and interest in, and to all causes of action it may

ROOFING AT VARIOUS SITES  
BID NUMBER 2012/13-08

have under Section 4 of the Clayton Act (15 U.S.C. § 15) or under the Cartwright Act (Business and Professions Code Sections 16700, et. seq.), arising from the purchase of goods, materials, or services by the bidder for sale to the DISTRICT pursuant to the bid. Such assignment shall be made and become effective at the time the DISTRICT tenders final payment to the bidder.

3. The bidder declares that he/she has carefully examined the location of the proposed Work, that he/she has examined the Plans, General Conditions of the Contract, Special Conditions of the Contract, and Specifications, and read the accompanying Instructions to Bidders, and hereby proposes and agrees, if this proposal is accepted, to furnish all materials and do all Work required to complete the said Work in accordance with the Plans, General Conditions of the Contract, Special Conditions of the Contract, and Specifications, in the time and manner therein prescribed for the unit cost and lump sum amounts set forth in this Bid Form.
4. In the event of ambiguity due to a conflict between words and numbers with respect to the amount of the bid, words shall govern over numbers.
5. The bidder is familiar with Government Code Sections 12650, et. seq., and Penal Code Section 72 and understands that false claims can lead to imprisonment.

I, the below-indicated bidder, declare under penalty of perjury that the information provided and representations made in this bid are true and correct.

Rite-Way Roof Corporation  
Proper Name of Bidder

15425 Arrow Route Fontana, Ca 92335  
Address

By: Jeff Hughes  
PRINT NAME

Date: 4-16-13

Signature of Bidder: 

**NOTE:** If bidder is a corporation, the legal name of the corporation shall be set forth above together with the signature of authorized officers or agents and the document shall bear the corporate seal; if bidder is a partnership, the true name of the firm shall be set forth above, together with the signature of the partner or partners authorized to sign Contracts on behalf of the partnership; and if bidder is an individual, his signature shall be placed above.

All signatures must be made in permanent blue ink

**Board Meeting Agenda  
May 6, 2013**

Topic: Approval of Change Order No. 4 – Purchase Order C6002144 – Bid No. 2011/12-57 – Category 19 – Electrical – Riverside Polytechnic High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Electrical at the Riverside Polytechnic High School Athletic Facilities Master Plan.

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**DESCRIPTION OF AGENDA ITEM:**

On January 17, 2012, the Board of Education approved Bid No. 2011/12-57 – Category 19 – Electrical – Riverside Polytechnic High School Athletic Facilities Master Plan. The bid was awarded to F.E.C. Electric, Inc., and Purchase Order C6002144 was issued in the amount of \$1,113,000.00. Three subsequent change orders were approved for \$54,758.00, bringing the total amount of the purchase order to \$1,167,758.00.

District staff is requesting a change in the scope of work for Change Order No. 4 to (1) provide an electrical panel to the existing maintenance shed near the tennis courts; (2) provide an exposed door contact at the roof hatch on Building M to be monitored by the security system; (3) provide an additional recessed down light over the Building M restroom/locker room doors; and (4) omit removal of poles from the scope of work because the District had already removed them.

Change Order No. 4, in the amount of \$3,216.00, brings the total amount of the purchase order to \$1,170,974.00. Funding for this project is fifty percent (50%) from Measure B; eleven percent (11%) from Redevelopment; and thirty-nine percent (39%) from Special Reserve.

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**FISCAL IMPACT:** Change order value of \$3,216.00 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 4, in the amount of \$3,216.00 to F.E.C. Electric, Inc. – Purchase Order C6002144, bringing the new total amount of the purchase order to \$1,170,974.00.

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**ADDITIONAL MATERIAL:** Request for Change Order No. 4 – Category 19 – Electrical – Riverside Polytechnic High School Athletic Facilities Master Plan.

Attached:      Yes

Distribution to:

OWNER

ARCHITECT

CONTRACTOR

FIELD

IOR

DSA

**PROJECT:** Poly High School Aquatic Center  
5450 Victoria Avenue  
Riverside, CA 92506

**CHANGE ORDER NO: 23-19-4****DATE:** March 5, 2013

**TO:** F.E.C. Electric, Inc.  
720 North Eureka Street  
Redlands, CA 92373

**PROJECT NO: 3152130****DSA APPL # 04-111766****FILE#: 33-H9****You are directed to make the following changes in this Contract:**

Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum.....	\$	1,113,000.00
Net change by previously authorized Change Orders .....	\$	54,758.00
The Contract Sum prior to this Change Order was .....	\$	1,167,758.00
The Contract Sum will be increased by this Change Order .....	\$	3,216.00
The new Contract Sum including this Change Order will be.....	\$	1,170,974.00
The Contract Time will be changed by [0] Days.		
The Date of Completion as of the date of this Change Order therefore is: April 3, 2013		

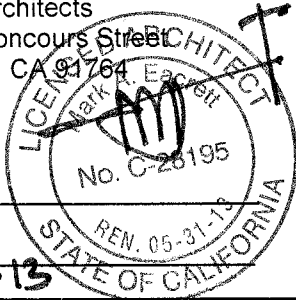
**ARCHITECT**

HMC Architects  
3546 Concourse Street  
Ontario, CA 91764

By \_\_\_\_\_

Date

3.11.13

**CONTRACTOR**

F.E.C. Electric, Inc.  
P.O. Box 77  
Redlands, CA 92373

By \_\_\_\_\_

Date

3-18-13

Authorized:

**OWNER**

Riverside Unified School District  
Post Office Box 2800  
Riverside, CA 92516

By \_\_\_\_\_

Date \_\_\_\_\_

**ITEM CO-23.1:**  
(COR-111-19-15/RFI-73R)

Contractor is to provide add an electrical panel "A" to the existing maintenance shed near tennis courts.

**Justification:**

No electrical panel currently provided in Maintenance shack. Panel is necessary for future electrical tie-ins as well as use for powering electric carts.

**Requested by:**

District

**ADD \$ 4,140.00**

CC:

File N:\Projects\3152 Riverside USD\130\_Poly HS Aquatic Center\12- CO\04. CO\Change Order No. 23-19-04.doc



**ITEM CO-23.2:** Provide an exposed door contact Sentrol 2507 at roof hatch on Building M to be monitored by security system.  
(COR-94-19-12/RFI-211)

**Justification:** District requested roof hatch be monitored by the Security System.

**Requested by:** District  
**ADD \$ 609.00**

**ITEM CO-23.3:** Provide an additional recessed down light in the canopy over the Building M bathroom/locker room doors and space accordingly to miss structural steel and framing.  
(COR-88-19-11/RFI-202)

**Justification:** Unforeseen Field Condition – Light fixture layout conflicts with structural steel placement in the field.

**Requested by:** Architect  
**ADD \$ 599.00**

**ITEM CO-23.3:** **Reference Drawing A0.1 and E-1.0:**  
(COR-20-19-2/IB-07) At varsity baseball field, District has already removed (4) of the (5) field lighting poles that were part of original scope of work for Contractor. In addition, they have cut down the fifth pole to the point of where the electrical panel is at.

Contractor is to remove remaining pole, conduit, conductors, etc from the last pole and provide a credit to District for the work that was completed by District that was originally part of contractor's scope of work.

**Justification:** District removed poles prior to beginning of construction due to safety concerns.

**Requested by:** District  
**DEDUCT (\$ 2,132.00)**

**TOTAL CHANGE ORDER \$ 3,216.00**

**Board Meeting Agenda  
May 6, 2013**

Topic: Approval of Change Order No. 1 – Purchase Order C6002147 – Bid No. 2011/12-61 – Category 30 – Multiple Trades – Riverside Polytechnic High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible  
Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Multiple Trades at the Riverside Polytechnic High School Athletic Facilities Master Plan.

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**DESCRIPTION OF AGENDA ITEM:**

On January 17, 2012, the Board of Education approved Bid No. 2011/12-61 – Category 30 – Multiple Trades – Riverside Polytechnic High School Athletic Facilities Master Plan. The bid was awarded to A. J. Fistes Corporation, and Purchase Order C6002147 was issued in the amount of \$430,000.00.

District staff is requesting a change in the scope of work for Change Order No. 1 to (1) remove from the scope of work the bronze dedication plaque for value engineering; (2) omit approximately 332 square feet of wall insulation above the windows in building M to allow proper flow of air in ceiling attic space to gravity ventilators located on the roof; (3) provide self-closing pass-thru windows at the concession stand of building M to meet Health Department requirements; (4) add Fiberglass Reinforced Panels to the concession stand at building M to meet Health Department requirements; and (5) revise the attic space in Buildings M and N to allow for duct work to be installed within the cavity.

Change Order No. 1, in the amount of \$4,888.07 brings the total amount of the purchase order to \$434,888.07. Funding for this project is fifty percent (50%) from Measure B; eleven percent (11%) from Redevelopment; and thirty-nine percent (39%) from Special Reserve.

---

**FISCAL IMPACT:** Change order value of \$4,888.07 is included in the project budget.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 1, in the amount of \$4,888.07 to A.J. Fistes Corporation – Purchase Order C6002147, bringing the new total amount of the purchase order to \$434,888.07.

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**ADDITIONAL MATERIAL:** Request for Change Order No. 1 – Category 61 – Multiple Trades – Riverside Polytechnic High School Athletic Facilities Master Plan.

Attached:        Yes

Distribution to:

OWNER

ARCHITECT

CONTRACTOR

■  
■  
■

FIELD

IOR

DSA

■  
■  
■

**PROJECT:** Poly High School Aquatic Center  
5450 Victoria Avenue  
Riverside, CA 92506

**CHANGE ORDER NO: 24-30-01****DATE:** March 5, 2013

**TO:** A.J. Fistes Corporation  
2214 Atlantic Ave.  
Long Beach, CA 90806

**PROJECT NO: 3152130****DSA APPL # 04-111766****FILE#: 33-H9****You are directed to make the following changes in this Contract:**

Not valid until signed by both the Owner and Architect.

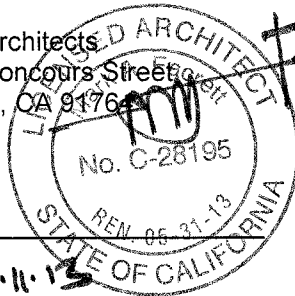
Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum.....	\$	430,000.00
Net change by previously authorized Change Orders .....	\$	0.00
The Contract Sum prior to this Change Order was .....	\$	430,000.00
The Contract Sum will be increased by this Change Order .....	\$	4,888.07
The new Contract Sum including this Change Order will be.....	\$	434,888.07
The Contract Time will be changed by [0] Days.		
The Date of Completion as of the date of this Change Order therefore is: April 3, 2013		

**ARCHITECT**

HMC Architects  
3546 Concourse Street  
Ontario, CA 91764

By \_\_\_\_\_

Date 3.11.13**CONTRACTOR**

A.J. Fistes Corporation  
2214 Atlantic Ave.  
Long Beach, CA 90806

By \_\_\_\_\_

Date 3/20/13

Authorized:

**OWNER**

Riverside Unified School District  
Post Office Box 2800  
Riverside, CA 92516

By \_\_\_\_\_

Date \_\_\_\_\_

**ITEM CO-24.1:**

(COR-43-30-1/IB-13)

**Reference Drawing A10.00 and Specification 10 14 54:**

Remove from the scope of work the bronze dedication plaque shown on detail D5/A10.00. Provide credit to owner for elimination of sign and installation.

**Justification:**

Value Engineering Item

**Requested by:**

District

**DEDUCT (\$ 585.60)**

CC:

File N:\Projects\3152 Riverside USD\130\_Poly HS Aquatic Center\12- CO\04. CO\Change Order No. 24-30-01.doc

**ITEM CO-24.2:**  
(COR-96-30-3/RFI-216)

Omit approx. 332 s.f. of wall insulation above windows in Building M and change insulation from roof structure to above interior ceiling insulation (R30FSK to R30 unfaced).

**Justification:**

To allow proper flow of air in ceiling attic space to gravity ventilators located on roof of Building M.

**Requested by:**

Architect

**DEDUCT (\$ 282.00)**

**ITEM CO-24.3:**  
(COR-106-30-7)

Provide self-closing pass-thru windows at the concession stand of Building M. Windows no longer require screens as added via Addendum.

**Justification:**

Health Department required change.

**Requested by:**

Environmental Health Department

**ADD \$ 784.15**

**ITEM CO-24.4:**  
(COR-103-30-6/RFI-225)

Add FRP panels to Concession stand at Building M to meet Health Department requirements. Contractor is to provide full height FRP at east wall of Concessions only.

**Justification:**

Health Department required change.

**Requested by:**

Environmental Health Department

**ADD \$ 1,551.00**

**ITEM CO-24.5:**  
(COR-98-30-4/RFI-195)

Revise attic space in Buildings M and N to allow for duct work to be installed within cavity. Additional framing / hangers are required to allow for passage of the duct work – refer to detail 12/S0.3.

**Justification:**

Unforeseen field condition – mechanical ducts were the last to be installed in order of sequence of trades on site.

**Requested by:**

Architect

**ADD \$ 3,420.52**

**TOTAL CHANGE ORDER \$ 4,888.07**

## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda May 6, 2013

Topic: Approval of Change Order No. 5 – Purchase Order C6002219 – Bid No. 2011/12-51 – Category 3 – Concrete – Riverside Polytechnic High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for Concrete at the Riverside Polytechnic High School Athletic Facilities Master Plan.

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#### DESCRIPTION OF AGENDA ITEM:

On January 17, 2012, the Board of Education approved Bid No. 2011/12-51 – Category 3 – Concrete – Riverside Polytechnic High School Athletic Facilities Master Plan. The bid was awarded to Bravo Concrete Construction Services, Inc., and Purchase Order C6002219 was issued in the amount of \$1,837,000.00. Four subsequent change orders were approved for (\$75,805.30), bringing the total amount of the purchase order to \$1,761,194.70.

District staff is requesting a change in the scope of work for Change Order No. 5 to (1) provide tinted gray epoxy for the concession room floor to standardize all schools; (2) provide a 6 foot high chain link fence at the softball field pitchers warm up area; (3) revise the chain link mesh fabric at the batting cages to be 2” in lieu of originally specified 1” for value engineering; (4) omit the prime coat over the base at the asphalt paving for value engineering; (5) omit mow curb in front of the softball field backstop for tripping concerns; (6) provide a 6” high concrete curb on the north and west sides of the dugout to cover exposed footing; (7) revise the grading of the varsity softball field and add 6” high concrete curb and drainage piping at the walk near building N; and (8) revise the finished grades on the north side of the swimming pool retaining wall.

Change Order No. 5, in the amount of \$2,793.57, brings the total amount of the purchase order to \$1,763,988.27. Funding for this project is fifty percent (50%) from Measure B; eleven percent (11%) from Redevelopment; and thirty-nine percent (39%) from Special Reserve.

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**FISCAL IMPACT:** Change order value of \$2,793.57 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 5, in the amount of \$2,793.57 to Bravo Concrete Construction Services, Inc. – Purchase Order C6002219, bringing the new total amount of the purchase order to \$1,763,988.27.

---

**ADDITIONAL MATERIAL:** Request for Change Order No. 5 – Category 3 – Concrete – Riverside Polytechnic High School Athletic Facilities Master Plan.

Attached:     Yes

Distribution to:

OWNER

ARCHITECT

CONTRACTOR

■

■

■

FIELD

IOR

DSA

■

■

■

**PROJECT:** Poly High School Aquatic Center  
5450 Victoria Avenue  
Riverside, CA 92506

**CHANGE ORDER NO:** 22-03-05

**DATE:** March 5, 2013

**TO:** Bravo Concrete Construction Services, Inc.  
1159 Iowa Ave., Suite J  
Riverside, CA 92507

**PROJECT NO:** 3152130

**DSA APPL #** 04-111766

**FILE#:** 33-H9

**You are directed to make the following changes in this Contract:**

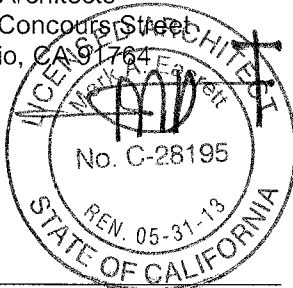
Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum .....	\$	1,837,000.00
Net change by previously authorized Change Orders.....	\$	(75,805.30)
The Contract Sum prior to this Change Order was .....	\$	1,761,194.70
The Contract Sum will be <b>increased</b> by this Change Order .....	\$	2,793.57
The new Contract Sum including this Change Order will be .....	\$	1,763,988.27
The Contract Time will be changed by [0] Days.		
The Date of Completion as of the date of this Change Order therefore is: April 3, 2013		

### ARCHITECT

HMC Architects  
3546 Concourse Street  
Ontario, CA 91764



By \_\_\_\_\_

Date 3.11.13

### CONTRACTOR

Bravo Concrete Construction  
Services, Inc.  
1159 Iowa Ave., Suite J  
Riverside, CA 92507

By [Signature]

Date 03-18-13

### Authorized:

### OWNER

Riverside Unified School District  
Post Office Box 2800  
Riverside, CA 92516

By \_\_\_\_\_

Date \_\_\_\_\_

**ITEM CO-22.1:**  
(COR-108-3-34)

Provide tinted "gray" epoxy for the Concession room floor.

### Justification:

District wanted to maintain concession room standard color between Ramona and Poly HS.

**Requested by:**

District

**ADD**

**\$ 443.70**

CC:

File N:\Projects\3152 Riverside USD\130\_Poly HS Aquatic Center\12- CO\04. CO\Change Order No. 22-03-05.doc



**ITEM CO-22.2:**  
(COR-113-3-35/IB-33)

**Reference Attached Clarification Drawing CD-36.01:**

Provide a 6'-0" high chain link fence at the softball field pitchers warm-up area as shown on attached drawing. Contractor is to exercise extreme caution in drilling footings as underground utilities are present in this area.

**Justification:**

District was concerned about protection of Building wall from passed balls at pitchers warm-up area.

**Requested by:**

District

**ADD**

**\$ 1,179.34**

**ITEM CO-22.3:**  
(COR-89-3-26)

Revise chain link mesh fabric at softball batting cages to be 2" in lieu of originally specified 1".

**Justification:**

Value Engineering Item

**Requested by:**

District

**DEDUCT**

**(\$ 2,714.04)**

**ITEM CO-22.4:**  
(COR-90-3-27)

Omit the prime coat over base as listed in specification section 32 12 00 – 2.02.B at Asphaltic Concrete paving.

**Justification:**

Value Engineering Item.

**Requested by:**

Contractor

**DEDUCT**

**(\$ 2,940.00)**

**ITEM CO-22.5:**  
(COR-97-3-30/RFI-214)

Omit +/- 89'-0" of mow curb in front of the softball field backstop, typical all the way around.

**Justification:**

District does not want any tripping hazards in the field of play. Also mow-strip to be eliminated to help with drainage of the softball field.

**Requested by:**

Architect

**DEDUCT**

**(\$ 442.17)**

**ITEM CO-22.6:**  
(COR-101-3-32/RFI-219)

Provide 6" high x 12" wide concrete curb on North and West sides of existing dugout to cover exposed existing footing.

**Justification:**

Existing softball dugout footings were higher than expected and would have been exposed with the grades for the new concrete flatwork – Unforseen condition.

**Requested by**

Architect

**ADD**

**\$ 968.24**

**ITEM CO-22.7:**  
(COR-93-3-29/IB-32)**Reference Attached Clarification Drawings CD-35.01 & 35.02:**

Revise grading of Varsity softball field as shown on attached clarification drawings. In addition contractor is to add 6" high concrete curb and drainage piping at walk near Building N at south side by Office entrance.

**Justification:**

Topographic Surveys given to Design Team by District were inaccurate to existing field conditions. In addition, Construction team utilized softball field as construction staging area.

**Requested by:**

Civil Engineer

**ADD****\$ 1,830.06****ITEM CO-22.8:**  
(COR-24-3-7/RFI-7)

Revise finished grades on the North side of Swimming Pool retaining wall per attached clarification drawing CD-1.01.

**Justification:**

Additional spot elevations of finish grade were requested by the Contractor.

**Requested by:**

Civil Engineer

**ADD****\$ 4,468.44****TOTAL CHANGE ORDER            \$ 2,793.57**

## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda May 6, 2013

Topic: Approval of Change Order No. 1 – Purchase Order C6002222 – Bid No. 2011/12-40 – Category 02 – Landscaping - Arlington High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Landscaping at the Arlington High School Athletic Facilities Master Plan.

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#### DESCRIPTION OF AGENDA ITEM:

On January 17, 2012, the Board of Education approved Bid No. 2011/12-40 – Category 02 – Landscaping - Arlington High School Athletic Facilities Master Plan. The bid was awarded to Southern California Landscape, Inc., and Purchase Order C6002222 was issued in the amount of \$1,161,740.00.

District staff is requesting a change in the scope of work for Change Order No. 1 to (1) provide four rotors, 1,000 square feet of sod and soil preparation along the foot print of what would have been Building P4 that was removed from the scope of work; and (2) remove three trees and grind stumps along the parkway between Jackson Street and Building L because the trees were in poor condition and might have fallen over.

Change Order No. 1, in the amount of \$2,900.00, brings the total amount of the purchase order to \$1,164,640.00. Funding for this project is seventy-six percent (76%) from Measure B; seven percent (7%) from Redevelopment; and seventeen percent (17%) from Special Reserve.

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**FISCAL IMPACT:** Change order value of \$2,900.00 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 1, in the amount of \$2,900.00 to Southern California, Inc. – Purchase Order C6002222, bringing the new total amount of the Purchase Order to \$1,164,640.00.

Consent Agenda — Page 1

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**ADDITIONAL MATERIAL:** Request for Change Order No. 1 – Category 02 – Landscaping -  
Arlington High School Athletic Facilities Master Plan.

Attached:      Yes

Distribution to:

**OWNER** ☒  
**ARCHITECT** ☒  
**CONTRACTOR** ☒

**FIELD** ☒  
**IOR** ☒  
**DSA** ☒

**PROJECT:** Riverside Unified School District  
 Arlington H.S. Athletic Playfield Upgrades  
 2951 Jackson Street  
 Riverside, CA 92503

**CHANGE ORDER NO: 15-02-01**

**DATE:** March 12, 2013

**TO:** Southern California Landscape, Inc.  
 8636 Banana Avenue  
 Fontana, CA 92335

**HMC#:** 3152135  
**DSA A#:** 04-111733  
**DSA File #:** 33-H9

**You are directed to make the following changes in this Contract:**

Reference attached Item(s).

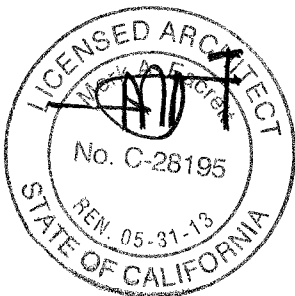
Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum.....	\$	1,161,740.00
Net change by previously authorized Change Orders .....	\$	0.00
The Contract Sum prior to this Change Order was .....	\$	1,161,740.00
The Contract Sum will be <b>increased</b> by this Change Order .....	\$	2,900.00
The new Contract Sum including this Change Order will be .....	\$	1,164,640.00
The Contract Time will be changed by [0] Days.		
The Date of Completion as of the date of this Change Order therefore is: June 2, 2013.		

### ARCHITECT

HMC Architects  
 3546 Concours Street  
 Ontario, CA 91764



By \_\_\_\_\_

Date **MAR 13 2013**

### CONTRACTOR

Southern California Landscape  
 8636 Banana Avenue  
 Fontana, CA 92335

By *R. Kevin Ly J*

Date **3/18/13**

Authorized:

### OWNER

Riverside Unified School District  
 Post Office Box 2800  
 Riverside, CA 92516

By \_\_\_\_\_

Date \_\_\_\_\_

CC:

File N:\Projects\3152 Riverside USD\135\_Arlington HS Athletic Upgrades\12-CO\04. CO\CO 15-02-01.doc

**ITEM CO-15.1:**  
COR-41-02-08

**Reference Drawings L-1.2 & L-2.2:**

Along the foot print of the P4 Building, provide four rotors, 1,000 square feet of sod and soil prep.

**Justification:**

Building P4 was descoped and replaced with irrigation and sod.

**ADD            \$1,700.00**

**ITEM CO-12.2:**  
COR-49-02-10

**Reference Drawing C3.7:**

Along the parkway between Jackson Street and Building 'L', remove three (3) trees and grind stumps.

**Justification:**

The existing trees were in poor condition and were removed before they could fall over.

**ADD            \$1,200.00**

**TOTAL CHANGE ORDER            \$2,900.00**

## **Riverside Unified School District**

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### **Board Meeting Agenda May 6, 2013**

Topic: Approval of Change Order No. 4 – Purchase Order C6002223 – Bid No. 2011/12-41 – Category 3 – Concrete - Arlington High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Concrete at the Arlington High School Athletic Facilities Master Plan.

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### **DESCRIPTION OF AGENDA ITEM:**

On January 17, 2012, the Board of Education approved Bid No. 2011/12-41 – Category 3 – Concrete - Arlington High School Athletic Facilities Master Plan. The bid was awarded to C. S. Legacy, Inc., and Purchase Order C6002223 was issued in the amount of \$3,092,452.00. Three subsequent change orders were approved for (\$142,410.43), bringing the total to \$2,950,041.57.

District staff is requesting a change in the scope of work for Change Order No. 4 to (1) remove the gate at the south end of the varsity softball field from the scope of work and connect the retaining wall with the top of the wall elevation due to grading along the fire lane; (2) remove and replace the existing road bed at the south driveway approach along Jackson Street when a tree root raised the elevation above what was allowed by the City of Riverside; (3) upgrade the quality of the netting at the batting cages; (4) remove the mow curb at the fencing adjacent to the retention basin from the scope of work (5) provide patching of cracks and re-caulking of joints along the existing tennis courts prior to application of the surface coating; (6) relocate the left field foul ball pole behind the retaining wall at the varsity baseball field so it would not be in the field of play; (7) replace the installed precast drain boxes at the varsity baseball field with long trench drains to eliminate the potential of trip hazards; (8) chip away two inches of the concrete landing at the six bleacher stair/ramp landings installed by the bleacher contractor and provide a new concrete top coat to match the slope of the adjacent concrete paving that was installed by the concrete contractor to meet the ADA required maximum two percent slope; and (9) rework a section of the left field chain link fencing at the varsity baseball field to allow for the relocation of the foul pole.

Consent Agenda — Page 1

Change Order No. 4, in the amount of \$62,451.21, brings the total amount of the purchase order to \$3,012,492.78. Funding for this project is seventy-six percent (76%) from Measure B; seven percent (7%) from Redevelopment; and seventeen percent (17%) from Special Reserve.

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**FISCAL IMPACT:** Change order value of \$62,451.21 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 4, in the amount of \$62,451.21 to C.S. Legacy Construction, Inc. – Purchase Order C6002223, bringing the new total amount of the purchase order to \$3,012,492.78.

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**ADDITIONAL MATERIAL:** Request for Change Order No. 4 – Category 3 – Concrete - Arlington High School Athletic Facilities Master Plan.

Attached:      Yes



Distribution to:

**OWNER** ☒  
**ARCHITECT** ☒  
**CONTRACTOR** ☒

**FIELD** ☒  
**IOR** ☒  
**DSA** ☒

**PROJECT:** Riverside Unified School District  
 Arlington H.S. Athletic Playfield Upgrades  
 2951 Jackson Street  
 Riverside, CA 92503

**CHANGE ORDER NO: 14-03-04**

**DATE:** March 4, 2013

**TO:** C.S. Legacy Construction, Inc.  
 13263 Yorba Ave.  
 Chino, CA 91710

**HMC#: 3152135**  
**DSA A#: 04-111733**  
**DSA File #: 33-H9**

**You are directed to make the following changes in this Contract:**

Reference attached Item(s).

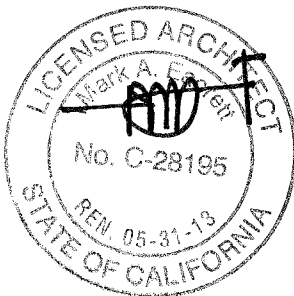
Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum.....	\$	3,092,452.00
Net change by previously authorized Change Orders .....	\$	(142,410.43)
The Contract Sum prior to this Change Order was.....	\$	2,950,041.57
The Contract Sum will be <b>increased</b> by this Change Order.....	\$	62,451.21
The new Contract Sum including this Change Order will be.....	\$	3,012,492.78
The Contract Time will be changed by [0] Days.		
The Date of Completion as of the date of this Change Order therefore is: June 2, 2013.		

### ARCHITECT

HMC Architects  
 3546 Concours Street  
 Ontario, CA 91764



By \_\_\_\_\_

Date **MAR 13 2013**

### CONTRACTOR

C.S. Legacy Construction, Inc.  
 13263 Yorba Ave.  
 Chino, CA 91710

By 

Date **3/14/13**

### Authorized:

### OWNER

Riverside Unified School District  
 Post Office Box 2800  
 Riverside, CA 92516

By \_\_\_\_\_

Date \_\_\_\_\_

**ITEM CO-14.1:**  
COR-24-03-04/RFI-64

**Reference Drawings C3.5 & A1.14:**

At the south end of the Varsity Softball Field, remove from scope Gate G103 and connect the retaining wall with top of wall elevation of 52.04 with the retaining wall with top of wall elevation of 54.21.

**Justification:**

The grades along the Fire Lane were raised to maintain accessibility.

**ADD            \$2,108.12**

**ITEM CO-14.2:**  
COR-59-03-13R/RFI-101/IB-12

**Reference Drawings C6.2 & A1.10:**

At the south driveway approach along Jackson Street, remove and replace the existing road bed to the limits as indicated in the response to RFI-101.

At parking lot "C" along Jackson Street, provide speed bumps as shown on drawings CD-17.01, CD-17.02 & CD-17.03.

**Justification:**

The root system of an existing tree along Jackson Street raised the elevation of the road way which was required to be lowered by the City of Riverside.  
Owner Requested.

**ADD            \$34,400.00**

**ITEM CO-14.3:**  
COR-65-3-16R

**Reference Drawings A1.11 & A1.14:**

At the Varsity Baseball and Softball Fields, upgrade the quality of the netting at the batting cages.

**Justification:**

A specification section was not provided to indicate which specific netting manufacturer/model was to be used.

**ADD            \$2,166.00**

**ITEM CO-14.4:**  
COR-66-3-17

**Reference Drawings L-2.3, L-2.5, L-2.7 & A1.15:**

Along the north east end of the football field, remove from scope the mow curb at the fencing adjacent the retention basin's.

**Justification:**

The mow curb was not required because area contained planter material not grass

**DEDUCT        (\$1,811.91)**

**ITEM CO-14.5:**  
COR-70-3-20**Reference Drawing A1.17 & IB-01:**

Utilize a portion of the Contractor's \$20,000.00 allowance to provide patching of cracks and re-caulking of joints along the existing tennis courts prior to the application of the specified surface coating.

**Justification:**

Owner Requested.

**DEDUCT (\$16,583.77)**

**ITEM CO-14.6:**  
COR-75-3-21**Reference Drawings C3.4 & A1.11:**

At the Varsity Baseball Field, relocate the left field foul ball pole behind retaining wall as shown on drawings CD-21.01 through CD-21.06.

**Justification:**

Foul pole to be placed outside the field of play.

**ADD \$24,351.00**

**ITEM CO-14.7:**  
COR-76-3-22**Reference Drawings C3.1, C3.4 & C3.5:**

At the Varsity Baseball and Softball Fields, replace the installed precast drain boxes (4 boxes total) with 4'-0" long trench drains placed up against the fence line.

**Justification:**

Eliminate all potential trip hazards from the field of play.

**ADD \$13,227.00**

**ITEM CO-14.8:**  
COR-79-03-23**Reference Drawings C3.2, C3.3, C3.5, A1.15 & Sheet 1 of the Bleacher Drawings:**

At the six (6) Bleacher Stair/Ramp landings, chip away 2" of the section of the concrete landing installed by the bleacher contractor and provide a new concrete top coat to match the slope (2% max) of the adjacent concrete paving that was installed by the concrete contractor.

**Justification:**

The landings installed by the bleacher contractor were flat and were revised to match the 2% max slope shown on the precise grading plans.

**ADD \$4,000.00**

**ITEM CO-14.9:**  
COR-81-3-24**Reference Drawing A1.11:**

At the Varsity Baseball Field, rework a section of the left field chain link fencing to allow for the relocation of the foul pole as shown on drawings CD-21.01 through CD-21.06.

**Justification:**

Rework of chainlink fence required to relocate the foul pole.

**ADD                    \$594.77**

**TOTAL CHANGE ORDER                    \$62,451.21**

## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda May 6, 2013

Topic: Approval of Change Order No. 3 – Purchase Order C6002226 – Bid No. 2011/12-47 – Category 30 – Multiple Trades - Arlington High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Multiple Trades at the Arlington High School Athletic Facilities Master Plan.

---

#### DESCRIPTION OF AGENDA ITEM:

On January 17, 2012, the Board of Education approved Bid No. 2011/12-47 – Category 30 – Multiple Trades - Arlington High School Athletic Facilities Master Plan. The bid was awarded to A.J. Fistes Corporation, Inc., and Purchase Order C6002226 was issued in the amount of \$698,400.00. Two subsequent change orders were approved for (\$88,214.00), bringing the total of the purchase order to \$610,186.00

District staff is requesting a change in the scope of work for Change Order No. 3 to (1) provide a tube steel frame around the green screen panel to protect the perimeter edges from being vandalized at Building P3; (2) provide four additional traffic signs at the driveways of the new parking lot along Jackson Street to meet City of Riverside traffic circulation plan; and (3) clarify the actual path of travel and provide an accessible route sign at the concrete paving between the football field and the north end of the storage containers.

Change Order No. 3, in the amount of \$2,340.20, brings the total amount of the purchase order to \$612,526.20. Funding for this project is seventy-six percent (76%) from Measure B; seven percent (7%) from Redevelopment; and seventeen percent (17%) from Special Reserve.

---

**FISCAL IMPACT:** Change order value of \$2,340.20 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 3, in the amount of \$2,340.20 to A.J. Fistes Corporation, Inc. – Purchase Order C6002226, bringing the new total amount of the purchase order to \$612,526.20.

---

**ADDITIONAL MATERIAL:** Request for Change Order No. 3 – Category 30 – Multiple Trades - Arlington High School Athletic Facilities Master Plan.

Attached:      Yes

Distribution to:

**OWNER** ☒  
**ARCHITECT** ☒  
**CONTRACTOR** ☒

**FIELD** ☒  
**IOR** ☒  
**DSA** ☒

**PROJECT:** Riverside Unified School District  
 Arlington H.S. Athletic Playfield Upgrades  
 2951 Jackson Street  
 Riverside, CA 92503

**CHANGE ORDER NO: 16-30-03**

**DATE:** March 26, 2013

**TO:** AJ Fistes Corporation  
 2214 Atlantic Ave.  
 Long Beach, CA 90806

**HMC#: 3152135**  
**DSA A#: 04-111733**  
**DSA File #: 33-H9**

**You are directed to make the following changes in this Contract:**

Reference attached Item(s).

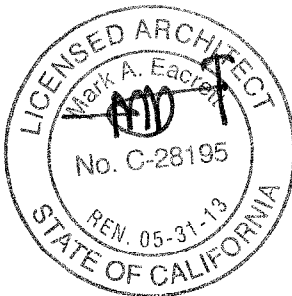
Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum.....	\$	698,400.00
Net change by previously authorized Change Orders .....	\$	(88,214.00)
The Contract Sum prior to this Change Order was .....	\$	610,186.00
The Contract Sum will be <b>increased</b> by this Change Order .....	\$	2,340.20
The new Contract Sum including this Change Order will be .....	\$	612,526.20
The Contract Time will be changed by [0] Days.		
The Date of Completion as of the date of this Change Order therefore is: June 2, 2013.		

### ARCHITECT

HMC Architects  
 3546 Concourses Street  
 Ontario, CA 91764



By \_\_\_\_\_

Date **MAR 27 2013**

### CONTRACTOR

AJ Fistes Corporation  
 2214 Atlantic Ave.  
 Long Beach, CA 90806

By 

Date \_\_\_\_\_

Authorized:

### OWNER

Riverside Unified School District  
 Post Office Box 2800  
 Riverside, CA 92516

By \_\_\_\_\_

Date \_\_\_\_\_

**ITEM CO-16.1:**  
COR-73-30-4R**Reference Drawings A2.1 & A5.1:**

At Building 'P3', provide a 3x3 tube steel frame around the specified green screen panel.

**Justification:**

Protect the perimeter edges of the green screen panel from being vandalized.

**ADD            \$1,216.40**

**ITEM CO-16.2:**  
COR-78-30-06**Reference Drawing A1.10:**

At the driveways of the new parking lot along Jackson street, provide the following four (4) additional traffic signs: "EXIT ONLY", "DO NOT ENTER WRONG WAY" and two (2) "RIGHT TURN ONLY". Bottom of signs to be mounted at 6'-8" AFF minimum.

**Justification:**

Traffic Signage added per the City of Riverside traffic circulation plan.

**ADD            \$800.80**

**ITEM CO-16.3:**  
COR-80-30-07**Reference Drawings G1.1 & A1.16:**

At the concrete paving between the Football Field and the north end of the Storage Containers, clarify the actual POT and provide an Accessible Route Sign as shown on drawings CD-22.01 and CD-22.02.

**Justification:**

The concrete paving north of the Storage Containers is not part of the POT and is for maintenance personnel use only.

**ADD            \$323.00**

**TOTAL CHANGE ORDER            \$2,340.20**



## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda May 6, 2013

Topic: Approval of Change Order No. 1 – Purchase Order C6002359 – Bid No. 2011/12-74 – Category 4 – Landscaping – John W. North High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Landscaping at the John W. North High School Athletic Facilities Master Plan.

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#### DESCRIPTION OF AGENDA ITEM:

On June 4, 2012, the Board of Education approved Bid No. 2011/12-74 – Category 04 – Landscaping – John W. North High School Athletic Facilities Master Plan. The bid was awarded to Nature Tech Landscaping, Inc., and Purchase Order C6002359 was issued in the amount of \$136,000.00.

District staff is requesting a change in the scope of work for Change Order No. 1 to (1) remove the landscaping that would have been in the area that the basketball courts have been moved to from the scope of work for value engineering; (2) reroute the irrigation control wire and then replace wire after two incidents of theft; and (3) provide work on the Master Control valve/sensor and existing site valves in need of repairs.

Change Order No. 1, in the amount of \$1,703.00, brings the total amount of the purchase order to \$137,703.00. Funding for this project is eighty-six percent (86%) from Measure B; and fourteen percent (14%) from Redevelopment.

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**FISCAL IMPACT:** Change order value of \$1,703.00 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 1, in the amount of \$1,703.00 to Nature Tech Landscaping, Inc. – Purchase Order C6002359, bringing the new total amount of the purchase order to \$137,703.00.

Consent Agenda — Page 1

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**ADDITIONAL MATERIAL:** Request for Change Order No. 1 – Category 04 – Landscaping – John W. North High School Athletic Facilities Master Plan.

Attached:      Yes

C 6002359  
Landscaping cat 4  
2011/12-74

## CHANGE ORDER

**DSA A# 04-112110**

**File No. 33-H9**

**Distribution to:**

OWNER ☒

ARCHITECT ☒

CONTRACTOR ☒

FIELD ☒

INSPECTOR ☒

DSA ☒

CITY AGENCY ☐

OTHER ☐

**PROJECT:** Riverside Unified School District  
North High School Athletic Facility  
Aquatic Center

**CHANGE ORDER NO.: 19-04-01**

**DATE:** March 28, 2013

**TO:** Nature Tech Landscaping  
1760 Marlborough Ave  
Riverside, CA 92507

**PROJECT NO.:** HMC # 3152131

**CONTRACT FOR:** Aquatic Center &  
Athletic Facility Upgrades

**Bid Category 4**

**You are directed to make the following changes in this Contract:**

Reference attached Items

Not valid until signed by both the Owner and Architect.

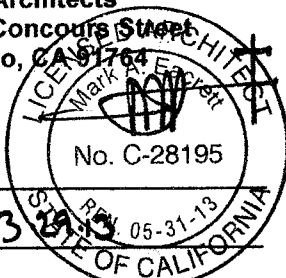
Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum was .....\$ 136,000.00  
Net change by previously authorized Change Orders .....\$ 0.00  
The Contract Sum prior to this Change Order was .....\$ 136,000.00  
The Contract Sum will be **increased** by this Change Order .....\$ 1,703.00  
The new Contract Sum including this Change Order will be .....\$ 137,703.00  
The Contract Time will be changed by [0] Days.  
The Date of Completion as of the date of this Change Order therefore is: October 2, 2013

**ARCHITECT**  
HMC Architects  
3546 Concourse Street  
Ontario, CA 91764

By \_\_\_\_\_

Date 3-29-13



**CONTRACTOR**  
Nature Tech Landscaping  
1760 Marlborough Ave  
Riverside, CA 92507

By \_\_\_\_\_

Date \_\_\_\_\_

**Authorized:**

**OWNER**  
Riverside Unified School District  
3070 Washington Street  
Riverside, CA 92504

By \_\_\_\_\_

Date \_\_\_\_\_

cc: File-CO.CO

**ITEM CO: 18.1**  
(COR 18)

Remove from the scope of work previously approved Add alternate A7 in the amount of \$14,500.

**Justification:**

Value Engineering Item - Requested by the District due to the redesign of the basketball court area that will no longer need landscaping improvements.

**Requested by:**

Owner

**DEDUCT \$ -13,775.00**

**ITEM CO: 18.2**  
(COR 30)

Contractor is to reroute the irrigation control wire due to the OX requirements at Linden as well as replacement of said wire due to two (2) separate incidences of theft.

**Justification:**

District requested new wire be pulled each separate time as District would not approve the use of splicing back the wire where theft had occurred.

**Requested by:**

Owner

**ADD \$ 11,862.00**

**ITEM CO: 18.3**  
(COR 31)

Contractor is to provide work on Master Control valve/sensor as well as additional repairs to existing site valves (NIC) that were requested at an on-site field meeting with District's M&O staff.

**Justification:**

Work was requested by District's M&O staff at field site meeting.

**Requested by:**

Owner

**ADD \$ 3,616.00**

**TOTAL CHANGE ORDER AMOUNT     \$ 1,703.00**

**Board Meeting Agenda  
May 6, 2013**

Topic: Approval of Change Order No. 1 and No. 2 – Purchase Order C6002362 – Bid No. 2011/12-80 – Category 10 – Casework – John W. North High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible  
Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Casework at the John W. North High School Athletic Facilities Master Plan.

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**DESCRIPTION OF AGENDA ITEM:**

On June 4, 2012, the Board of Education approved Bid No. 2011/12-80 – Category 10 – Casework – John W. North High School Athletic Facilities Master Plan. The bid was awarded to Stolo Cabinets, Inc., and Purchase Order C6002362 was issued in the amount of \$83,556.00.

District staff is requesting a change in the scope of work for Change Order No. 1 to revise the concession stand layouts to provide an additional floor sink and add space for a freezer.

District staff is further requesting a change in the scope of work for Change Order No. 2 to modify the casework to accommodate for special dimensions required to meet ADA requirements to operate the operable windows.

Change Order No. 1, in the amount of (\$320.00), and Change Order No. 2, in the amount of \$2,766.00, brings the total amount of the purchase order to \$86,002.00. Funding for this project is eighty-six percent (86%) from Measure B; and fourteen percent (14%) from Redevelopment.

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**FISCAL IMPACT:** Change order value of \$2,446.00 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 1 and No. 2, in the amount of \$2,446.00 to Stolo Cabinets, Inc. – Purchase Order C6002362, bringing the new total amount of the purchase order to \$86,002.00.

---

**ADDITIONAL MATERIAL:** Request for Change Order No. 1 and No. 2 – Category 10 – Casework – John W. North High School Athletic Facilities Master Plan.

Attached:        Yes

# CHANGE ORDER

**DSA A# 04-112110**

**File No. 33-H9**

Distribution to:

OWNER ☒

ARCHITECT ☒

CONTRACTOR ☒

FIELD ☒

INSPECTOR ☒

DSA ☒

CITY AGENCY ☐

OTHER ☐

**PROJECT:** Riverside Unified School District  
North High School Athletic Facility  
Aquatic Center

**CHANGE ORDER NO.:** 15-10-01

**DATE:** March 22, 2013

**TO:** Stolo Cabinets, Inc.  
860 Challenger Street  
Brea, CA 92821

**PROJECT NO.:** HMC # 3152131

**CONTRACT FOR:** Aquatic Center &  
Athletic Facility Upgrades

**Bid Category 10**

*PO# C6002362*

**You are directed to make the following changes in this Contract:**

*2012-80*

Reference attached Item(s).

Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum was ..... \$ 83,556.00

Net change by previously authorized Change Orders..... \$ 0.00

The Contract Sum prior to this Change Order was ..... \$ 83,556.00

The Contract Sum will be **decreased** by this Change Order ..... \$ -320.00

The new Contract Sum including this Change Order will be ..... \$ 83,236.00

The Contract Time will be changed by [0] Days.

The Date of Completion as of the date of this Change Order therefore is: **October 10, 2013.**

**ARCHITECT**  
HMC Architects  
3546 Concourse Street  
Ontario, CA 91764

**CONTRACTOR**  
Stolo Cabinets, Inc.  
860 Challenger Street  
Brea, CA 92821

*Authorized:*

**OWNER**  
Riverside Unified School District  
3070 Washington Street  
Riverside, CA 92504

By \_\_\_\_\_

Date \_\_\_\_\_

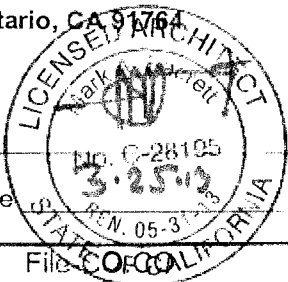
By \_\_\_\_\_

Date \_\_\_\_\_

By \_\_\_\_\_

Date \_\_\_\_\_

cc: File



**ITEM CO: 15.1**  
(COR 003/IB-5)

**Reference attached revised drawings A2.10, A2.20, A8.00, A9.00,  
P2.1, P2.2, E2.3 and E2.4:**

Revise concessions stand layouts in Building P2 and Building P3. Remove floor sink and relocate ice machine in Building P2 Janitor room to Concessions. In addition revise location of three-compartment sink to other side of low-wall and provide additional floor sink.

In Building P3 provide a new 6" furred wall in storage room to accommodate plumbing and electrical required for new ice machine, floor sink and hand wash sink. In addition remove from scope of work cabinetry on south side of concession stand to make space for freezer (O.F.O.I.).

**Justification:** Additional Plan Review Comments

**Requested by:** Environmental Health Department

**DEDUCT \$ 320.00**

**TOTAL AMOUNT OF CHANGE ORDER     \$ -320.00**



# CHANGE ORDER

**DSA A# 04-112110**

**File No. 33-H9**

Distribution to:

OWNER

ARCHITECT

CONTRACTOR

FIELD

INSPECTOR

DSA

CITY AGENCY

OTHER

**PROJECT:** Riverside Unified School District  
North High School Athletic Facility  
Aquatic Center

**CHANGE ORDER NO.:** 20-10-02

**DATE:** April 4, 2013

**TO:** Stolo Cabinets, Inc.  
860 Challenger Street  
Brea, CA 92821

**PROJECT NO.:** HMC # 3152131

**CONTRACT FOR:** Aquatic Center &  
Athletic Facility Upgrades

**Bid Category 10**

**You are directed to make the following changes in this Contract:**

Reference attached Item(s).

Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum was .....	\$	83,556.00
Net change by previously authorized Change Orders .....	\$	-320.00
The Contract Sum prior to this Change Order was .....	\$	83,236.00
The Contract Sum will be <b>decreased</b> by this Change Order .....	\$	2,766.00
The new Contract Sum including this Change Order will be .....	\$	86,002.00
The Contract Time will be changed by [0] Days.		
The Date of Completion as of the date of this Change Order therefore is: <b>October 10, 2013.</b>		

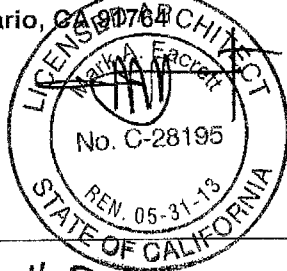
**ARCHITECT**  
HMC Architects  
3546 Concourse Street  
Ontario, CA 91764

**CONTRACTOR**  
Stolo Cabinets, Inc.  
860 Challenger Street  
Brea, CA 92821

*Authorized:*

**OWNER**  
Riverside Unified School District  
3070 Washington Street  
Riverside, CA 92504

By \_\_\_\_\_  
Date 4-5-13



By \_\_\_\_\_  
Date \_\_\_\_\_

By \_\_\_\_\_  
Date \_\_\_\_\_

cc: File-CO.CO

**ITEM CO: 20.1**  
(COR 033)

Modify the casework to accommodate for the special dimensions required to facilitate the installation and function of the desired operable windows while maintaining ADA compliance. A standard WIC 24" base cabinet dimension (which was bid) was modified as a special installation which set back SS the tops at six (6) locations.

**Justification:**

Casework as installed did not meet ADA requirements to operate the operable windows.

**Requested by:**

Inspector of Record

**ADD \$ 2,766.00**

**TOTAL AMOUNT OF CHANGE ORDER     \$ 2,766.00**

**Board Meeting Agenda  
May 6, 2013**

Topic: Approval of Change Order No. 3 – Purchase Order C6002368 – Bid No. 2011/12-90 – Category 20 – Plumbing – John W. North High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Plumbing at the John W. North High School Athletic Facilities Master Plan.

---

**DESCRIPTION OF AGENDA ITEM:**

On June 4, 2012, the Board of Education approved Bid No. 2011/12-90 – Category 20 – Plumbing – John W. North High School Athletic Facilities Master Plan. The bid was awarded to Kincaid Industries, Inc., and Purchase Order C6002368 was issued in the amount of \$665,000.00. Two subsequent change orders were approved for \$29,315.00, bringing the total of the purchase order to \$694,315.00.

District staff is requesting a change in the scope of work for Change Order No. 3 to revise the concession stand layouts to relocate a three-compartment sink.

Change Order No. 3, in the amount of \$7,026.00, brings the total amount of the purchase order to \$701,341.00. Funding for this project is eighty-six percent (86%) from Measure B; and fourteen percent (14%) from Redevelopment.

---

**FISCAL IMPACT:** Change order value of \$7,026.00 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 3, in the amount of \$7,026.00 to Kincaid Industries, Inc. – Purchase Order C6002368, bringing the new total amount of the purchase order to \$701,341.00.

---

**ADDITIONAL MATERIAL:** Request for Change Order No. 3 – Category 20 – Plumbing – John W. North High School Athletic Facilities Master Plan.

Attached:      Yes

# CHANGE ORDER

**DSA A# 04-112110**

File No. 33-H9

Distribution to:

OWNER ☒

ARCHITECT ☒

CONTRACTOR ☒

FIELD ☒

INSPECTOR ☒

DSA ☒

CITY AGENCY ☐

OTHER ☐

**PROJECT:** Riverside Unified School District  
North High School Athletic Facility  
Aquatic Center

**CHANGE ORDER NO.:** 12-20-03

**DATE:** March 22, 2013

**TO:** Kincaid  
31-065 Plantation Drive  
Thousand Palms, CA 92276

**PROJECT NO.:** HMC # 3152131

**CONTRACT FOR:** Aquatic Center &  
Athletic Facility Upgrades

**Bid Category 20**

**You are directed to make the following changes in this Contract:**

Reference attached Items(s).

Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum was ..... \$ 665,000.00  
Net change by previously authorized Change Orders..... \$ 29,315.00  
The Contract Sum prior to this Change Order was ..... \$ 694,315.00  
The Contract Sum will be **increased** by this Change Order ..... \$ 7,026.00  
The new Contract Sum including this Change Order will be ..... \$ 701,341.00  
The Contract Time will be changed by [0] Days.  
The Date of Completion as of the date of this Change Order therefore is: **October 10, 2013**

**ARCHITECT**  
HMC Architects  
3546 Concourse Street  
Ontario, CA 91764

**CONTRACTOR**  
Kincaid  
31-065 Plantation Drive  
Thousand Palms, CA 92276

*Authorized:*

**OWNER**  
Riverside Unified School District  
3070 Washington Street  
Riverside, CA 92504

By \_\_\_\_\_

Date \_\_\_\_\_

cc: File-00-00

By \_\_\_\_\_

Date \_\_\_\_\_

By \_\_\_\_\_

Date \_\_\_\_\_

**ITEM CO: 12.1**  
(COR 003/IB-5)

**Reference attached revised drawings A2.10, A2.20, A8.00, A9.00,  
P2.1, P2.2, E2.3 and E2.4:**

Revise concessions stand layouts in Building P2 and Building P3. Remove floor sink and relocate ice machine in Building P2 Janitor room to Concessions. In addition revise location of three-compartment sink to other side of low-wall and provide additional floor sink.

In Building P3 provide a new 6" furred wall in storage room to accommodate plumbing and electrical required for new ice machine, floor sink and hand wash sink. In addition remove from scope of work cabinetry on south side of concession stand to make space for freezer (O.F.O.I.).

**Justification:** Additional Plan Review Comments

**Requested by:** Environmental Health Department

**ADD \$7,026.00**

**TOTAL \$ 7,026.00**

**Board Meeting Agenda  
May 6, 2013**

Topic: Approval of Change Order No. 2 – Purchase Order C6002369 – Bid No. 2011/12-88 – Category 18 – Specialties – John W. North High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible  
Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Specialties at the John W. North High School Athletic Facilities Master Plan.

---

**DESCRIPTION OF AGENDA ITEM:**

On June 4, 2012, the Board of Education approved Bid No. 2011/12-88 – Category 18 – Specialties – John W. North High School Athletic Facilities Master Plan. The bid was awarded to Inland Building Construction, Inc., and Purchase Order C6002369 was issued in the amount of \$357,500.00. One subsequent change order was approved for \$3,049.19, bringing the total amount of the purchase order to \$360,549.19.

District staff is requesting a change in the scope of work for Change Order No. 2 to (1) add miscellaneous structural steel that had been deleted previously for value engineering; and (2) remove the door thumb turn locks at each of the newly installed roll-up doors.

Change Order No. 2, in the amount of \$4,017.00, brings the total amount of the purchase order to \$364,566.19. Funding for this project is eighty-six percent (86%) from Measure B; and fourteen percent (14%) from Redevelopment.

---

**FISCAL IMPACT:** Change order value of \$4,017.00 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 2, in the amount of \$4,017.00 to Inland Building Construction, Inc. – Purchase Order C6002369, bringing the new total amount of the purchase order to \$364,566.19.

---

**ADDITIONAL MATERIAL:** Request for Change Order No. 2 – Category 18 – Specialties – John W. North High School Athletic Facilities Master Plan.

Attached:        Yes



# CHANGE ORDER

**DSA A# 04-112110**

**File No. 33-H9**

Distribution to:

OWNER ☒

ARCHITECT ☒

CONTRACTOR ☒

FIELD ☒

INSPECTOR ☒

DSA ☒

CITY AGENCY ☐

OTHER ☐

**PROJECT:** Riverside Unified School District  
North High School Athletic Facility  
Aquatic Center

**CHANGE ORDER NO.: 18-18-02**

**DATE:** March 28, 2013

**TO:** Inland Building Construction  
323 South Sierra Way  
San Bernardino, CA 92408

**PROJECT NO.:** HMC # 3152131

**CONTRACT FOR:** Aquatic Center &  
Athletic Facility Upgrades

**Bid Category 18**

**You are directed to make the following changes in this Contract:**

Reference attached Items

Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

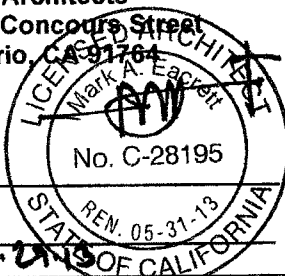
The original Contract Sum was .....\$ 357,500.00  
Net change by previously authorized Change Orders .....\$ 3,049.19  
The Contract Sum prior to this Change Order was .....\$ 360,549.19  
The Contract Sum will be **increased** by this Change Order .....\$ 4,017.00  
The new Contract Sum including this Change Order will be .....\$ 364,566.00  
The Contract Time will be changed by [0] Days.  
The Date of Completion as of the date of this Change Order therefore is: October 2, 2013

**ARCHITECT**

HMC Architects  
3546 Concourse Street  
Ontario, CA 91764

By \_\_\_\_\_

Date \_\_\_\_\_



**CONTRACTOR**

Inland Building Construction  
323 South Sierra Way  
San Bernardino, CA 92408

By \_\_\_\_\_

Date \_\_\_\_\_

*Authorized:*

**OWNER**

Riverside Unified School District  
3070 Washington Street  
Riverside, CA 92504

By \_\_\_\_\_

Date \_\_\_\_\_

cc: File-CO.CO

**ITEM CO: 18.1**  
(COR 26)

Contractor is to provide miscellaneous structural steel originally shown on DSA approved contract documents and is to be installed on a T&M basis for Building P2.

**Justification:**

Value Engineering Item added back into the scope of work.

**Requested by:**

Owner

**ADD \$ 2,108.00**

**ITEM CO: 18.2**  
(COR 29)

Remove the door thumb turn locks at each of the newly installed roll-up doors at Buildings P2 and P3.

**Justification:**

Without removing thumb locks there is high potential to damage window frames behind the roll-up doors every time doors open and close. Thumb locks must be completely removed to keep warranty.

**Requested by:**

Owner

**ADD \$ 1,909.00**

**TOTAL CHANGE ORDER AMOUNT    \$ 4,017.00**

## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda May 6, 2013

Topic: Approval of Change Order No. 3 – Purchase Order C6002370 – Bid No. 2011/12-76 – Category 6 – Concrete – John W. North High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for Concrete at the John W. North High School Athletic Facilities Master Plan.

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#### DESCRIPTION OF AGENDA ITEM:

On June 4, 2012, the Board of Education approved Bid No. 2011/12-76 – Category 6 – Concrete – John W. North High School Athletic Facilities Master Plan. The bid was awarded to Bogh Construction, Inc., and Purchase Order C6002370 was issued in the amount of \$1,099,000.00. Two subsequent change orders were approved for \$15,502.00, bringing the total of the purchase order to \$1,114,502.00.

District staff is requesting a change in the scope of work for Change Order No. 3 to (1) revise the concession stand layouts; (2) revise the epoxy floor finish from clear to medium gray; and (3) chip and remove previously over-poured concrete at the existing building footings for the concession stand.

Change Order No. 3, in the amount of \$2,986.00, brings the total amount of the purchase order to \$1,117,488.00. Funding for this project is eighty-six percent (86%) from Measure B; and fourteen percent (14%) from Redevelopment.

---

**FISCAL IMPACT:** Change order value of \$2,986.00 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 3, in the amount of \$2,986.00 to Bogh Construction, Inc. – Purchase Order C6002370, bringing the new total amount of the purchase order to \$1,117,488.00.

Consent Agenda — Page 1

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**ADDITIONAL MATERIAL:** Request for Change Order No. 3 – Category 6 – Concrete – John W. North High School Athletic Facilities Master Plan.

Attached:      Yes

# CHANGE ORDER

**DSA A# 04-112110**

**File No. 33-H9**

Distribution to:

OWNER ☒

ARCHITECT ☒

CONTRACTOR ☒

FIELD ☒

INSPECTOR ☒

DSA ☒

CITY AGENCY ☐

OTHER ☐

**PROJECT:** Riverside Unified School District  
North High School Athletic Facility  
Aquatic Center

**CHANGE ORDER NO.: 13-06-02**

**DATE:** March 28, 2013

**TO:** **Bogh Engineering**  
401 W. 4<sup>th</sup> Street  
Beaumont, CA 92223

**PROJECT NO.:** HMC # 3152131

**CONTRACT FOR:** Aquatic Center &  
Athletic Facility Upgrades

**Bid Category 06**

**You are directed to make the following changes in this Contract:**

Reference attached Item(s).

Not valid until signed by both the Owner and Architect.

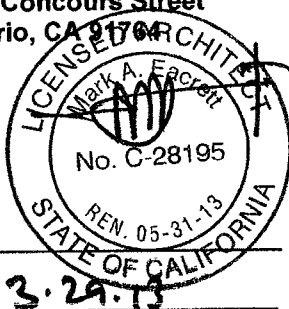
Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum was .....	\$	1,099,000.00
Net change by previously authorized Change Orders .....	\$	15,502.00
The Contract Sum prior to this Change Order was .....	\$	1,114,502.00
The Contract Sum will be <b>increased</b> by this Change Order .....	\$	2,986.00
The new Contract Sum including this Change Order will be .....	\$	1,117,488.00
The Contract Time will be changed by [0] Days.		
The Date of Completion as of the date of this Change Order therefore is: <b>September 24, 2013.</b>		

**ARCHITECT**  
HMC Architects  
3546 Concourse Street  
Ontario, CA 91764

By \_\_\_\_\_

Date 3.29.13



**CONTRACTOR**  
Bogh Engineering  
401 W. 4<sup>th</sup> Street  
Beaumont, CA 92223

By \_\_\_\_\_

Date \_\_\_\_\_

Authorized:

**OWNER**  
Riverside Unified School District  
3070 Washington Street  
Riverside, CA 92504

By \_\_\_\_\_

Date \_\_\_\_\_

cc: File-CO.CO

**ITEM CO: 13.1**  
(COR 003/IB-5)

**Reference attached revised drawings A2.10, A2.20, A8.00, A9.00, P2.1, P2.2, E2.3 and E2.4:**

Revise concessions stand layouts in Building P2 and Building P3. Remove floor sink and relocate ice machine in Building P2 Janitor room to Concessions. In addition revise location of three-compartment sink to other side of low-wall and provide additional floor sink.

In Building P3 provide a new 6" furred wall in storage room to accommodate plumbing and electrical required for new ice machine, floor sink and hand wash sink. In addition remove from scope of work cabinetry on south side of concession stand to make space for freezer (O.F.O.I.).

**Justification:** Additional Plan Review Comments

**Requested by:** Environmental Health Department

**ADD \$ 950.00**

**ITEM CO: 13.2**  
(COR 027/IB-13)

**Reference Specification Section 03 35 36:**

Revise epoxy floor finish from "clear" to "medium-gray" color at the concession stands at buildings P2 and P3 only (per mfr's color chart).

**Justification:** Requested color flooring to match other concession stands throughout district for ease of maintenance.

**Requested by:** District

**ADD \$ 1,407.00**

**ITEM CO: 13.3**  
(COR 028)

During the installation of the retaining wall behind Building P1 it was discovered that there was a significant amount of over pour at this location off of the existing building footing. In order to complete the scoped installation it was necessary to chip and remove this over poured concrete which did not effect the actual footing of the existing building.

**Justification:** Unforeseen Site Condition

**Requested by:** Construction Manager

**ADD \$ 629.00**

**TOTAL AMOUNT OF CHANGE ORDER \$ 2,986.00**

## Riverside Unified School District

---

3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda May 6, 2013

Topic: Approval of Change Order No. 3 – Purchase Order C6002371 – Bid No. 2011/12-92 – Category 22 – Electrical – John W. North High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Electrical at the John W. North High School Athletic Facilities Master Plan.

---

#### DESCRIPTION OF AGENDA ITEM:

On June 4, 2012, the Board of Education approved Bid No. 2011/12-92 – Category 22 – Electrical – John W. North High School Athletic Facilities Master Plan. The bid was awarded to F.E.C. Electric, Inc., and Purchase Order C6002371 was issued in the amount of \$1,524,378.00. Two subsequent change orders were approved for \$16,779.00, bringing the total of the purchase order to \$1,541,157.00.

District staff is requesting a change in the scope of work for Change Order No. 3 to revise the concession stand layouts to allow for new ice machine and add a freezer.

Change Order No. 3, in the amount of \$1,142.00, brings the total amount of the purchase order to \$1,542,299.00. Funding for this project is eighty-six percent (86%) from Measure B; and fourteen percent (14%) from Redevelopment.

---

**FISCAL IMPACT:** Change order value of \$1,142.00 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 3, in the amount of \$1,142.00 to F.E.C. Electric, Inc. – Purchase Order C6002371, bringing the new total amount of the purchase order to \$1,542,299.00.

---

**ADDITIONAL MATERIAL:** Request for Change Order No. 3 – Category 22 – Electrical – John W. North High School Athletic Facilities Master Plan.

Attached:      Yes



# CHANGE ORDER

**DSA A# 04-112110**

File No. 33-H9

Distribution to:

OWNER ☒

ARCHITECT ☒

CONTRACTOR ☒

FIELD ☒

INSPECTOR ☒

DSA ☒

CITY AGENCY ☐

OTHER ☐

**PROJECT:** Riverside Unified School District  
North High School Athletic Facility  
Aquatic Center

**CHANGE ORDER NO.:** 17-22-03

**DATE:** March 22, 2013

**TO:** F.E.C. Electric, Inc.  
P.O. Box 77  
Redlands, CA 92373

**PROJECT NO.:** HMC # 3152131

**CONTRACT FOR:** Aquatic Center &  
Athletic Facility Upgrades

**Bid Category 22**

**You are directed to make the following changes in this Contract:**

Reference attached Item(s).

Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum was ..... \$ 1,524,378.00  
Net change by previously authorized Change Orders ..... \$ 16,779.00  
The Contract Sum prior to this Change Order was ..... \$ 1,541,157.00  
The Contract Sum will be **increased** by this Change Order ..... \$ 1,142.00  
The new Contract Sum including this Change Order will be ..... \$ 1,542,299.00  
The Contract Time will be changed by [0] Days.  
The Date of Completion as of the date of this Change Order therefore is: **October 10, 2013**

**ARCHITECT**  
HMC Architects  
3546 Concourse Street  
Ontario, CA 91764

**CONTRACTOR**  
F.E.C. Electric, Inc.  
P.O. Box 77  
Redlands, CA 92373

*Authorized:*

**OWNER**  
Riverside Unified School District  
3070 Washington Street  
Riverside, CA 92504

By \_\_\_\_\_

Date \_\_\_\_\_

By \_\_\_\_\_

Date \_\_\_\_\_

By \_\_\_\_\_

Date \_\_\_\_\_

cc: File-CO

**ITEM CO: 17.1**  
(COR 003/IB-5)

**Reference attached revised drawings A2.10, A2.20, A8.00, A9.00, P2.1, P2.2, E2.3 and E2.4:**

Revise concessions stand layouts in Building P2 and Building P3. Remove floor sink and relocate ice machine in Building P2 Janitor room to Concessions. In addition revise location of three-compartment sink to other side of low-wall and provide additional floor sink.

In Building P3 provide a new 6" furred wall in storage room to accommodate plumbing and electrical required for new ice machine, floor sink and hand wash sink. In addition remove from scope of work cabinetry on south side of concession stand to make space for freezer (O.F.O.I.).

**Justification:** Additional Plan Review Comments

**Requested by:** Environmental Health Department

**ADD \$ 1,142.00**

**TOTAL AMOUNT OF CHANGE ORDER     \$ 1,142.00**

**Board Meeting Agenda  
May 6, 2013**

Topic: Approval of Change Order No. 1 – Purchase Order C6002374 – Bid No. 2011/12-79 – Category 09 – Rough Carpentry – John W. North High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Rough Carpentry at the John W. North High School Athletic Facilities Master Plan.

---

**DESCRIPTION OF AGENDA ITEM:**

On June 4, 2012, the Board of Education approved Bid No. 2011/12-79 – Category 09 – Rough Carpentry – John W. North High School Athletic Facilities Master Plan. The bid was awarded to C&H Construction, Inc., and Purchase Order C6002374 was issued in the amount of \$149,900.00.

District staff is requesting a change in the scope of work for Change Order No. 1 to provide a new six inch furred wall in the storage room and remove the cabinetry to make space for a freezer.

Change Order No. 1, in the amount of \$1,083.00, brings the total amount of the purchase order to \$150,983.00. Funding for this project is eighty-six percent (86%) from Measure B; and fourteen percent (14%) from Redevelopment.

---

**FISCAL IMPACT:** Change order value of \$1,083.00 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 1, in the amount of \$1,083 to C&H Construction, Inc. – Purchase Order C6002374, bringing the new total amount of the Purchase Order to \$150,983.00.

---

**ADDITIONAL MATERIAL:** Request for Change Order No. 1 – Category 09 – Rough Carpentry – John W. North High School Athletic Facilities Master Plan.

Attached:      Yes

Rough Carpentry  
C6002374  
2011/12-79  
6/4/12

## CHANGE ORDER

**DSA A# 04-112110**

File No. 33-H9

Distribution to:

OWNER

ARCHITECT

CONTRACTOR

FIELD

INSPECTOR

DSA

CITY AGENCY

OTHER

■

■

□

□

**PROJECT:** Riverside Unified School District  
North High School Athletic Facility  
Aquatic Center

**CHANGE ORDER NO.:** 14-09-01

**DATE:** March 22, 2013

**TO:** C & H Construction  
2530 South Yale Street  
Santa Ana, CA 92704

**PROJECT NO.:** HMC # 3152131

**CONTRACT FOR:** Aquatic Center &  
Athletic Facility Upgrades

**Bid Category 09**

**You are directed to make the following changes in this Contract:**

Reference attached Item(s).

Not valid until signed by both the Owner and Architect.

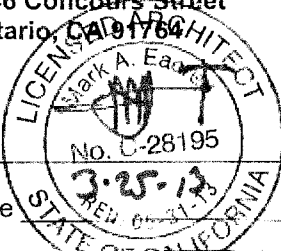
Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum was ..... \$ 149,900.00  
Net change by previously authorized Change Orders ..... \$ 0.00  
The Contract Sum prior to this Change Order was ..... \$ 149,900.00  
The Contract Sum will be **increased** by this Change Order ..... \$ 1,083.00  
The new Contract Sum including this Change Order will be ..... \$ 150,983.00  
The Contract Time will be changed by [0] Days.  
The Date of Completion as of the date of this Change Order therefore is: **October 10, 2013.**

**ARCHITECT**  
HMC Architects  
3546 Concourse Street  
Ontario, CA 91764

By

Date



**CONTRACTOR**  
C & H Construction  
2530 South Yale Street  
Santa Ana, CA 92704

By

Date

*Authorized:*

**OWNER**  
Riverside Unified School District  
3070 Washington Street  
Riverside, CA 92504

By

Date

cc: File-CG-CO

**ITEM CO: 14.1**  
(COR 003/IB-5)

**Reference attached revised drawings A2.10, A2.20, A8.00, A9.00, P2.1, P2.2, E2.3 and E2.4:**

Revise concessions stand layouts in Building P2 and Building P3. Remove floor sink and relocate ice machine in Building P2 Janitor room to Concessions. In addition revise location of three-compartment sink to other side of low-wall and provide additional floor sink.

In Building P3 provide a new 6" furred wall in storage room to accommodate plumbing and electrical required for new ice machine, floor sink and hand wash sink. In addition remove from scope of work cabinetry on south side of concession stand to make space for freezer (O.F.O.I.).

**Justification:** Additional Plan Review Comments

**Requested by:** Environmental Health Department

**ADD \$ 1,083.00**

**TOTAL AMOUNT OF CHANGE ORDER      \$ 1,083.00**

**Board Meeting Agenda  
May 6, 2013**

Topic: Approval of Change Order No. 1 – Purchase Order C6002415 – Bid No. 2011/12-83 – Category 13 – Drywall & Plaster – John W. North High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Drywall & Plaster at John W. North High School Athletic Facilities Master Plan

---

**DESCRIPTION OF AGENDA ITEM:**

On June 4, 2012, the Board of Education approved Bid No. 2011/12-83 – Category 13 – Drywall & Plaster – John W. North High School Athletic Facilities Master Plan. The bid was awarded to Caston, Inc., and Purchase Order C6002415 was issued in the amount of \$160,585.00.

District staff is requesting a change in the scope of work for Change Order No. 1 to revise the concession stand layouts to relocate the three-compartment sink and provide a six inch furred wall in the storage room to accommodate the ice machine.

Change Order No. 1, in the amount of \$951.00, brings the total amount of the purchase order to \$161,536.00. Funding for this project is eighty-six percent (86%) from Measure B; and fourteen percent (14%) from Redevelopment.

---

**FISCAL IMPACT:** Change order value of \$951.00 is included in the budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education approve Change Order No. 1, in the amount of \$951.00 to Caston, Inc. – Purchase Order C6002415, bringing the new total amount of the purchase order to \$161,536.00.

---

**ADDITIONAL MATERIAL:** Request for Change Order No. 1 – Category 13 – Drywall & Plaster – John W. North High School Athletic Facilities Master Plan.

Attached:      Yes



**CHANGE  
ORDER**

C600 2415  
Drywall + Plaster  
2011/12-83 Cat 13

**DSA A# 04-112110**

**File No. 33-H9**

Distribution to:

OWNER

ARCHITECT

CONTRACTOR

FIELD



INSPECTOR

DSA

CITY AGENCY

OTHER



**PROJECT:** Riverside Unified School District  
North High School Athletic Facility  
Aquatic Center

**CHANGE ORDER NO.: 16-13-01**

**DATE:** March 22, 2013

**TO:** Caston Inc.  
354 S. Allen Street  
San Bernardino, CA 92408

**PROJECT NO.:** HMC # 3152131

**CONTRACT FOR:** Aquatic Center &  
Athletic Facility Upgrades

**Bid Category 13**

**You are directed to make the following changes in this Contract:**

Reference attached Item(s).

Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

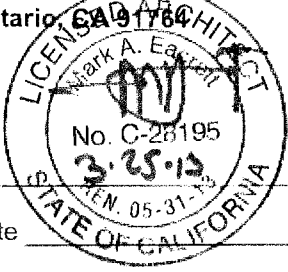
The original Contract Sum was ..... \$ 160,585.00  
Net change by previously authorized Change Orders ..... \$ 0.00  
The Contract Sum prior to this Change Order was ..... \$ 160,585.00  
The Contract Sum will be **increased** by this Change Order ..... \$ 951.00  
The new Contract Sum including this Change Order will be ..... \$ 161,536.00  
The Contract Time will be changed by [0] Days.  
The Date of Completion as of the date of this Change Order therefore is: **October 10, 2013.**

**ARCHITECT**  
HMC Architects  
3546 Concourse Street  
Ontario, CA 91764

**CONTRACTOR**  
Caston Inc.  
354 S. Allen Street  
San Bernardino, CA 92408

*Authorized:*

**OWNER**  
Riverside Unified School District  
3070 Washington Street  
Riverside, CA 92504

By  \_\_\_\_\_  
Date \_\_\_\_\_

By \_\_\_\_\_  
Date \_\_\_\_\_

By \_\_\_\_\_  
Date \_\_\_\_\_

cc: File-CO.CO

**ITEM CO: 16.1**  
(COR 003/IB-5)

**Reference attached revised drawings A2.10, A2.20, A8.00, A9.00, P2.1, P2.2, E2.3 and E2.4:**

Revise concessions stand layouts in Building P2 and Building P3. Remove floor sink and relocate ice machine in Building P2 Janitor room to Concessions. In addition revise location of three-compartment sink to other side of low-wall and provide additional floor sink.

In Building P3 provide a new 6" furred wall in storage room to accommodate plumbing and electrical required for new ice machine, floor sink and hand wash sink. In addition remove from scope of work cabinetry on south side of concession stand to make space for freezer (O.F.O.I.).

**Justification:** Additional Plan Review Comments

**Requested by:** Environmental Health Department

**ADD \$ 951.00**

**TOTAL AMOUNT OF CHANGE ORDER      \$ 951.00**

## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda May 6, 2013

Topic: Notice of Completion – Purchase Order C6002338 – Bid No. 2011/12-68 – UCCAP Category C8 – Concrete Work – Amelia Earhart Middle School Handicap Ramp

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A Notice of Completion is recommended for the Concrete work at the Amelia Earhart Middle School Handicap Ramp Replacement.

---

#### DESCRIPTION OF AGENDA ITEM:

Bid No. 2011/12-68 – Category C-8 – Concrete work – Amelia Earhart Middle School Handicap Ramp Replacement. The bid was awarded to Olmos Development, Inc. dba Calicorp, and Purchase Order C6002338 was issued in the amount of \$54,400.00. One subsequent change order was approved for \$3,791.00 bringing the total amount of the purchase order to \$58,191.00.

The scope of work for this project was to provide the concrete work at the Amelia Earhart Middle School Handicap Ramp Replacement.

District staff, architect, and inspector of record have reviewed the project, deemed the project complete, and a Notice of Completion is now being requested.

Funding for this project is one hundred percent (100%) from Maintenance and Operations funds.

---

**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education approve that a Notice of Completion be filed for Olmos Development, Inc. dba Calicorp, – Purchase Order C6002338, for a total of \$58,191.00.

---

**ADDITIONAL MATERIAL:** Notice of Completion – Concrete – Amelia Earhart Middle School Handicap Ramp Replacement.

Attached:      Yes

**Vinson, Nancy J. (Chasey)**

---

**From:** Sharum Jr, Kenneth L.  
**Sent:** Tuesday, March 26, 2013 3:11 PM  
**To:** Vinson, Nancy J. (Chasey)  
**Subject:** Notice of completions

Nancy,

The following projects are complete. Please issue a notice of completion for the these.

Rite-way Roofing-----Bid No 211/212-69

Calicorp-----Bid No 211-12-68- UCCAP

Kenneth Sharum  
Assistant Director  
Maintenance & Operations  
Building Trades, RUSD  
Phone 951 788-7496 x84050  
Fax 951 778-5641 (internal 84080)  
cell 951 315-5915

**Board Meeting Agenda  
May 6, 2013**

**Topic:** Notice of Completion – Purchase Order C6002351 – Bid No. 2011/12-94 Category C12 – Asphalt – Benjamin Franklin, Fremont, Hawthorne, John F. Kennedy, Lake Mathews, Mark Twain, Patricia Beatty, Tomás Rivera, William Howard Taft and Woodcrest Elementary Schools, and Martin Luther King High School

**Presented by:** Jane Jumnongsilp, Purchasing Manager

**Responsible  
Cabinet Member:** Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

**Type of Item:** Consent

**Short Description:** A Notice of Completion is recommended for the Asphalt work at Benjamin Franklin, Fremont, Hawthorne, John F. Kennedy, Lake Mathews, Mark Twain, Patricia Beatty, Tomás Rivera, William Howard Taft and Woodcrest Elementary Schools, and Martin Luther King High School.

---

**DESCRIPTION OF AGENDA ITEM:**

On May 21, 2012, the Board of Education approved Bid No. 2011/12-94 – Category C12 – Asphalt – at Benjamin Franklin, Fremont, Hawthorne, John F. Kennedy, Lake Mathews, Mark Twain, Patricia Beatty, Tomás Rivera, William Howard Taft and Woodcrest Elementary Schools, and Martin Luther King High School. The bid was awarded to Wheeler Paving, and Purchase Order C6002351 was issued in the amount of \$238,600.00.

The scope of work for this project was to provide the asphalt work at Benjamin Franklin, Fremont, Hawthorne, John F. Kennedy, Lake Mathews, Mark Twain, Patricia Beatty, Tomás Rivera, William Howard Taft and Woodcrest Elementary Schools, and Martin Luther King High School.

District staff, architect, and inspector of record have reviewed the project, deemed the project complete, and a Notice of Completion is now being requested.

Funding for this project is one hundred percent (100%) from Deferred Maintenance funds.

---

**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education approve that a Notice of Completion be filed for Wheeler Paving, – Purchase Order C6002351, for a total of \$238,600.00.

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**ADDITIONAL MATERIAL:** Notice of Completion

Attached:      Yes

**From:** Troxel, Eric W.  
**Sent:** Thursday, April 11, 2013 11:37 AM  
**To:** Vinson, Nancy J. (Chasey)

Wheeler Paving has completed the work at the work at Franklin, Mark Twain, Fremont, Hawthorne, Kennedy, Lake Mathews, Taft, Rivera, Woodcrest, Beatty and MLK .

***Eric Troxel  
Operations Supervisor  
Riverside Unified School District  
3070 Washington St Riverside Ca.  
Office 951-788-7496 ext.84040  
Cell 951-377-2573***



**Board Meeting Agenda  
May 6, 2013**

Topic: Notice of Completion – Purchase Order C6002353 – Bid No. 2011/12-69  
Category C39 – Roofing – Matthew Gage and University Heights Middle  
Schools, Arlington and Riverside Polytechnic High Schools

Presented by: Jane Jumnongsilp, Purchasing Manager

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental  
Relations

Type of Item: Consent

Short Description: A Notice of Completion is recommended for the Roofing work at Matthew  
Gage and University Heights Middle Schools, Arlington and Riverside  
Polytechnic High Schools.

---

**DESCRIPTION OF AGENDA ITEM:**

On May 21, 2012, the Board of Education approved Bid No. 2011/12-69 – Category C39 –  
Roofing – Matthew Gage and University Heights Middle Schools, Arlington and Riverside  
Polytechnic High Schools. The bid was awarded to Rite-Way Roof Corp., and Purchase Order  
C6002353 was issued in the amount of \$222,047.00.

The scope of work for this project was to provide the roofing work at Matthew Gage and  
University Heights Middle Schools, Arlington and Riverside Polytechnic High Schools.

District staff, architect, and inspector of record have reviewed the project, deemed the project  
complete, and a Notice of Completion is now being requested.

Funding for this project is one hundred percent (100%) from Deferred Maintenance funds.

---

**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education approve that a Notice  
of Completion be filed for Rite-Way Roof Corp., – Purchase Order C6002353, for a total of  
\$222,047.00.

---

**ADDITIONAL MATERIAL:** Notice of Completion – Roofing - Matthew Gage and University Heights Middle Schools, Arlington and Riverside Polytechnic High Schools.

Attached:      Yes

**Vinson, Nancy J. (Chasey)**

---

**From:** Sharum Jr, Kenneth L.  
**Sent:** Tuesday, March 26, 2013 3:11 PM  
**To:** Vinson, Nancy J. (Chasey)  
**Subject:** Notice of completions

Nancy,

The following projects are complete. Please issue a notice of completion for the these.

Rite-way Roofing-----Bid No 211/212-69

Calicorp-----Bid No 211-12-68- UCCAP

Kenneth Sharum  
Assistant Director  
Maintenance & Operations  
Building Trades, RUSD  
Phone 951 788-7496 x84050  
Fax 951 778-5641 (internal 84080)  
cell 951 315-5915

**Board Meeting Agenda  
May 6, 2013**

Topic: Approval of Tentative Agreement Between Riverside Unified School District and Its Employees Represented by the California School Employees Association, Chapter 506

Presented by: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Responsible  
Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: It is recommended that the Board of Education approve the Tentative Agreement for employees represented by the California School Employees Association, Chapter 506.

---

**DESCRIPTION OF AGENDA ITEM:**

The District has reached agreement on a Tentative Agreement (TA) with one of its collective bargaining units, the California School Employees Association, Chapter 506 (CSEA) representing classified employees. The TA is the result of the collective bargaining process that began in February 2012.

The TA incorporates the following provisions:

1. Article XV – Makes technical changes in language to conform to current law regarding layoff and reemployment. Also makes formal a best practice to provide orientation to existing employees who are reassigned due to reduction in force.

The financial impacts of the TA were disclosed at the regular meeting of the Board of Education held on April 15, 2013. (However, the typical disclosure form was not used for this TA since there is no Fiscal Impact resulting from this TA.) The Riverside County Office of Education has completed their review of the financial disclosures and related impacts.

Ratification by CSEA is pending at the time this agenda item was prepared.

---

**FISCAL IMPACT:** The agreement provisions outlined above for the Tentative Agreements do not have a fiscal impact.

**RECOMMENDATION:** It is recommended that the Board of Education approve the Tentative Agreements and Memorandum of Understanding for employees represented by the California School Employees Association, Chapter 506.

---

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**ADDITIONAL MATERIAL:** 1) Tentative Agreement Article XV Dated March 20, 2013

Attached: Yes

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**AND**  
**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**  
**CHAPTER 506**  
**TENTATIVE AGREEMENT**  
**March 20, 2013**

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and subject to ratification by the California School Employees Association, Chapter 506 ("CSEA") the parties agree to:

**1. Article XV (Layoff and Reemployment) is amended in its entirety to read:**

The following provisions shall take effect whenever bargaining unit members are subject to layoff or reduction in assigned time:

15.0 Whenever it is considered necessary by the District to reduce the number of classified unit members because of lack of work or lack of funds, or whenever it is deemed necessary or desirable by the District to diminish or terminate a service or a program, the Superintendent shall recommend the specific positions to be discontinued. The District shall notify CSEA in writing of any such proposal(s) when the need therefore becomes reasonably apparent, but in no event later than at least ~~thirty (30)~~ **sixty (60)** calendar days prior to the effective date. Such notice shall be sent to the CSEA Chapter President and the CSEA assigned Labor Relations Representative.

15.1 Notice: Unit members shall receive notice of layoff ~~forty-five (45)~~ **sixty (60)** calendar days prior to the effective date of the layoff and shall be informed of their displacement rights, if any, and reemployment rights. No unit member shall be notified of any "reasonable assurance" of reemployment where the District does not reasonably believe such reemployment shall occur as offered.

15.1.1 Nothing herein provided shall preclude a layoff for lack of funds in the event of an actual and existing financial inability to pay salaries for classified unit members, nor layoff for

  
CSEA  
District

lack of work resulting from causes not foreseeable or preventable by the District, without the required notice.

15.2 Order of Layoff: Whenever a classified unit member is laid off, the order of layoff within the class shall be determined by date of hire effective July 1, 1991. The unit member who has been employed the shortest time in the class, plus higher classes, shall be laid off first. Reemployment shall be in the order of seniority.

15.2.1 For purposes of this section, for service commencing after July 1, 1971, and prior to July 1, 1991, seniority has been calculated based on the total hours in paid status, whether during the school year, a holiday, recess, or during any period that a school is in session or closed, but does not include any hours compensated solely on an overtime basis.

15.2.2 The District shall assign seniority numbers to all current unit members based upon their hours in paid status as of June 30, 1991.

15.2.3 The District shall assign seniority numbers to unit members hired after June 30, 1991, based upon that member's date of hire, and date of hire shall mean the unit member's first date of paid service to the District in a probationary status.

15.2.4 If two or more unit members have the same date of hire, the District shall assign seniority number by lots.

15.3 Reemployment Rights: Permanent unit members who have been laid off shall be placed on reemployment lists by class and in order of seniority. A reemployment list shall remain in force for a period of thirty-nine (39) months. Persons on such a list shall be reemployed in preference to new applicants.

15.3.1 Unit members who take voluntary demotions or voluntary reductions in assigned time in lieu of layoff or to remain in their present positions rather than be reclassified or reassigned, shall be granted the same rights as persons laid off and shall retain eligibility to be considered for reemployment for an additional period of up to twenty-four (24) months; provided that the same tests of fitness under which they qualified for the appointment shall still apply.

 SEA  
District

- 15.4 Bumping Rights: A unit member laid off from the unit member's present class may bump into the next equal or lower class in which the unit member has greater seniority considering the unit member's seniority in that class and any higher classes in which the unit member has served.
- 15.5 Notification of Reemployment Opening: Any unit member who is laid off and is subsequently eligible for reemployment shall be notified in writing by the District of an opening. Such notice shall be sent by certified mail to the last address given the District by the unit member, and a copy shall be sent to CSEA by the District, which shall acquit the District of its notification responsibility.
- 15.6 Unit Member Notification to District: A unit member shall mail, or otherwise notify, the District of the unit member's intent to accept or reject re-employment within ten (10) working days following receipt of the re-employment offer notice. If the unit member accepts re-employment, the unit member must report to work in accordance with the District's offer, but in no event may the unit member be required to report earlier than fifteen (15) working days following receipt of the re-employment notice. A unit member who refuses such re-employment offer thereby forfeits all re-employment rights and the unit member's name shall be removed from the re-employment list.
- 15.7 Retirement in Lieu of Layoff: Any unit member in the bargaining unit may elect to accept a service retirement in lieu of layoff. Such unit member shall, at least ten (10) workdays prior to the effective date of the proposed layoff, complete and submit a form provided by the District for this purpose.
- 15.7.1 The unit member shall then be placed on a reemployment list in accordance with this Article; however, the unit member shall not be eligible for re-employment during such other period of time as may be specified by law.



- 15.7.2 When an offer of reemployment is made to an eligible person retired under this Article, and the District receives within ten (10) working days a written acceptance of the offer, the position shall not be filled by any other person until the Public Employees' Retirement System has properly processed the unit member's request for reinstatement from retirement.
- 15.7.3 A unit member who retires and is eligible for re-employment and who declines an offer of re-employment equal to that from which laid off shall be deemed to be permanently retired and to have forfeited re-employment rights.
- 15.7.4 Any election to retire after being placed on a re-employment list shall be retirement in lieu of layoff within the meaning of this section, if at the time of such election the unit member notifies the District in writing that the unit member wishes to have the retirement considered to be taken in lieu of layoff.
- 15.8 Health and Welfare Benefits: Unit members subject to layoff and/or reduction in hours shall receive health and welfare benefits as described in Article IX for three(3) months after the effective date of the layoff at the benefit level received prior to the layoff.
- 15.9 Vacation Benefits: Unit members shall be at the same vacation accrual rate when rehired from a valid re-employment list.
- 15.10 Substitute Work: Unit members on layoff who sign up to substitute shall be offered substitute work within their classification and/or within classifications that they are minimally qualified. This provision shall not be subject to the grievance procedure and does not apply to unit members under section 15.11.
- 15.11 Reduction in Assigned Time in Lieu of Layoff: Any reduction in the regularly assigned working hours of a permanent unit member shall be considered a layoff and the provisions of this Article shall apply.

- 15.11.1 The order of reductions in the regularly assigned working hours shall be in accordance with Section 15.2 and its subsections.
- 15.11.2 Unit members who take voluntary reductions in assigned working hours in lieu of layoff shall be, at the unit members option in accordance with their seniority, returned to a position with increased assigned hours as vacancies become available during the time they are on a valid re-employment list. However, if the unit member is offered the same hours as the original assigned hours reduced from and the unit member turns those hours down then that unit member shall be removed from the re-employment list.
- 15.11.3 The District will try to maintain the most available hours for unit members subject to reduction in assigned time. The District may consider the following:
- A. Unit members may be offered transfers to other sites to maintain the most available hours.
  - B. The District may offer unit members the opportunity to work at more than one site to maintain or provide for the most available hours closest to the original assigned hours reduced from if not in conflict with District program needs.
  - C. The District may offer unit members with seniority in other classifications the opportunity to work more than one classification to maintain or provide for the most available hours closest to the original assigned hours reduced from if not in conflict with District program needs.
- 15.11.4 Notwithstanding anything in Article XV to the contrary, any reduction in regularly assigned working hours of CSEA unit member positions shall be negotiable relative to both the decision and the effects so long as CSEA timely demands to bargain. If CSEA desires to negotiate any reduction in regularly assigned working hours, CSEA shall provide the District with a written demand to bargain within 10 workdays of the District's notice of its intent to reduce regular assigned working hours. CSEA's notice shall state whether it seeks to negotiate: (1) only the decision to reduce regularly assigned working hours, (2) only the effects of the reduction in regularly assigned working hours, or (3) both the decision to reduce regularly assigned working hours and the effects of that reduction. CSEA's failure to provide the District with timely notice pursuant to this Section 15.11.1.4 shall be deemed a waiver of all rights under this Section 15.11.1.4. Nothing in this Section 15.11.1.4 shall be interpreted to

require the District to negotiate the decision to layoff CSEA bargaining unit members or to negotiate the effects of the decision to layoff CSEA bargaining unit members.

- A. Notwithstanding anything in this Section 15.11.1.4 to the contrary, a reduction in hours of a vacant position shall be nonnegotiable, both to the decision and its effects, except reductions in hours of vacant positions resulting from layoffs within the past 39 months. If the District proposes to reduce the hours of a laid off position, and such layoff occurred less than 39 months prior to the date on which the District proposes to reduce the hours of the position, the reduction in the hours of that position shall be negotiable relative to both the decision and the effects. If the District seeks to reduce the hours of a position that is vacant as a result of a layoff that occurred more than 39 months prior to the date on which the District proposes to reduce the hours of that position, the District shall have no obligation to negotiate the decision to reduce the hours of that position or the effects of the decision to reduce the hours of that position. Notwithstanding anything in this Section 15.10.1.4 to the contrary, if the District eliminates both part-time and full-time positions, the District retains the right to decide to reinstate only the part-time positions without bargaining that decision.
- B. If the District reduces the hours of a position following that position's incumbent's promotion to another position, the incumbent shall retain all rights under Article XIV should that incumbent fail to complete his or her probationary period, including the right to return to the same position if vacant or the best available assignment with the same benefits, hours, and pay the incumbent had received prior to the promotion.

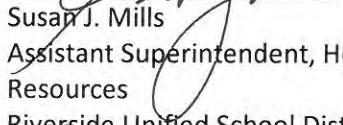
**15.11.5 For unit members impacted by reduction in force, the site shall provide orientation and training (as needed), prioritization of assigned duties, with follow up planning as needed.**

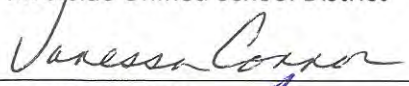
**15.12 Elimination of Classification:** When a classification is eliminated by District decision and a unit member in that class has no previous District service in an equal or lower class, that unit member shall be laid off and the unit member's name shall be placed on a reemployment list for those equal or lower classes for which the District considers the unit member qualified.


- 15.12.1 Placement of the unit member's name on a reemployment list for a classification in which the unit member has no previous service shall be below that of any unit member on that list who has served in the classification.

AGREED:

For the District:


 3-20-13  
Date  
Susan J. Mills  
Assistant Superintendent, Human  
Resources  
Riverside Unified School District

  
Vanessa Connor


  
Gregory Anderson

  
Hayley Calhoun

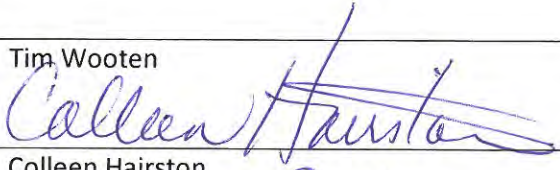
  
Jill Collier

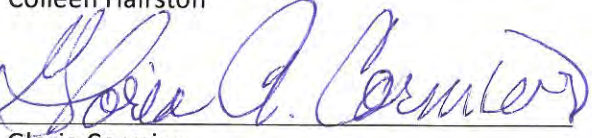
  
Stephen Schulte

For CSEA:


 3-20-2013  
Date  
Richard P. Carpenter, Jr.  
President, CSEA Chapter 506  
Riverside Unified School District


Tim Wooten

  
Colleen Hairston

  
Gloria Cormier

Not Present  
Joe Baglio

  
Laura Egan

  
Tim Wooten

  
CSEA  
District

## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda May 6, 2013

Topic: Approval of Tentative Agreements and Memorandum of Understanding Between Riverside Unified School District and its Employees Represented by the Riverside City Teachers Association

Presented by: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Responsible  
Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: It is recommended that the Board of Education approve the Tentative Agreements and Memorandum of Understanding for employees represented by the Riverside City Teachers Association.

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#### DESCRIPTION OF AGENDA ITEM:

The District has reached multiple agreements with one of its collective bargaining units, the Riverside City Teachers Association (RCTA) representing certificated employees. The agreements are documented as 1) Tentative Agreement (TA) Article X Dated December 6, 2012, 2) Tentative Agreement Article XII Dated February 14, 2013, 3) Tentative Agreement Coaching Stipend Salary Schedules Dated March 14, 2013, and 4) Memorandum of Understanding (MOU) Furlough Payment Dated March 14, 2013. The TAs and MOU are the result of the collective bargaining process that began in February 2012.

The TAs and MOU incorporate the following provisions:

1. Article X, Section 1 – Provides technical adjustments for clarity of existing practice.
2. Article XII, Sections 6 – Effective July 1, 2013 establishes a new Section to provide for Counselor Staffing at a ratio of 675 students to 1 counselor for middle schools and comprehensive high schools (excludes STEM and Alternative Schools). For middle schools, an additional .5 FTE counselor is added on top of the resulting ratio. For high



schools, an additional 1.0 FTE is added on top of the resulting ratio. In all cases, the ratio result shall be rounded to the nearest whole number of FTE.

3. Coaching Stipend Salary Schedules, Appendix – Effective July 1, 2013 Athletic Directors will be eliminated as bargaining unit positions. The agreement removes all references to Athletic Director. It is the District's intention to add 1.0 FTE of High School Assistant Principal to each comprehensive high school. This additional Assistant Principal will have responsibilities that include those previously assigned to Athletic Directors among other duties.
4. Furlough Payback – specifically:
  - Provides a one-time compensation adjustment equivalent to up to ten days, subject to various restrictions and processes, as payback for furlough days taken during the 2010-11 and 2011-12 fiscal years.
  - The equivalent percentage for five furlough days in each year is 2.8%, which is rounded to 3.0% and applied to current base salary as of March 1, 2013. The one-time adjustment is only available to current employees who were in active paid status during the respective fiscal years of the furloughs.
  - The equivalent value for hourly employees is based on current hours worked and current hourly rate of pay as of March 1, 2013.
  - The one-time compensation adjustment is not creditable or pensionable compensation for the purposes of STRS.
  - The one-time compensation adjustment shall be paid on or before June 30, 2013.

The financial impacts of the TAs and MOU were disclosed at the regular meeting of the Board of Education held on April 15, 2013. The Riverside County Office of Education has completed their review of the financial disclosures and related impacts.

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**FISCAL IMPACT:** Note: Amounts provided include both total impacts to the District and amounts specific to the nature of the attached Disclosure Form which is limited to the General Fund and the impact from the RCTA Bargaining Unit Only. The Tentative Agreement provisions for Article X outlined above are technical only and have no fiscal impact. The Tentative Agreement provisions for Article XII (Counselors) outlined above are estimated at \$487,124 (both total value and General Fund/RCTA value) to add 4.0 FTEs of base counselors beginning with the 2013-14 fiscal year. The Tentative Agreement provisions for Coaching Stipend Salary Schedules (Athletic Directors) outlined above are estimated at \$365,931 (net) to 1) delete 3.0 FTEs of Athletic Director over-allocation and stipends and 2) add 5.0 FTE of High School Assistant Principal beginning with the 2013-14 fiscal year. This impact is representative of the total value, but the impact attributable to the RCTA Bargaining Unit is a savings of \$308,143 due to the positions being eliminated from the bargaining unit. The provisions of the

Memorandum of Understanding for the furlough payback are estimated to cost \$9,162,561 (total value) of which \$8,599,859 is for the General Fund in the current fiscal year on a one-time basis with no recurring cost.

The source of funds to support the TAs is the unrestricted General Fund. The source of funds to support the MOU is tied directly to the employee's current funding includes federal and state restricted programs, and Child Development funds with the majority of the funding being sourced from the District's unrestricted ending fund balance. The total fiscal impact from the TAs and MOU listed herein is \$10,015,616 of which \$9,014,514 is to the General Fund.

**RECOMMENDATION:** It is recommended that the Board of Education approve the Tentative Agreements and Memorandum of Understanding for employees represented by the Riverside City Teachers Association.

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**ADDITIONAL MATERIAL:** 1) Tentative Agreement (TA) Article X Dated December 6, 2012, 2) Tentative Agreement Article XII Dated February 14, 2013, 3) Tentative Agreement Coaching Stipend Salary Schedules Dated March 14, 2013, and 4) Memorandum of Understanding (MOU) Furlough Payment Dated March 14, 2013

Attached: Yes



**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**AND**  
**RIVERSIDE CITY TEACHERS ASSOCIATION**

**TENTATIVE AGREEMENT**

**DECEMBER 6, 2012**

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and of the Riverside City Teachers Association ("RCTA"),

**ARTICLE X, Section 1 is amended to read:**

**Section 1 - Full-time Classroom and Itinerant Teachers, Special Education Specialists, School Librarians, Nurses, Teachers on Special Assignment and Counselors**

A. Work Year: The work year shall be developed in consultation between the Association and the District as provided in Article V. The calendars shall be constructed with the following limits:

1. Elementary and High School, Full-time K-12 Independent Study and Continuation High School: 181 days of instruction.

Middle School, Opportunity School/COPE and Community Day School: 180 days of instruction.

2. Returning Teachers

(a) Elementary School Teachers: Four (4) work days without students for returning elementary teachers to be used as two (2) non-student attendance days for elementary parent conference days; plus two (2) days prior to the opening of schools.

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(b) Middle School Teachers: Five (5) work days without students for returning middle school teachers to be used as three (3) non-student attendance days, one (1) each at the end of the first quarter, first semester and third quarter; plus two (2) days prior to the opening of schools.

(c) High School Teachers: Four (4) work days without students for returning high school teachers to be used as two (2) non-student attendance days, one (1) at the end of each semester; plus two (2) days prior to the opening of schools.

### 3. New Teachers

(a) Elementary School Teachers: Five (5) work days without students for new elementary teachers to be used as two (2) non-student attendance days for elementary parent conference days; plus three (3) days prior to the opening of schools.

(b) Middle School Teachers: Six (6) work days without students for new middle school teachers to be used as three (3) non-student attendance days, one (1) each at the end of the first quarter, first semester and third quarter; plus three (3) days prior to the opening of schools.

(c) High School Teachers: Five (5) work days without students for new high school teachers to be used as two (2) non-student attendance days, one (1) at the end of each semester; plus three (3) days prior to the opening of schools.

4. On the two (2) days prior to the opening of school, there shall be a limit of six and three-fourths ( $6 \frac{3}{4}$ ) hours of mandatory meetings. These meetings are not included in the maximum number of regularly scheduled staff meetings.

5. The following days shall be free of meetings:

(a) The two high school end of semester days.

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(b) The three middle school end of first quarter, first semester and third quarter days.

6. Using the voting procedure in Section 2 and with the agreement of the school principal, annually by April 1, a middle school can modify the school calendar to enable 7th grade students to begin and end their school year one day earlier than the 8th grade students.

The adjustment of the school year shall not increase the number of work days or student contact days for teachers. All employees shall have no less than seven and one half (7 ½) hours of time for room preparation at the beginning of the school year. No employee shall be required to have more contact with 7th grade students on their first day of attendance than the proportional amount of 7<sup>th</sup> grade student contact time determined by the employee's daily assigned teaching schedule. Similarly, no employee shall be required to have more contact with 8th grade students on the last day of 8th grade attendance than the proportional amount of 8th grade student contact time determined by the employee's daily assigned teaching schedule.

7. Elementary schools shall have a minimum day of 240 minutes in length on the last day of pupil attendance. As of the last day of school, should at least 120 annual minutes of attendance hours beyond the State minimum remain, and the day prior to the last day of school is a full day, the Superintendent shall declare the last day of school as 180 minutes in length.

8. In addition to the days above, all teachers new to the District shall attend an orientation day prior to the opening of school.

9. All probationary and temporary employees, who have been employed fewer than three (3) consecutive years for at least 75 percent of the work year, may be required to attend up to five (5) days inservice training outside their work year. These inservice days shall be related to school or District staff development programs, with compensation at the Miscellaneous Salary Provision rate for inservice.

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B. Work Week: The regular work week shall be Monday through Friday except for a week that might be changed by national, state, or local holidays or the school calendar.

C. Work Day:

1. High Schools and Continuation High School: Employees shall be on the work site no less than twenty (20) minutes before the first students arriving are scheduled to attend class. The normal or regular work day shall be seven and one half (7 ½) consecutive hours including lunch period. The length of the instructional day shall be 365 minutes. If program assignments are such that different employee assignments require different daily beginning and ending times, these times will be determined by mutual agreement of the employee and the District.

At Lincoln High School, employees shall report to the work site no less than thirty (30) minutes before the beginning of the session to which they are assigned by the principal.

(a) Using the voting procedure in Section 2 and with the agreement of the school principal, annually by April 1, a high school may increase the number of instructional minutes to establish Staff Collaboration Time.

Staff Collaboration Time shall be utilized for grade level team planning; collaboration and articulation among teachers; and curriculum planning. This time period shall be collaboratively designed and implemented by bargaining unit members and the school administration.

If the Staff Collaboration Time period is used for any purpose other than that which has been previously listed, the activity will also be planned collaboratively between bargaining unit members and the school administration. This time shall not be used for staff meetings, individual teacher planning time or for the early release of teachers.

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In order to establish Staff Collaboration Time, each participating high school may increase the number of daily instructional minutes contained in Article X, Section 1C(a) of this Agreement in one of two ways:

- 1) The high school may increase the number of daily instructional minutes by a minimum of nine (9) minutes or maximum of twelve (12) minutes, four (4) days per week; and on the fifth (5th) day of the week, instructional minutes may be decreased in order to implement Staff Collaboration Time by a late start or early dismissal.
- 2) The high school may increase the number of daily instructional minutes by a minimum of nine (9) minutes or maximum of twelve (12) minutes, for nine (9) consecutive days; and on the tenth (10th) day, instructional minutes may be decreased in order to implement Staff Collaboration Time by a late start or early dismissal.

When designing a Staff Collaboration schedule, pre-approval from the Assistant Superintendent of Human Resources and the Fiscal Services Manager (Attendance) must be obtained.

Teacher preparation time, as defined in Article X, Section 1(G) of the Collective Bargaining Agreement, shall not be altered as a result of the implementation of Staff Collaboration Time.

2. Middle Schools: Employees shall be on the work site no less than thirty (30) minutes before the first students arriving are scheduled to attend class. The normal or regular work day shall be seven and one half (7 ½) consecutive hours including lunch period. The length of the instructional day shall be 350 minutes. If program assignments are such that different employee assignments require different daily beginning and ending times, these times will be determined by mutual agreement of the employee and the District.

3. Elementary Schools:

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(a) Employees shall be on the work site twenty (20) minutes before the first students arriving are scheduled to attend class. The normal or regular work day shall be seven and one half (7 ½) consecutive hours including the lunch period. If program assignments are such that different employee assignments require different daily beginning and ending times, these times will be determined by mutual agreement of the employee and the District. The scheduling of K-3 teacher supervision duties shall be assigned equitably among K-3 teachers at their school site. The District will provide supervision for before school duty in grades K-6. In the event the Site Administrator is unable to provide adequate supervision to ensure the safety of children, bargaining unit members shall perform this duty, and such duty must be equitably assigned at each work site. On such an occasion, the supervising teacher may leave the work site early by the same amount of time he or she performed the duty, on the first afternoon without a meeting. When assigned morning supervision, an employee may be required to report for that duty thirty (30) minutes before the start of the earliest class if the principal deems such early reporting necessary to assure adequate supervision. When assigned supervision at student dismissal time, employees may be required to remain on duty for up to thirty (30) minutes after the dismissal time if the principal deems more than twenty (20) minutes of supervision are necessary to provide adequate supervision of students.

(b) The length of the instructional day for the traditional year for elementary students shall be as follows:

Grades K - 3	285 minutes
Grades 4 - 6	300 minutes

(c) Students in grades K-6 at each school shall have common beginning and ending times. In primary classes, except 3/4 combinations, in addition to a morning recess, there may be an afternoon recess not to exceed fifteen (15) minute at the discretion of each teacher. The time the recess may be held shall be designated by the principal. Recess supervision shall be done by teachers utilizing this afternoon recess.

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(d) On all regular or normal days, except those on which staff, team or district-ordered meetings are scheduled, the final forty-five (45) minutes of the elementary teachers' work day shall be designated as planning time for those with full-time classroom teaching assignments. Schools that start classes at 9:00 a.m. may schedule planning time at the beginning rather than the end of the day by mutual agreement between staff and principal. Should mutual agreement not be achieved in a staff meeting, the principal shall determine when planning time shall be scheduled. Planning time is provided to allow teachers an opportunity during the work day to prepare assignments, correct papers, meet with parents and other staff members, meet with students and to perform related tasks arising from the teaching assignment.

(e) Using the voting procedure in Section 2 and with the agreement of the school principal, annually by April 1, an elementary school may set aside a portion of one school day, per week, to establish a Staff Collaboration Time period.

Staff Collaboration Time shall be utilized for grade level team planning; collaboration and articulation among teachers; and curriculum planning. This time period shall be collaboratively designed and implemented by bargaining unit members and the school administration.

If the Staff Collaboration Time period is used for any purpose other than that which has been previously listed, the activity will also be planned collaboratively between bargaining unit members and the school administration. This time shall not be used for staff meetings, individual teacher planning time or for the early release of teachers.

In order to establish a Staff Collaboration Time period, each participating elementary school may increase the number of daily instructional minutes contained in Section 1C(b) of this Collective Bargaining Agreement by fifteen (15) minutes, four (4) days a week. On the fifth (5th) day of the week, instructional minutes may be decreased in order to implement a one hour Staff Collaboration Time period.

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Teacher preparation time, as defined in Section 1C(e) of the Collective Bargaining Agreement, shall not be altered as a result of the implementation of the Staff Collaboration Time period.

4. Each kindergarten teacher not teaching full day kindergarten shall be available for assistance within the kindergarten and/or primary program for a maximum of forty-five (45) minutes during the school day.

D. It is recognized by the District and the Association that all employees work additional hours in excess of those required at the work site that may vary according to the responsibility of the individual employee. Employees may be expected to spend additional time on the work site for purposes of staff meetings; team or department meetings; conferences involving students, parents or District personnel; SST and IEP meetings. The District shall make every effort to schedule SST and IEP meetings during the work day. Special Education employees and School Nurses attending IEP meetings shall be paid the curriculum rate of pay for the time that extends beyond one (1) hour after the employees' regular work day, to be paid in increments of one-half ( $\frac{1}{2}$ ) hour.

School staff meetings that require attendance outside the work day shall be limited to no more than fifteen (15) meetings per year, per employee. At schools where employees have Staff Collaboration Time, there will be no more than a total of thirteen (13) staff meetings per year. These meetings shall not exceed seventy-five (75) minutes after the latest regularly scheduled dismissal time of students.

No elementary employee will be required to attend more than fifteen (15) team meetings per year. At schools where employees have Staff Collaboration Time, there will be no more than a total of ten (10) team meetings per year. No team meeting shall extend beyond the regular work day.

Middle schools may use banked PLC time for department and/or team meetings. No more than a total of eight (8) department and team meetings may be required beyond the work day, and these shall be limited to forty (40) minutes after student dismissal time.

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No high school employee will be required to attend more than fifteen (15) department and team meetings per year. At schools where employees have Staff Collaboration Time, there will be no more than a total of ten (10) department and/or team meetings per year. These shall be limited to fifty (50) minutes after student dismissal time.

Except under unusual circumstances, team or staff meetings will not be scheduled on the afternoon before the start of a weekend or vacation.

Whenever possible, meetings necessary for conducting WASC, CCR, and PQR shall be scheduled during school release/in-service days or during the regular work day.

Prior to the end of each school year, the site administrator shall meet with his/her staff, or with elected representatives of his/her staff, for the purpose of mutually agreeing on the number and type of committees and special events that will be necessary to carry out the school program in the following year. Other special events or committees may be mutually added during the school year.

The list of agreed upon committees and special events shall be submitted to the school staff, so that site members may select those committees and/or events in which they want to participate.

F. Employees assigned to middle schools or high schools shall be entitled to one (1) duty-free, uninterrupted lunch period per day, which shall be the longer of either the student lunch period at their site or thirty-five (35) minutes. Employees assigned to elementary schools shall have a lunch period of forty-five (45) minutes. At elementary schools when weather conditions prohibit the normal use of the playground, the principal may declare a lunch period for staff and students of thirty (30) minutes, or up to twenty-five percent (25%) of the staff may be required to assist with student supervision for that

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period of time the lunch period exceeds thirty (30) minutes. Such duty must be equitably assigned at each work site. On these days, employees assigned lunch duty or having a shortened lunch period may leave the work site fifteen (15) minutes earlier than the regular departure time the first afternoon without a meeting.

G. Full-time classroom teachers in grades seven (7) through twelve (12) shall be entitled to one (1) scheduled instructional period per day to be used for preparation and planning, and conferences with parents, students, supervisors and other employees. Normally, teachers may not leave the work site during this period without prior approval of the principal or designee. Except by mutual agreement between the employee and the District, full-time teachers in middle and high schools shall have no more than twenty-five (25) teaching periods per week, exclusive of the Sustained Silent Reading program. In lieu of Sustained Silent Reading (SSR), teachers may volunteer to provide enrichment or intervention instruction to meet students' needs during the time period that is designated for SSR with administrative approval.

H. Counselors, pre-school teachers and District I.M.S. specialists shall work an eight (8) hour day inclusive of lunch, which shall be the longer of either the student lunch period at their site or thirty-five (35) minutes.

## Section 2 – Voting Procedure

When bargaining unit members at a school site vote pursuant to the provisions of any section of this Article, the vote shall be conducted as follows:

1. The vote shall be conducted by secret ballot.
2. The voting period shall be five (5) working days.
3. The RCTA site representative(s) and the site administrator (or designee) shall:
  - a. Provide all affected employees with a ballot and obtain their signatures for receipt;

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- b. Provide those employees not at school with the opportunity to vote, if possible;
- c. Institute a procedure to assure that employees vote only once;
- d. Count the votes;
- e. Fill out and sign a reporting form designed by Human Resources and RCTA; and
- f. Forward the completed form to Human Resources and RCTA.

Plans for changing the schedule to accommodate Staff Collaboration Time and middle school calendar modification (Section 1A 6) must be approved by 75% of the affected employees who vote.

### **Section 3 - Other Employees**

- A. The length of the work day for regular K-12 independent study employees shall be seven and a half (7 ½) hours inclusive of lunch.
- B. The length of the work day for full-time employees with assignments other than those in Sections 1 and 3 A above, such as psychologists, shall be eight (8) hours exclusive of lunch.

### **Section 4 - Alternative Educational Programs**

- A. This section applies to the following programs: STOP, part-time K-12 Independent Study and other alternative programs where the hours and assignments to the programs are determined based on the level of student enrollment or attendance.

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B. Employee Work Hours: The lengths of the work year, work week, and work day, as well as the number of employees in these alternative educational programs, are dependent upon fluctuations in average daily attendance, categorical funding changes and community needs. The District reserves the right to add to, reduce or eliminate the work hours of an employee in these alternative educational programs, based upon changes in average daily attendance.

C. Necessary Attendance: The District shall determine and notify teachers of the amount of student attendance necessary for the scheduling, maintenance and/or cancellation of any teacher's class no later than twenty (20) work days after the beginning of each school year. The amount will remain fixed for the remainder of the year.

D. Averaging Teachers' Classes: To attempt to maintain stability for tenured and probationary Adult & Alternative Educational Services (A.A.C.E.S.) teachers, class averaging will be applied by the District to the minimum class attendance amount needed prior to the reduction of any tenured or probationary teacher hours per week that they have been assigned, over a period of fifteen (15) work days.

#### **Section 5 - Extended Work Year and/or Work Day Employees**

An employee required by the District to work more days than the regular work year or more hours than the regular work day, except as provided in Section 1D above, shall receive additional compensation by being assigned to a different salary schedule (I.M.S. specialists, counselors, school nurses and psychologists, for example), or an additional salary schedule (coaches, high school band directors, high school choir directors, high school pep squad and drill team sponsors, for example), or paid at their regular daily rate for each excess day (District I.M.S. specialists, bilingual and special education teachers, librarians, and counselors, for example). For purposes of this section, regular full-time K-12 Independent Study teachers shall be compensated on the regular teacher salary schedule for their regular work day as defined in Section 2 above.

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Initials SMR

## **Section 6 Part-Time Work Year and/or Work Day Employees**

An employee working fewer days than the regular work year shall be a part-time employee and shall be remunerated at the same ratio that the employee's total number of work days bear to the total number of work days in the regular work year. For example, a classroom teacher employed for one semester shall receive fifty percent (50%) of the appropriate annual salary listed on the Teacher Salary Schedule. An employee who works fewer hours than the total included in the regular work day shall be a part-time employee and shall be remunerated at the same ratio the employee's regular daily work hours bear to the total included in the regular work day, as determined at the time of hire or upon modification of the employee's contract.

## **Section 7 - Hours on Special Days for All Employees**

- A. Employees working in schools that hold Open House Nights and/or Back-to-School Nights may be required to attend and participate in two (2) of these programs annually without additional remuneration.
- B. Employees working in schools that regularly schedule student activities outside of regular duty hours, such as athletic events, dances, theater productions and any activity involving parents may be required to attend and assist with the management of no more than four (4) of these events annually. In combination with (A) above, no employee may be required to attend more than five (5) events. These duties are part of each employee's basic responsibilities and their performance will not require additional remuneration.
- C. On days when an employee is assigned to an evening activity, the employee may leave the work site at the time of the last regularly scheduled student dismissal.
- D. On days when an employee attends an unassigned evening activity at the employee's school of assignment, with prior permission of the principal or the principal's designee, the employee may leave the work site at the time of the last regularly scheduled student dismissal.

## **Section 8 - Summer School Work Day**

Initials SO MR  
Initials SM (S) MAR

The work day for a classroom teacher during a summer session shall be from fifteen (15) minutes before the beginning time of the first class, to which the teacher is assigned, until ten (10) minutes after the dismissal of the last class, to which the teacher is assigned.

### **Section 9 - Parent Conference-Elementary Schools**

Working hours on elementary Parent Conference Days shall extend daily from the first through the last conference as scheduled by the employee, but in no case earlier than 12 noon. If an employee is ill on a regularly scheduled conference day, the District shall provide release time during the following week for the parent conferences that were missed.

### **Section 10 – Parent Conference – Secondary Schools**

A. Secondary sites that conduct parent conferences may use their banked day or any minutes in excess of the required annual instructional minutes to create a non-student attendance day for meeting with parents. Starting and ending times on a Secondary Parent Conference Day may be modified, with consensus of a majority of the teachers, to provide both day and evening time for parent meetings. The teachers' total work day shall not exceed seven and one-half (7 ½) consecutive hours. Such duty shall not substitute for nor be in lieu of one of the supervision duties permitted in Article X, Section 6.B.

B. Secondary sites may choose to conduct parent conferences in conjunction with a modified or minimum student attendance day. The teachers' total work day shall not exceed seven and one half (7 ½) hours including reporting fifteen (15) minutes before the beginning time of the first class and remaining until ten (10) minutes after the dismissal of the last class. If the Parent Conference portion extends beyond the teachers' regular work day ending time, such duty shall substitute for and be in lieu of one of the supervision duties permitted in Article X, Section 6.B.

### **Section 11 - Counselors**

Initials JO AR  
Initials LM ② MAR



Part-time counselors shall work three (3) extra days per year for each period of counseling; however, a full-time counselor shall work fifteen (15) extra days during the summer except by mutual agreement between the District and the employee. These extra days of work shall not be scheduled between July 1 and August 15 or during winter or spring recess except by mutual agreement between the District and the employee. By mutual agreement, counselors may work flexible hours to provide counselor availability before school and in the evening.

### **Section 12 – Categorical Program Specialist (CPS)**

CPS unit members may be classified as either Regular CPS or Extended Year CPS. CPS unit members working 205 days shall be classified as Extended Year CPS and shall receive additional compensation by being assigned to a different salary schedule. Unit members in CPS assignments may agree to work additional days based on the needs of the school and its programs and shall be compensated at their daily rate of pay for any additional days beyond their defined work.

### **Section 13 - School Librarian/Media Specialists**

- A. The school librarian/media specialists may adjust their work hours during the first three (3) days of the first semester and the first two (2) days of the second semester to allow time to train students who are assigned to library science classes.
- B. The school librarian/media specialist assigned to a school shall work up to a maximum of five (5) days before the beginning of the regular work year and up to a maximum of five (5) days after the end of the regular work year with compensation paid at the employee's daily rate of pay.
- C. In the event that a high school librarian/media specialist should be assigned responsibility for custody, check out/in, loss/damage charges and/or inventory of textbooks, the District shall provide sufficient classified staff to assist such employee with these tasks.

### **Section 14 – Secondary Preparation Period**

Initials SO ME  
Initials MS (S) MOC

The District will not assign a secondary teacher more than three (3) different preparation periods per day. In case of a compelling academic need, one (1) additional preparation may be assigned. Any additional preparations cannot be made without the consent of the teacher. This section does not apply to Alternative Educational Programs under Section 3, Continuation High School, full-time K-12 Independent Study and non-departmentalized Special Education Programs.

AGREED:

**For the District:**

 3-14-13

Susan Mills                      Date  
Assistant Superintendent,  
Human Resources

**For the Association:**

 3/14/2013

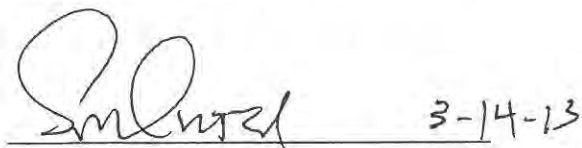
Mariana Robles                      Date  
Teacher, Hawthorne ES  
Co-chair, RCTA Negotiation Team

 3-14-13


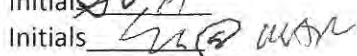
Michael Rhodes                      Date  
Assistant Principal, MLK HS  
  
Co-Chair, District Negotiation Team

 3-14-13

Sheri Obr                      Date  
Teacher, Liberty ES  
  
Co-Chair, RCTA Negotiation Team

 3-14-13

Sean Curtin                      Date  
Principal, Chemawa MS  
  
Co-Chair, District Negotiation Team

Initials   
Initials 



**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**AND**  
**RIVERSIDE CITY TEACHERS ASSOCIATION**

**TENTATIVE AGREEMENT**

**February 14, 2013**

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and of the Riverside City Teachers Association ("RCTA"),

**Section 6 will be added to Article XII:**

**Section 6 will read:**

**Section 6 – Counselor Staffing**

- A. The formula for staffing of counselors at comprehensive high schools shall be a ratio of 675:1 based on student population, plus one (1) additional counselor per high school.
- B. The formula for staffing of counselors at comprehensive middle schools shall be a ratio of 675:1 based on student population, plus an additional .5 counselor per middle school.
- C. In calculating the ratio, the student population shall be divided by 675. The result shall be rounded to the nearest whole number.
- D. The calculation of the student population shall be based on the final projected enrollment of students by school for the upcoming school year.
- E. The resultant number of counselors shall remain the same for the entire school year.

**AGREED:**

For the District:

 2/22/13

Susan Mills  
Assistant Superintendent,  
Human Resources

Date

For the Association:

 2/27/2013

Mariana Robles  
Teacher, Hawthorne ES  
Co-chair, RCTA Negotiation Team

Date

Michael Rhodes 3/1/13

Michael Rhodes                      Date  
Assistant Principal, MLK HS  
Co-Chair, District Negotiation Team

Sheri Obr 2-27-13

Sheri Obr                                      Date  
Teacher, Liberty ES  
Co-Chair, RCTA Negotiation Team

Sean Curtin 2/26/13

Sean Curtin                                      Date  
Principal, Chemawa MS  
Co-Chair, District Negotiation Team

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**AND**  
**RIVERSIDE CITY TEACHERS ASSOCIATION**

**TENTATIVE AGREEMENT**

**MARCH 14, 2013**

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and of the Riverside City Teachers Association ("RCTA"),

The addendum "Coaching Stipends – Salary Schedule – 58F" and "Coaching Stipends – Salary Schedule" is amended to read:

(see attached referenced schedules)

AGREED:

For the District:

For the Association:

 3-14-13

Susan Mills                      Date  
Assistant Superintendent,  
Human Resources

 3/14/2013


Mariana Robles                      Date  
Teacher, Hawthorne ES  
Co-chair, RCTA Negotiation Team

 3/14/13

Michael Rhodes                      Date  
Assistant Principal, MLK HS  
Co-Chair, District Negotiation Team

 3-14-13

Sheri Obr                      Date  
Teacher, Liberty ES  
Co-Chair, RCTA Negotiation Team

 3-14-13

Sean Curtin

Date

Principal, Chemawa MS

Co-Chair, District Negotiation Team

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**COACHING STIPENDS - SALARY SCHEDULE**

Effective July 1, 2008

(Subject to Ratification, April/May, 2011)

<u>STEP</u>	<u>COLUMN</u>					
	<u>"A" X %</u>	<u>4%</u>	<u>5%</u>	<u>6%</u>	<u>7%</u>	<u>8%</u>
1	\$46,882	\$1,876	\$2,344	\$2,813	\$3,281	\$3,751
2	\$47,592	\$1,903	\$2,380	\$2,855	\$3,331	\$3,807
3	\$48,425	\$1,937	\$2,421	\$2,906	\$3,390	\$3,874
4	\$50,050	\$2,002	\$2,503	\$3,003	\$3,504	\$4,004
5	\$51,927	\$2,077	\$2,597	\$3,117	\$3,634	\$4,154
6	\$53,871	\$2,154	\$2,695	\$3,233	\$3,771	\$4,310
7	\$55,895	\$2,236	\$2,795	\$3,354	\$3,913	\$4,471
8	\$57,989	\$2,320	\$2,899	\$3,478	\$4,059	\$4,639
9	\$60,165	\$2,407	\$3,009	\$3,610	\$4,211	\$4,814
10	\$62,420	\$2,497	\$3,121	\$3,746	\$4,369	\$4,993

The above schedule is for either men's or women's sports.

**CROSS COUNTRY**

6% Head

5% Asst.

**TENNIS**

6% Var. Head

5% Asst.

**BASEBALL**

7% Var. Head

6% Var. Asst.

6% J.V. Head

6% Frosh/Soph Head

**FOOTBALL**

8% Var. Head

6% Var. Asst.

6% J.V. Head

5% J.V. Asst.

6% Frosh/Head

5% Frosh/Asst

**SOCCER**

6% Head

5% Asst.

5% J.V.

**TRACK**

6 %Var. Head

5% Asst.

**BASKETBALL**

7% Var. Head

6% Var. Asst.

6% J.V. Head

6% Frosh/Soph

**GOLF**

4% Var. Head

**SOFTBALL**

7% Var. Head

6%Asst.

6%J.V. Head

**VOLLEYBALL**

6% Head

5% Asst.

**SWIMMING**

6% Var. Head

5% Asst.

**WATER POLO**

6% Head

5% Asst.

**WRESTLING**

6% Var. Head

5% Asst.

**TRAINER**

4% Per Session

**SPRING FOOTBALL:**

\$336 per year per school

**ATHLETIC DIRECTOR:**

(8) Step 10 and one (1) period released time plus prep.

**The steps indicate years of verified paid experience in this activity in RUSD or other school districts.**

**Summer Sports Camp: \$31.06 per hour (maximum hours pre-approved and paid by Booster Club)**



**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**COACHING STIPENDS - SALARY SCHEDULE -58F**

Effective 11/15/10

(without the 10% Reduction in addition to 5 furlough days)

<b>STEP</b>	<b>COLUMN A x %</b>	<b><u>4%</u></b>	<b><u>5%</u></b>	<b><u>6%</u></b>	<b><u>7%</u></b>	<b><u>8%</u></b>
1	\$45,615	\$1,825	\$2,281	\$2,737	\$3,193	\$3,649
2	\$46,306	\$1,852	\$2,315	\$2,778	\$3,241	\$3,704
3	\$47,116	\$1,885	\$2,356	\$2,827	\$3,298	\$3,769
4	\$48,697	\$1,948	\$2,435	\$2,922	\$3,409	\$3,896
5	\$50,524	\$2,021	\$2,526	\$3,031	\$3,537	\$4,042
6	\$52,415	\$2,097	\$2,621	\$3,145	\$3,669	\$4,193
7	\$54,384	\$2,175	\$2,719	\$3,263	\$3,807	\$4,351
8	\$56,422	\$2,257	\$2,821	\$3,385	\$3,950	\$4,514
9	\$58,539	\$2,342	\$2,927	\$3,512	\$4,098	\$4,683
10	\$60,733	\$2,429	\$3,037	\$3,644	\$4,251	\$4,859

The above schedule is for either men's or women's sports.

**CROSS COUNTRY**

6% Head

5% Asst.

**TENNIS**

6% Var. Head

5% Asst.

**BASEBALL**

7% Var. Head

6% Var. Asst.

6% J.V. Head

6% Frosh/Soph Head

**FOOTBALL**

8% Var. Head

6% Var. Asst.

6% J.V. Head

5% J.V. Asst.

6% Frosh/Head

5% Frosh/Asst

**SOCCER**

6% Head

5% Asst.

5% J.V.

**TRACK**

6% Var. Head

5% Asst.

**BASKETBALL**

7% Var. Head

6% Var. Asst.

6% J.V. Head

6% Frosh/Soph

**GOLF**

4% Var. Head

**SOFTBALL**

7% Var. Head

6% Asst.

6% J.V. Head

**VOLLEYBALL**

6% Head

5% Asst.

**SWIMMING**

6% Var. Head

5%

Asst.

**WATER**

**POLO**

6% Head

5% Asst.

**WRESTLING**

6% Var. Head

5% Asst.

**TRAINER**

4% Per Session

SPRING FOOTBALL:

\$336 per year per school

**ATHLETIC DIRECTOR:**

**(8) Step 10 and one (1) period released time plus prep.**

**The steps indicate years of verified paid experience in this activity in RUSD or other school districts.**

**Summer Sports Camp:**

**\$31.06 per hour (maximum hours pre-approved and paid by Booster Club)**

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
AND  
RIVERSIDE CITY TEACHERS ASSOCIATION  
MEMORANDUM OF UNDERSTANDING  
March 14, 2013**

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and subject to ratification by the Riverside City Teachers Association ("RCTA") the parties agree to:

Due to the passage of Proposition 30 (November 2012), the Riverside Unified School District's structural deficit has been decreased; although not eliminated. As such, the District's dependence on its one-time fund balance to support the structural deficit has been reduced. The District recognizes that its employee family stepped up during the recent state fiscal crisis and assisted the District during 2010-11 and 2011-12 to meet its budget goals by agreeing to temporarily reduce their work year and incur unpaid furlough days. The District appreciates this personal sacrifice and desires to pay back an equitable amount of the money "borrowed" from our employees through the furloughs.

The process of making one-time compensation adjustments is complex and time-consuming. The District desires to simplify this process in order to process a one-time compensation adjustment in a timely and efficient manner.

To this end, the parties agree as follows:

- Provide a one-time compensation adjustment equivalent to up to ten days, subject to the restrictions and process outlined below.
- To be eligible for this one-time compensation adjustment, certificated bargaining unit members shall be in an active employment status as of March 1, 2013. The one-time adjustment is not applied retroactively and is not applied to separated employees or other employees who are not in active employment status as of March 1, 2013.
- For ease of application, the one-time compensation adjustment shall be the equivalent of the value of five furlough days per year for up to two years (up to ten days total) converted to a percentage based on total value of the furlough day savings to total value of certificated annual salaries plus fixed costs assigned to certificated bargaining unit members.
  - Total value of five furlough days is \$4,227,067.89.
  - Total value of annual salaries and fixed costs assigned to certificated bargaining unit members is \$152,709,344.36.
  - Equivalent percentage for five furlough days is 2.8%.
  - The equivalent percentage for five furlough days of 2.8% is rounded up to 3.0% for the purposes of this one-time compensation adjustment.

 RCTA  
 District


- The equivalent value of the furlough days shall be computed differently for certificated bargaining unit members who are categorized as hourly employees (see below).
- The one-time compensation adjustment shall be based on the rounded equivalent percentage of 3.0% applied to each certificated bargaining unit member's base salary as of March 1, 2013.
- Subject to the limitations above, to be eligible for this one-time compensation adjustment, certificated bargaining unit members shall have been in an active paid status at any time during the 2010-11 fiscal year to receive the equivalent percentage for five days (or 3.0%), and at any time during the 2011-12 fiscal year to receive the equivalent percentage for five days (or 3.0%).
- Subject to the limitations above, certificated bargaining unit members who were in an active paid status at any time during both the 2010-11 and 2011-12 fiscal years shall receive the equivalent percentage for ten days (or 6.0%).
- The equivalent value of the furlough days shall be computed differently for certificated bargaining unit members who are categorized as hourly employees for purposes of their base pay, and shall be based on the hourly employee's current number of daily hours as of March 1, 2013 multiplied by the hourly employee's current hourly pay rate as of March 1, 2013 multiplied by either five or ten days depending on the following:
  - Certificated bargaining unit members who are hourly employees as of March 1, 2013 and who were in an active paid status at any time during the 2010-11 fiscal year shall receive an equivalent of five days.
  - Certificated bargaining unit members who are hourly employees as of March 1, 2013 and who were in an active paid status at any time during the 2011-12 fiscal year shall receive an equivalent of five days.
  - Certificated bargaining unit members who are hourly employees as of March 1, 2013 and who were in an active paid status at any time during both the 2010-11 and 2011-12 fiscal years shall receive the equivalent of ten days.
- The one-time compensation adjustment is not creditable or pensionable compensation for the purposes of STRS.
- The one-time compensation adjustment shall be paid on or before June 30, 2013.
- The funding source is tied directly to the employee's current funding including federal and state restricted programs with the majority of the funding being sourced from the District's unrestricted ending fund balance which is higher than anticipated due to the passage of Proposition 30.
- The estimated cost of this one-time compensation adjustment is \$9,200,000.

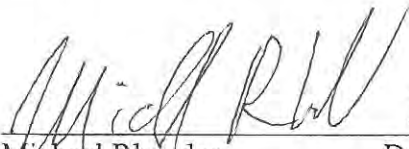

 RCTA  
 District

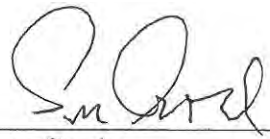


AGREED:

For the District:

 3-14-13  
\_\_\_\_\_  
Susan J. Mills Date  
Assistant Superintendent, Human Resources  
Riverside Unified School District

 3/14/13  
\_\_\_\_\_  
Michael Rhoades Date  
Assistant Principal, MLK HS  
Co-Chair, District Negotiation Team

 3-14-13  
\_\_\_\_\_  
Sean Curtin Date  
Principal, Chemawa MS  
Co-Chair, District Negotiation Team

For RCTA:

 3/14/2013  
\_\_\_\_\_  
Mariana Robles Date  
Teacher, Hawthorne ES  
Co-Chair, RCTA Negotiation Team

 3-14-13  
\_\_\_\_\_  
Sheri Obr Date  
Teacher, Liberty ES  
Co-Chair, RCTA Negotiation Team

 RCTA  
District

## **Riverside Unified School District**

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### **Board Meeting Agenda May 6, 2013**

Topic: Approval of Furlough Payback Between Riverside Unified School District and Management, Confidential, and Supervisory Employees

Presented by: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: It is recommended that the Board of Education approve the Furlough Payback for management, confidential and supervisory employees.

---

#### **DESCRIPTION OF AGENDA ITEM:**

Consistent with a Tentative Agreements reached with the Riverside City Teachers Association (RCTA) and with the California School Employees Association (CSEA), the District desires to payback furlough days for management, confidential and supervisory employees as follows:

- Provides a one-time compensation adjustment equivalent to up to ten days, subject to various restrictions and processes, as payback for furlough days taken during the 2010-11 and 2011-12 fiscal years.
  - The equivalent percentage for five furlough days in each year is 2.3%, which is rounded to 2.5% and applied to current base salary as of March 1, 2013. The one-time adjustment is only available to current employees who were in active paid status during the respective fiscal years of the furloughs.
  - The one-time compensation adjustment is not creditable or pensionable compensation for the purposes of PERS or STRS.
  - The one-time compensation adjustment shall be paid on or before June 30, 2013.
-

**FISCAL IMPACT:** The provisions of the furlough payback are estimated to cost \$1.1 million (\$875,150 of General Fund) in the current fiscal year on a one-time basis with no recurring cost. The source of funds is tied directly to the employee's current funding includes federal and state restricted programs, Child Development funds, and Nutrition Service funds with the majority of the funding being sourced from the District's unrestricted ending fund balance.

**RECOMMENDATION** It is recommended that the Board of Education approve the Furlough Payback for management, confidential and supervisory employees.

---

**ADDITIONAL MATERIAL:** No

Attached: No

**Board Meeting Agenda  
May 6, 2013**

Topic: Approval of Furlough Payback Between Riverside Unified School District and the Superintendent, Deputy and Assistant Superintendents, and Board Members

Presented by: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Responsible  
Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: It is recommended that the Board of Education approve the Furlough Payback for the Superintendent, Deputy and Assistant Superintendents, and Board Members.

---

**DESCRIPTION OF AGENDA ITEM:**

Consistent with a Tentative Agreements reached with the Riverside City Teachers Association (RCTA) and with the California School Employees Association (CSEA), the District desires to payback furlough days for the Superintendent, Deputy and Assistant Superintendents, and Board Members as follows:

- Provides a one-time compensation adjustment equivalent to up to ten days, subject to various restrictions and processes, as payback for furlough days taken during the 2010-11 and 2011-12 fiscal years.
- The equivalent percentage for seven furlough days in each year is 3.3%, which is rounded to 3.0% and applied to current base salary as of March 1, 2013. The one-time adjustment is only available to current employees who were in active paid status during the respective fiscal years of the furloughs.
- The one-time compensation adjustment is not creditable or pensionable compensation for the purposes of PERS or STRS.
- The one-time compensation adjustment shall be paid on or before June 30, 2013.

---

**FISCAL IMPACT:** The provisions of the furlough payback are estimated to cost \$94,128 (\$93,533 of General Fund) in the current fiscal year on a one-time basis with no recurring cost. The source of funds is tied directly to the employee's current funding including federal and state restricted programs with the majority of the funding being sourced from the District's unrestricted ending fund balance.

**RECOMMENDATION** It is recommended that the Board of Education approve the Furlough Payback for the Superintendent, Deputy and Assistant Superintendents, and Board Members.

---

**ADDITIONAL MATERIAL:** No

Attached: No

**Board Meeting Agenda  
May 6, 2013**

Topic: Investment Report for Quarter Ending March 31, 2013

Presented by: Sandra L. Meekins, Director, Business Services

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A status report on the District's funds and investments may be prepared on a quarterly basis for the Superintendent's and the Board of Education's information.

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**DESCRIPTION OF AGENDA ITEM:**

California Government Code Section 53646 states that funds and investments held by or in trust for the District may be reported to the governing Board on a quarterly basis.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education accept the Investment Report.

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**ADDITIONAL MATERIAL:**

1. Cash and Investments Treasury Report for the Quarter Ending March 31, 2013.
2. The County of Riverside Treasurer's Pooled Investment Fund Monthly Report for March 2013.

Attached: Yes

**Riverside Unified School District**  
**CASH AND INVESTMENTS TREASURY REPORT**  
**SUMMARY**

For the Quarter Ending  
March 31, 2013

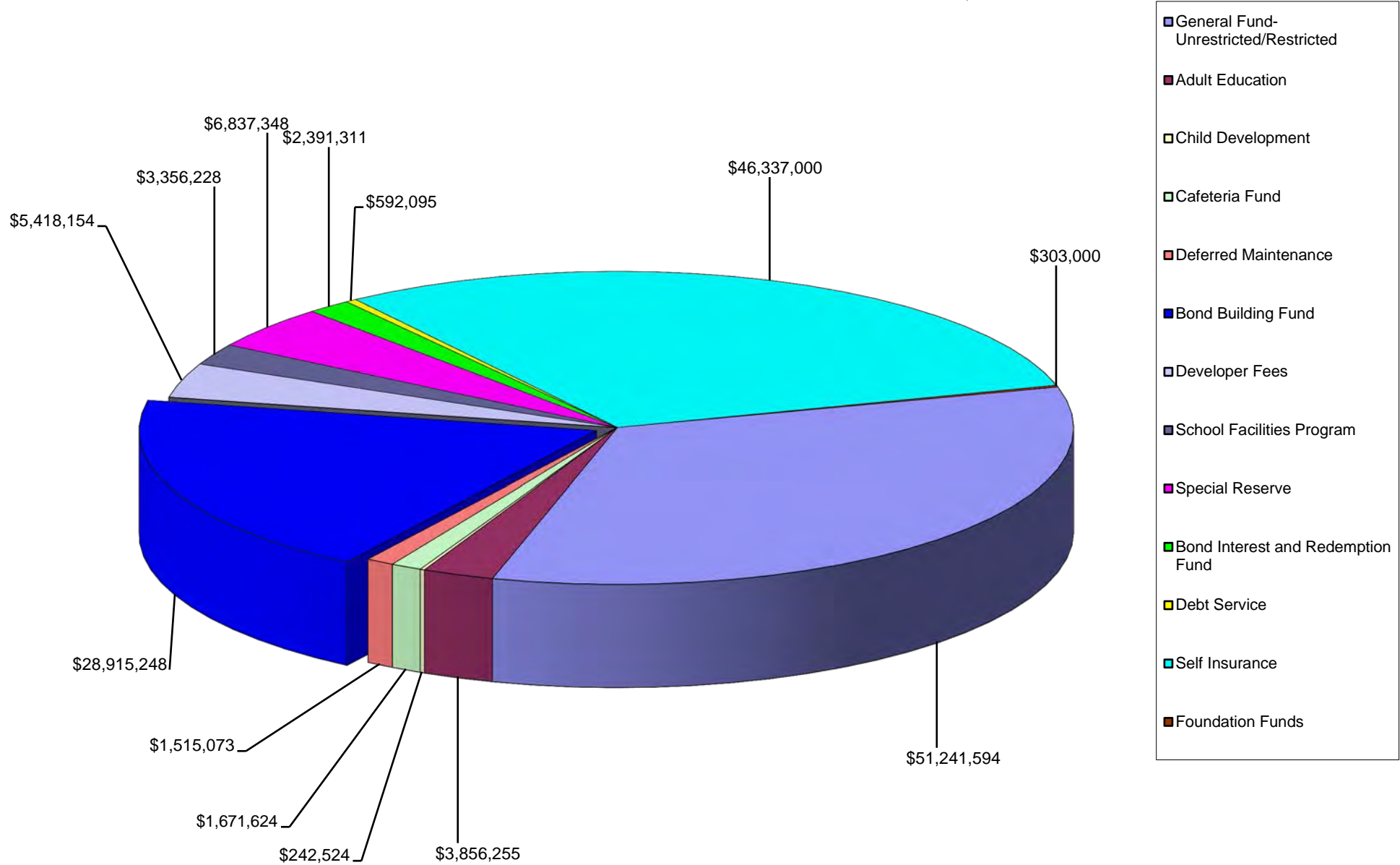
<b>General Portfolio</b>	<b>Book Value</b>	<b>Market Value</b>
Riverside County Treasurer	\$152,677,454	\$152,678,675
Funds with Bank Institutions	\$1,531,380	\$1,531,380
ASB & Trust Accounts	\$1,337,082	\$1,337,082
<b>Total General Portfolio</b>	<b>\$155,545,916</b>	<b>\$155,547,137</b>

<b>Funds with Fiscal Agent</b>	<b>\$23,679,442</b>	<b>\$23,632,221</b>
--------------------------------	---------------------	---------------------

The market value of funds held by the County Treasurer equates to the District's pro-rata share of the market value of the entire County investment pool.  
The book value for County Pool is the withdrawal value provided by the County Treasurer.  
The market values for funds held in checking, savings, money market accounts do not change.  
The fiscal agent provided the market value for investments held in their accounts.  
This report meets the requirement of Government Code Section 16481 and 53601.

# CASH FUNDS WITH RIVERSIDE COUNTY TREASURER FOR THE QUARTER ENDING MARCH 31, 2013





**Riverside Unified School District**  
**FUNDS IN RIVERSIDE COUNTY TREASURER INVESTMENT POOL**  
For the Quarter Ending  
March 31, 2013

Fund or Account	Fund Number	Account Number	Fund Total	
General Fund-Unrestricted/Restricted	03/06	9110	\$51,241,594	
Adult Education	11	9110	\$3,856,255	
Child Development	12	9110	\$242,524	
Cafeteria Fund	13	9110	\$1,671,624	
Deferred Maintenance	14	9110	\$1,515,073	
Bond Building Fund	21	9110	\$28,915,248	
Developer Fees	25	9110	\$5,418,154	
School Facilities Program	35	9110	\$3,356,228	
Special Reserve	40	9110	\$6,837,348	
Bond Interest & Redemption Fund	51	9110	\$2,391,311	
Debt Service	56	9110	\$592,095	
Self Insurance	67	9110	\$46,337,000	
Foundation Funds	73	9110	<u>\$303,000</u>	
				Market Value
				(See Note)
Total Funds in County Investment Pool (Book Value)			<u>\$152,677,454</u>	<u>\$152,678,675</u>

Annualized Yield for Quarter Ended 03/31/13 0.32%

Annualized Yield for Quarter Ended 09/30/12 0.45%

**Note:** Market value share equates to the District's pro-rata share of the market value of the entire County Investment Pool.

**Riverside Unified School District**  
**FUNDS WITH BANK INSTITUTIONS**  
For the Quarter Ending  
March 31, 2013

<b>Account Name</b>	<b>Institution</b>	<b>Deposits</b>	<b>Interest Rate</b>
Checking Account Revolving Funds	Altura Credit Union	\$130,276	0.00%
Checking Account Clearing Accounts	Altura Credit Union	\$181,390	0.00%
Checking Account RAS/EAS	Premier Service Bank	\$409	0.05%
Checking Account RAS	Altura Credit Union	\$60,667	0.00%
Money Market Nutrition Services	Altura Credit Union	\$277,325	0.00%
Checking Account Workers Compensation	Altura Credit Union	\$155,542	0.00%
Checking Account Property and Liability	Altura Credit Union	\$149,472	0.00%
Checking Account Medical Insurance	Union Bank of California	<u>\$576,299</u>	0.00%
<b>Total Funds with Bank Institutions</b>		<u><u>\$1,531,380</u></u>	

**Riverside Unified School District**  
**ASB AND TRUST FUNDS WITH BANK INSTITUTIONS**  
For the Period Ending  
March 31, 2013

Account Name	Institution	Associated Student Body (ASB)	Trusts	Interest Rate	CD Maturity Date
Arlington High	Altura Credit Union	-\$18,535	\$125,524	0.00%	
Central Middle	Altura Credit Union	\$2,201	\$1,747	0.00%	
Central Middle	Altura Credit Union	\$1,324	\$1,051	0.00%	
Central Middle	Altura Credit Union	\$6,182	\$4,906	0.00%	
Chemawa Middle	Altura Credit Union	\$23,620	\$19,114	0.00%	
Earhart Middle	Altura Credit Union	\$22,432	\$44,097	0.00%	
Gage Middle	Altura Credit Union	\$24,247	\$26,225	0.00%	
Gage Middle	First National Bank of So Calif.	\$53	\$57	0.00%	
Lincoln High School	Altura Credit Union	\$1,528	\$0	0.00%	
Lincoln High School	Altura Credit Union	\$490	\$0	0.02%	
Martin Luther King High School	Altura Credit Union	\$169,139	\$195,846	0.00%	
Frank A. Miller Middle School	Altura Credit Union	\$2,546	\$11,753	0.02%	
North High School	Altura Credit Union	\$38,356	\$57,157	0.04%	
Poly High School	Altura Credit Union	\$185,450	\$145,417	0.00%	
Raincross	Altura Credit Union	\$2,743	\$0	0.00%	
Ramona High School	Altura Credit Union	\$59,677	\$79,341	0.00%	
Ramona High School	Altura Credit Union	\$15,446	\$20,536	0.02%	
Riverside Adult School	Altura Credit Union	\$1,424	\$0	0.00%	
Sierra Middle School	Altura Credit Union	\$30,154	\$7,509	0.00%	
Sierra Middle School	Altura Credit Union	\$6,244	\$1,555	0.00%	
STEM Academy	Altura Credit Union	\$3,389	\$2,258	0.00%	
University Middle	Altura Credit Union	\$7,900	\$4,064	0.00%	
University Middle	Altura Credit Union	\$1,924	\$990	0.00%	
		\$587,935	\$749,147		
ASB Funds		\$587,935			
Trust Funds		\$749,147			
Total ASB & Trust Funds with Bank Institutions		\$1,337,082			

# Riverside Unified School District

## FUNDS WITH FISCAL AGENT

For the Quarter Ending

March 31, 2013

<i>Investment</i>	<i>Financing</i>	<i>Issue</i>	<i>Book Value</i>	<i>Market Value</i>	<i>Price</i>	<i>Yield*</i>	<i>Maturity Date</i>
First American Govt Oblig	CFD #2	Special Fund	\$390,024	\$390,024	100.000	0.000%	N/A
		Total	\$390,024	\$390,024			
First American Govt Oblig	CFD #3	Special Fund	\$44,229	\$44,229	100.000	0.000%	N/A
		Total	\$44,229	\$44,229			
First American Govt Oblig	CFD #4	Special Fund	\$54,487	\$54,487	100.000	0.000%	N/A
		Total	\$54,487	\$54,487			
First American Govt Oblig	CFD #6, 1	Special Fund	\$72,333	\$72,333	100.000	0.000%	N/A
		Total	\$72,333	\$72,333			
First American Govt Oblig	CFD #6, 2	Special Fund	\$76,684	\$76,684	100.000	0.000%	N/A
		Total	\$76,684	\$76,684			
First American Treas Oblig	CFD #7	Special Tax Fund	\$138,743	\$138,743	100.000	0.000%	N/A
First American Treas Oblig	CFD #7	Surplus Fund	\$1,240,579	\$1,240,579	100.000	0.000%	N/A
FNMA Medium Term Note	CFD #7	Reserve Fund	\$577,980	\$582,443	102.517	1.250%	1/30/2017
First American Treas Oblig	CFD #7	Reserve Fund	\$1,118,488	\$1,118,488	100.000	0.000%	N/A
		Total	\$3,075,790	\$3,080,253			
First American Govt Oblig	CFD #8	Special Fund	\$37,601	\$37,601	100.000	0.000%	N/A
		Total	\$37,601	\$37,601			
First American Govt Oblig	CFD #9, 1	Special Tax Fund	\$7,253	\$7,253	100.000	0.000%	N/A
First American Govt Oblig	CFD #9, 1	Surplus Fund	\$29,238	\$29,238	100.000	0.000%	N/A
First American Govt Oblig	CFD #9, 1, 3, 5	Interest Fund	\$33,701	\$33,701	100.000	0.000%	N/A
First American Govt Oblig	CFD #9, 3	Special Fund	\$1	\$1	100.000	0.000%	N/A
First American Govt Oblig	CFD #9, 5	Surplus Fund	\$58,160	\$58,160	100.000	0.000%	N/A
First American Govt Oblig	CFD #9, 5	Special Fund	\$1,338	\$1,338	100.000	0.000%	N/A
		Total	\$129,690	\$129,690			
First American Govt Oblig	CFD #9, 2	Special Fund	\$68,984	\$68,984	100.000	0.000%	N/A
		Total	\$68,984	\$68,984			
First American Govt Oblig	CFD #9, 4	Special Fund	\$101,869	\$101,869	100.000	0.000%	N/A
		Total	\$101,869	\$101,869			
First American Treas Oblig	CFD #10	Special Tax Fund	\$3,065	\$3,065	100.000	0.000%	N/A
First American Treas Oblig	CFD #10	Surplus Fund	\$48,429	\$48,429	100.000	0.000%	N/A
First American Treas Oblig	CFD #10	Reserve Fund	\$132,745	\$132,745	100.000	0.000%	N/A
		Total	\$184,239	\$184,239			
First American Govt Oblig	CFD #11	Special Fund	\$52,299	\$52,299	100.000	0.000%	N/A
		Total	\$52,299	\$52,299			
First American Govt Oblig	CFD #12	Special Fund	\$189,609	\$189,609	100.000	0.000%	N/A
First American Govt Oblig	CFD #12	School Facilities	\$63	\$63	100.000	0.000%	N/A
		Total	\$189,672	\$189,672			
First American Treas Oblig	CFD #13	Special Tax Fund	\$45,920	\$45,920	100.000	0.000%	N/A
First American Treas Oblig	CFD #13	Surplus Fund	\$331,812	\$331,812	100.000	0.000%	N/A
First American Treas Oblig	CFD #13	Administration Fund	\$1,990	\$1,990	100.000	0.000%	N/A
First American Treas Oblig	CFD #13	Reserve Fund	\$5,886	\$5,886	100.000	0.000%	N/A
FHLB Debenture	CFD #13	Reserve Fund	\$549,208	\$545,717	103.946	1.625%	12/9/2016
First American Treas Oblig	CFD #13	Water District Facilities	\$45,094	\$45,094	100.000	0.000%	N/A
First American Treas Oblig	CFD #13	County Facilities	\$96,379	\$96,379	100.000	0.000%	N/A
		Total	\$1,076,288	\$1,072,797			
First American Treas Oblig	CFD #14	Special Tax Fund	\$36,341	\$36,341	100.000	0.000%	N/A
First American Treas Oblig	CFD #14	Surplus Fund	\$374,616	\$374,616	100.000	0.000%	N/A
FHLMC Medium Term Note	CFD #14	Reserve Fund	\$441,589	\$440,588	100.821	0.750%	11/25/2014

# Riverside Unified School District

## FUNDS WITH FISCAL AGENT

For the Quarter Ending

March 31, 2013

<i>Investment</i>	<i>Financing</i>	<i>Issue</i>	<i>Book Value</i>	<i>Market Value</i>	<i>Price</i>	<i>Yield*</i>	<i>Maturity Date</i>
First American Treas Oblig	CFD #14	Reserve Fund	\$3,437	\$3,437	100.000	0.000%	N/A
		Total	\$855,984	\$854,983			
First American Govt Oblig	CFD #15, 1	Special Fund	\$468,683	\$468,683	100.000	0.000%	N/A
First American Govt Oblig	CFD #15, 1	Administration Fund	\$1,738	\$1,738	100.000	0.000%	N/A
		Total	\$470,421	\$470,421			
First American Treas Oblig	CFD #15, 2	Special Tax Fund	\$113,712	\$113,712	100.000	0.000%	N/A
First American Treas Oblig	CFD #15, 2	Surplus Account	\$1,086,056	\$1,086,056	100.000	0.000%	N/A
FHLMC Medium Term Note	CFD #15, 2	Reserve Fund	\$1,382,364	\$1,379,231	100.821	0.750%	11/25/2014
First American Treas Oblig	CFD #15, 2	Reserve Fund	\$9,553	\$9,553	100.000	0.000%	N/A
		Total	\$2,591,686	\$2,588,553			
First American Govt Oblig	CFD #15, 3	Special Fund	\$209,781	\$209,781	100.000	0.000%	N/A
First American Govt Oblig	CFD #15, 3	School Facilities	\$1,470,587	\$1,470,587	100.000	0.000%	N/A
		Total	\$1,680,368	\$1,680,368			
First American Govt Oblig	CFD #16	Special Fund	\$134,002	\$134,002	100.000	0.000%	N/A
First American Govt Oblig	CFD #16	Improvement Fund	\$815,089	\$815,089	100.000	0.000%	N/A
		Total	\$949,090	\$949,090			
First American Treas Oblig	CFD #17		\$14,586	\$14,586	100.000	0.000%	N/A
First American Treas Oblig	CFD #17	Surplus Fund	\$64,468	\$64,468	100.000	0.000%	N/A
First American Treas Oblig	CFD #17	Reserve Fund	\$257,285	\$257,285	100.000	0.000%	N/A
First American Treas Oblig	CFD #17	School Facilities	\$551,769	\$551,769	100.000	0.000%	N/A
		Total	\$888,108	\$888,108			
First American Treas Oblig	CFD #18	Special Tax Fund	\$16,434	\$16,434	100.000	0.000%	N/A
First American Treas Oblig	CFD #18	Surplus Fund	\$298,967	\$298,967	100.000	0.000%	N/A
FHLMC Medium Term Note	CFD #18	Reserve Fund	\$202,100	\$201,642	100.821	0.750%	11/25/2014
First American Treas Oblig	CFD #18	Reserve Fund	\$2,077	\$2,077	100.000	0.000%	N/A
First American Treas Oblig	CFD #18	School Facilities	\$1,901,332	\$1,901,332	100.000	0.000%	N/A
		Total	\$2,420,910	\$2,420,452			
First American Treas Oblig	CFD #20	Special Tax Fund	\$35,894	\$35,894	100.000	0.000%	N/A
First American Treas Oblig	CFD #20	Surplus Fund	\$43,712	\$43,712	100.000	0.000%	N/A
First American Treas Oblig	CFD #20	Reserve Fund	\$120,173	\$120,173	100.000	0.000%	N/A
First American Treas Oblig	CFD #20	School Facilities	\$126,274	\$126,274	100.000	0.000%	N/A
		Total	\$326,053	\$326,053			
First American Treas Oblig	CFD #21	Special Tax Fund	\$15,727	\$15,727	100.000	0.000%	N/A
First American Treas Oblig	CFD #21	Surplus Fund	\$151,634	\$151,634	100.000	0.000%	N/A
First American Treas Oblig	CFD #21	Reserve Fund	\$303,607	\$303,607	100.000	0.000%	N/A
First American Treas Oblig	CFD #21	School Facilities	\$475,420	\$475,420	100.000	0.000%	N/A
		Total	\$946,387	\$946,387			
First American Treas Oblig	CFD #22	Special Tax Fund	\$31,493	\$31,493	100.000	0.000%	N/A
First American Treas Oblig	CFD #22	Surplus Fund	\$160,229	\$160,229	100.000	0.000%	N/A
First American Treas Oblig	CFD #22	Reserve Fund	\$385,416	\$385,416	100.000	0.000%	N/A
First American Treas Oblig	CFD #22	School Facilities	\$91,792	\$91,792	100.000	0.000%	N/A
First American Treas Oblig	CFD #22	City Facilities	\$175,353	\$175,353	100.000	0.000%	N/A
First American Treas Oblig	CFD #22	City Facilities	\$29,752	\$29,752	100.000	0.000%	N/A
First American Treas Oblig	CFD #22	City Facilities	\$52,868	\$52,868	100.000	0.000%	N/A
		Total	\$926,903	\$926,903			
First American Treas Oblig	CFD #24	Special Tax Fund	\$28,289	\$28,289	100.000	0.000%	N/A
First American Treas Oblig	CFD #24	Surplus Fund	\$264,914	\$264,914	100.000	0.000%	N/A
First American Treas Oblig	CFD #24	Reserve Fund	\$2,711	\$2,711	100.000	0.000%	N/A
FHLB Debenture	CFD #24	Reserve Fund	\$523,055	\$519,730	103.946	1.625%	12/9/2016
		Total	\$818,969	\$815,644			
First American Govt Oblig	CFD #26	Special Tax Fund	\$61,009	\$61,009	100.000	0.000%	N/A
First American Govt Oblig	CFD #26	Surplus Fund	\$2,092	\$2,092	100.000	0.000%	N/A

# Riverside Unified School District

## FUNDS WITH FISCAL AGENT

For the Quarter Ending  
March 31, 2013

<i>Investment</i>	<i>Financing</i>	<i>Issue</i>	<i>Book Value</i>	<i>Market Value</i>	<i>Price</i>	<i>Yield*</i>	<i>Maturity Date</i>
First American Govt Oblig	CFD #26	Prepay Fund	\$272	\$272	100.000	0.000%	N/A
First American Govt Oblig	CFD #26	Reserve Fund	\$176,116	\$176,116	100.000	0.000%	N/A
		Total	<u>\$239,490</u>	<u>\$239,490</u>			
First American Govt Oblig	CFD #27	Special Fund	\$43,694	\$43,694	100.000	0.000%	N/A
		Total	<u>\$43,694</u>	<u>\$43,694</u>			
First American Prime Oblig	COP 2001	Lease Payment Fund	\$99,181	\$99,181	100.000	0.000%	N/A
First American Prime Oblig	COP 2001	Reserve Fund	\$3,867	\$3,867	100.000	0.000%	N/A
FHLB Debenture	COP 2001	Reserve Fund	\$198,761	\$197,497	103.946	1.625%	12/9/2016
FHLB Debenture	COP 2001	Reserve Fund	\$413,174	\$392,601	103.316	4.875%	12/13/2013
		Total	<u>\$714,983</u>	<u>\$693,146</u>			
First American Treas Oblig	COP 2009	Reserve Fund	\$5,042	\$5,042	100.000	0.000%	N/A
FHLB Debenture	COP 2009	Reserve Fund	\$721,816	\$717,227	103.946	1.625%	12/9/2016
		Total	<u>\$726,857</u>	<u>\$722,269</u>			
First American Govt Oblig	FA 2012 A	Rev Fund	\$39,222	\$39,222	100.000	0.000%	N/A
First American Govt Oblig	FA 2012 A	Reserve Fund	\$7,487	\$7,487	100.000	0.000%	N/A
FNMA Debenture	FA 2012 A	Reserve Fund	\$2,749,731	\$2,738,775	100.248	0.500%	9/28/2015
First American Govt Oblig	FA 2012 B	Reserve Fund	\$2,225	\$2,225	100.000	0.000%	N/A
FNMA Debenture	FA 2012 B	Reserve Fund	\$726,686	\$723,791	100.248	0.500%	9/28/2015
		Total	<u>\$3,525,351</u>	<u>\$3,511,500</u>			
Total Funds With Fiscal Agent			<u>\$23,679,442</u>	<u>\$23,632,221</u>			



2013  
March

# County of Riverside

## Treasurer's Pooled Investment Fund

### "The March of Equities."

As we reported in our January commentary, this year is turning out to be very interesting indeed with the "January Effect" proving true thus far. As of the close on March 28<sup>th</sup>, the bellwether Dow Jones Industrial Average had climbed from 13,104 on the close of December 31<sup>st</sup> to an astounding 14,578 at the end of the first quarter; this marks an increase of 1,474 points or 11.25% with other equity indexes showing gains as well. Moreover, none are showing any signs of slowing down.

However, with a positive usually comes a negative and in this case it is anemic Treasury yields. The 2 year rate still is at a paltry 25 bps with the 5 year at 77 bps. It is no wonder many investors are fleeing to the stock market for a chance at better returns. However, the flip side to this meteoric rise in equity prices is they will correct, at some point. The last time we saw performance this strong in the first quarter was 1987, and we all know what happened in October of that year.

So far, the Great Sequestration has not produced the end of the financial world, but it has produced a lot of hot air and rhetoric from D.C. Again, we will have to wait and see how the \$85 billion in cuts play out over the coming months. We also witnessed another Eurozone country almost melt down with the tiny island of Cyprus, money haven de-jour for Russian oligarchs, temporarily closing access to banks and ATM's.

As the banks were imploding, the ECU,

led by the Germans, cut a deal to prop up the tiny country but only after confiscating 30% of depositors' holdings in the banks; not a good move when you are trying to build confidence with the financial markets. Last, but not least in our world tour of financial turmoil, we'll have to see how the saber rattling, unhinged leader of North Korea plays his nuclear hand as he continues to bluster and threaten his southern neighbors and the U.S. All of these geopolitical events have the ability to shake up our economy and interest rates.

As expected, there were no surprises at the March 20<sup>th</sup> FOMC meeting in which they kept rates unchanged at 0 - 25bps. Although they did change their verbiage somewhat from their earlier stance, the FED stated, "Information received since the FOMC met in January suggests a return to moderate economic growth following a pause late last year. Labor market conditions have shown signs of improvement in recent months but the unemployment rate remains elevated. Household spending and business fixed investment advanced, and the housing sector has strengthened further, but fiscal policy has become somewhat more restrictive." In other words, the economy seems to be looking a bit better, but only time will tell. We'll continue to monitor these world-changing events and invest accordingly.

**Don Kent**  
Treasurer-Tax Collector

### Capital Markets Team

**Don Kent**

Treasurer-Tax Collector

**Jon Christensen**

Asst. Treasurer-Tax Collector

**Giovane Pizano**

Investment Manager

**Erika Clark**

Asst. Investment Manager

### Investment Objectives

*The primary objective*

*of the treasurer shall be to **safeguard** the principal of the funds under the treasurer's control, meet the **liquidity needs** of the depositor, and achieve a **return on the funds** under his or her control.*

### RIVERSIDE COUNTY TREASURER'S POOLED INVESTMENT FUND IS CURRENTLY RATED:

**Aaa-bf BY MOODY'S INVESTOR'S SERVICE AND AAA/V1 BY FITCH RATINGS**

	Month End Market Value (\$)*	Month End Book Value (\$)	Paper Gain or Loss (\$)	Paper Gain or Loss (%)	Book Yield (%)	Yrs to Maturity	Modified Duration
<b>March</b>	5,129,896,695.89	5,125,734,196.18	4,162,499.71	0.08	0.37	1.21	1.20
<b>February</b>	4,898,119,579.11	4,893,898,502.93	4,221,076.18	0.09	0.38	1.20	1.18
<b>January</b>	5,090,799,909.66	5,086,685,931.93	4,113,977.73	0.08	0.37	1.24	1.23
<b>December</b>	5,999,501,448.83	5,993,822,631.12	5,678,817.71	0.09	0.32	1.01	1.00
<b>November</b>	5,060,842,259.48	5,054,763,131.75	6,079,127.73	0.12	0.39	1.11	1.09
<b>October</b>	4,739,722,977.79	4,734,136,679.88	5,586,297.91	0.12	0.42	1.17	1.15

*The Treasurer's Pooled Investment Fund is comprised of the County, Schools, Special Districts, and other Discretionary Depositors.*





# Current Market Data

## Economic Indicators

Release Date	Indicator	Consensus	Actual
03/08/2013	<b>Non-Farm Payrolls M/M change:</b> Counts the number of paid employees working part-time or full-time in the nation's business and government establishments.	171,000	<b>236,000</b>
03/08/2013	<b>Employment Situation:</b> Measures the number of unemployed as a percentage of the labor force.	7.8%	<b>7.7%</b>
03/26/2013	<b>Durable Goods Orders - M/M change:</b> Reflects the new orders placed with domestic manufacturers for immediate and future delivery of factory hard goods.	3.5%	<b>5.7%</b>
03/28/2013	<b>Real Gross Domestic Product - Q/Q change:</b> The broadest measure of aggregate economic activity and encompasses every sector of the economy. GDP is the country's most comprehensive economic scorecard.	0.6%	<b>0.4%</b>
03/26/2013	<b>Consumer Confidence:</b> Measures consumer attitudes on present economic conditions and expectations of future conditions.	67.5	<b>59.7</b>
03/06/2013	<b>Factory Orders M/M change:</b> Represents the dollar level of new orders for both durable and nondurable goods.	-2.2%	<b>-2.0%</b>
03/15/2013	<b>Consumer Price Index - M/M change:</b> The Consumer Price Index is a measure of the average price level of a fixed basket of goods and services purchased by consumers.	0.5%	<b>0.7%</b>

## Stock Indices

	Value	Change
Dow Jones (DJIA)	14,578.54	<b>524.05</b>
S&P 500 Index	1,569.19	<b>54.51</b>
NASDAQ (NDX)	3,267.52	<b>107.33</b>

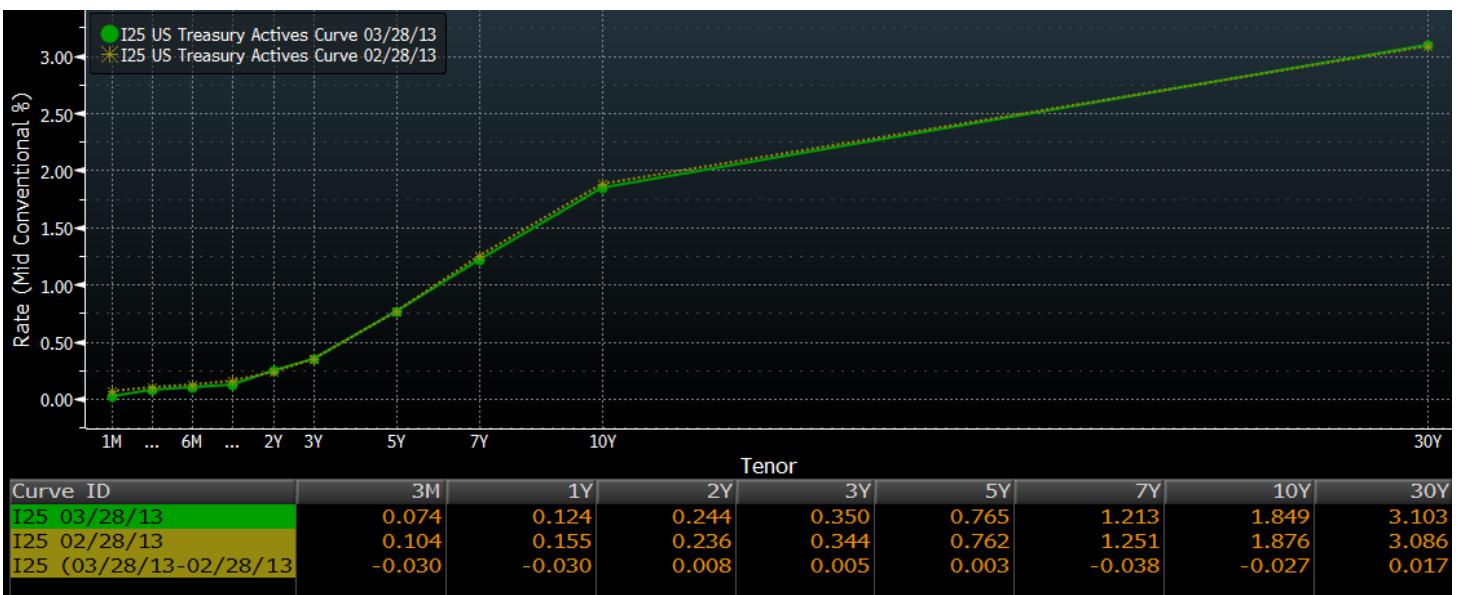
## Commodities

	Value	Change
Nymex Crude	\$ 97.23	<b>\$ 5.18</b>
Gold (USD/OZ)	\$ 1,598.75	<b>\$ 19.17</b>

## Fed Funds Target Rate

Current Fed Funds Rate: 0-0.25%		
Probability for FOMC Dates:		
Fed Move	05/01/2013	06/19/2013
Decrease to 0.00%	46.0%	46.0%
Increase to 0.25%	54.0%	54.0%
Increase to 0.50%	0.0%	0.0%
Increase to 0.75%	0.0%	0.0%
Increase to 1%	0.0%	0.0%

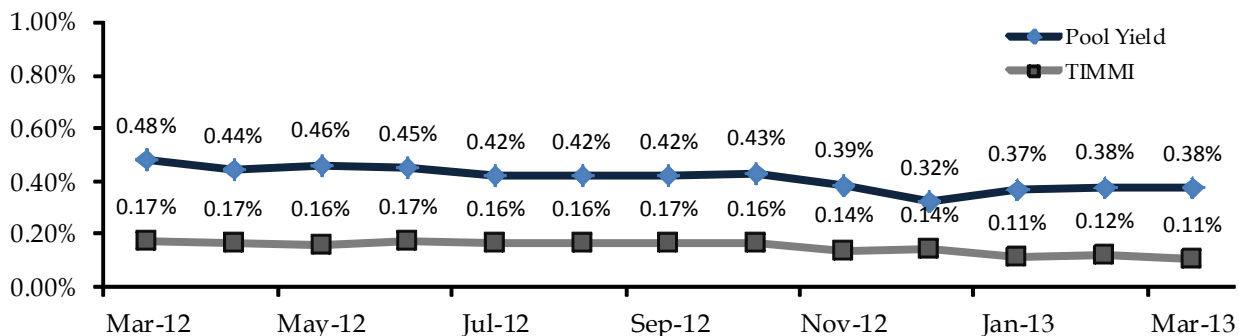
## US Treasury Curve (M/M)



## TIMMI

The Treasurer's Institutional Money Market Index (TIMMI) is compiled and reported by the Riverside County Treasurer's Capital Markets division. It is a composite index derived from five AAA rated prime institutional money market funds. Similar to the Treasurer's Office, prime money market funds invest in a diversified portfolio of U.S. dollar denominated money market instruments including U.S. Treasuries, government agencies, commercial paper, certificates of deposits, repurchase agreements, etc. TIMMI is currently comprised of the five multi billion dollar funds listed below.

AAA Rated Prime Institutional Money-Market Funds		
Fund	Symbol	7 Day Yield
Fidelity Prime Institutional MMF	FIPXX	0.10%
Federated Prime Obligations Fund	POIXX	0.08%
Wells Fargo Advantage Heritage	WFJXX	0.12%
Morgan Stanley Institutional Prime Liquidity Fund	MPFXX	0.10%
BlackRock Prime Cash Fund	BPIXX	0.13%



## Cash Flows

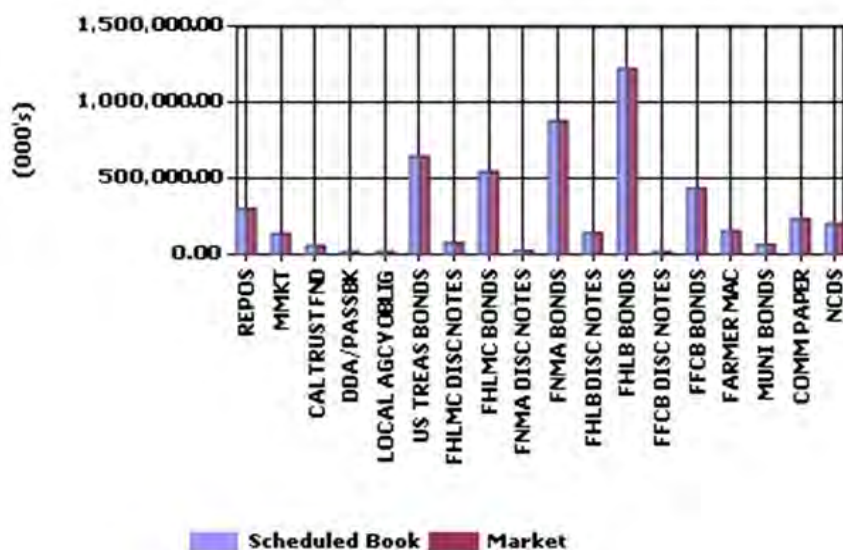
Month	Monthly Receipts	Monthly Disbursements	Difference	Required Matured Investments	Balance	Actual Investments Maturing	Available to Invest > 1 Year
04/2013					47.02		
04/2013	1,379.60	821.92	557.68		604.70	560.30	
05/2013	663.29	1,199.59	(536.30)		68.40	542.99	
06/2013	589.54	1,114.19	(524.65)	456.25	-	444.63	
07/2013	868.06	913.40	(45.34)	45.34	-	212.99	
08/2013	668.62	717.29	(48.67)	48.67	-	202.50	
09/2013	675.66	752.21	(76.55)	76.55	-	215.00	
10/2013	665.00	801.26	(136.26)	136.26	-	260.00	
11/2013	862.54	710.00	152.54		152.54	104.60	
12/2013	1,539.11	813.41	725.70		878.24	105.10	
01/2014	676.58	1,293.98	(617.40)		260.84	365.00	
02/2014	560.00	820.00	(260.00)		0.84	250.00	
03/2014	839.70	820.45	19.25		20.09	65.00	
<b>TOTALS</b>	<b>9,987.70</b>	<b>10,777.70</b>	<b>(790.00)</b>	<b>763.07</b>		<b>3,328.11</b>	<b>4,362.66</b>
				<b>14.89%</b>		<b>64.93%</b>	<b>85.11%</b>

\* All values reported in millions (\$).

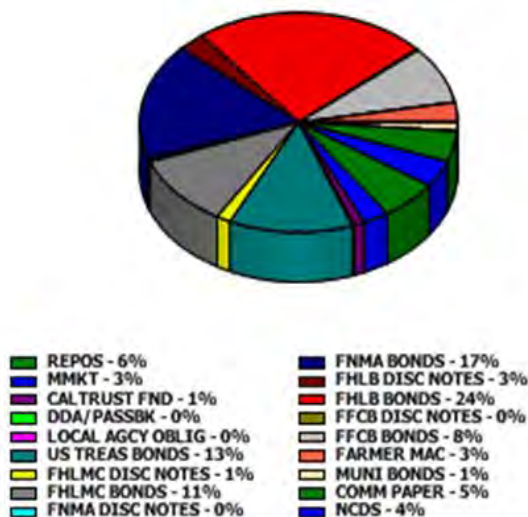
The Pooled Investment Fund cash flow requirements are based upon a 12 month historical cash flow model. Based upon projected cash receipts and maturing investments, there are sufficient funds to meet future cash flow disbursements over the next 12 months.

## Asset Allocation

Assets (000's)	Scheduled Par	Scheduled Book	Scheduled		Yield	WAL (Yr)	Mat (Yr)
			Market	Mkt/ Sch Book			
REPOS	300,000.00	300,000.00	300,000.00	100.00%	0.10%	.004	.004
MMKT	135,000.00	135,000.00	135,000.00	100.00%	0.11%	.003	.003
CALTRUST FND	54,000.00	54,000.00	54,000.00	100.00%	0.42%	.003	.003
DDA/PASSBK	13,000.00	13,000.00	13,000.00	100.00%	0.08%	.003	.003
LOCAL AGCY OBLIG	510.00	510.00	510.00	100.00%	0.88%	7.214	7.214
US TREAS BONDS	645,000.00	645,187.11	645,424.50	100.04%	0.21%	.817	.817
FHLMC DISC NOTES	75,000.00	74,939.28	74,963.50	100.03%	0.13%	.534	.534
FHLMC BONDS	543,725.00	543,500.19	544,755.10	100.23%	0.55%	1.348	1.888
FNMA DISC NOTES	25,000.00	24,961.50	24,996.25	100.14%	0.18%	.252	.252
FNMA BONDS	877,882.00	878,143.98	879,476.70	100.15%	0.71%	.937	3.218
FHLB DISC NOTES	140,000.00	139,722.20	139,973.53	100.15%	0.20%	.273	.273
FHLB BONDS	1,221,735.00	1,221,996.54	1,222,758.58	100.06%	0.36%	.635	.714
FFCB DISC NOTES	10,000.00	9,981.11	9,997.10	100.16%	0.19%	.414	.414
FFCB BONDS	433,895.00	433,937.55	434,141.62	100.05%	0.33%	1.133	1.133
FARMER MAC	152,218.00	152,203.39	152,255.02	100.03%	0.45%	.658	1.711
MUNI BONDS	63,620.00	63,740.78	63,740.78	100.00%	0.42%	.510	.510
COMM PAPER	235,000.00	234,904.08	234,897.52	100.00%	0.14%	.180	.180
NCDS	200,000.00	200,006.49	200,006.49	100.00%	0.17%	.205	.205
Totals (000's):	5,125,585.00	5,125,734.20	5,129,896.70	100.08%	0.37%	0.714	1.212

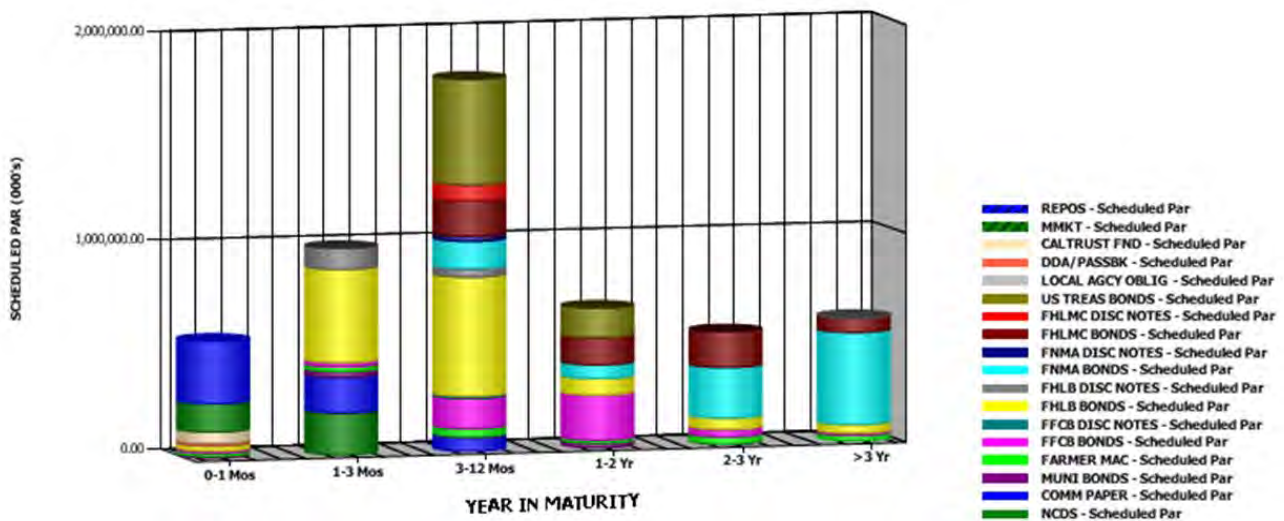


SCHEDULED PAR %



## Maturity Distribution

Scheduled Par (000's)	0-1 Mos	1-3 Mos	3-12 Mos	1-2 Yr	2-3 Yr	>3 Yr	Totals (000's)
REPOS	300,000.00	-	-	-	-	-	300,000.00
MMKT	135,000.00	-	-	-	-	-	135,000.00
CALTRUST FND	54,000.00	-	-	-	-	-	54,000.00
DDA/PASSBK	13,000.00	-	-	-	-	-	13,000.00
LOCAL AGCY OBLIG	-	-	-	-	-	510.00	510.00
US TREAS BONDS	-	-	505,000.00	140,000.00	-	-	645,000.00
FHLMC DISC NOTES	-	-	75,000.00	-	-	-	75,000.00
FHLMC BONDS	-	-	171,100.00	132,000.00	171,000.00	69,625.00	543,725.00
FNMA DISC NOTES	-	-	25,000.00	-	-	-	25,000.00
FNMA BONDS	-	-	130,000.00	65,000.00	241,850.00	441,032.00	877,882.00
FHLB DISC NOTES	-	100,000.00	40,000.00	-	-	-	140,000.00
FHLB BONDS	25,000.00	447,500.00	571,585.00	80,000.00	55,300.00	42,350.00	1,221,735.00
FFCB DISC NOTES	-	-	10,000.00	-	-	-	10,000.00
FFCB BONDS	10,000.00	20,000.00	143,895.00	215,000.00	35,000.00	10,000.00	433,895.00
FARMER MAC	15,000.00	22,500.00	40,000.00	15,000.00	33,718.00	26,000.00	152,218.00
MUNI BONDS	8,300.00	27,620.00	3,595.00	22,105.00	2,000.00	-	63,620.00
COMM PAPER	-	170,000.00	65,000.00	-	-	-	235,000.00
NCDS	-	200,000.00	-	-	-	-	200,000.00
<b>Totals (000's):</b>	<b>560,300.00</b>	<b>987,620.00</b>	<b>1,780,175.00</b>	<b>669,105.00</b>	<b>538,868.00</b>	<b>589,517.00</b>	<b>5,125,585.00</b>
<b>%</b>	<b>10.93%</b>	<b>19.27%</b>	<b>34.73%</b>	<b>13.05%</b>	<b>10.51%</b>	<b>11.50%</b>	
<b>Cumulative %</b>	<b>10.93%</b>	<b>30.20%</b>	<b>64.93%</b>	<b>77.99%</b>	<b>88.50%</b>	<b>100.00%</b>	

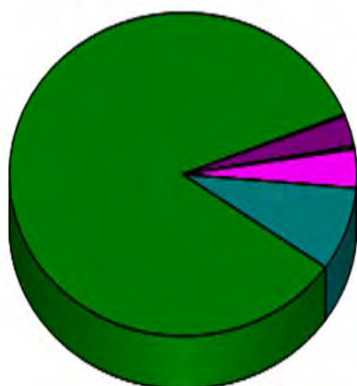


## Credit Quality

Moody (000's)	Par	Book	Market	MKT/Book	Yield
Aaa	4,279,502.00	4,279,628.61	4,283,714.92	100.10%	0.40%
Aa	10,000.00	9,997.85	10,020.60	100.23%	0.62%
Aa1	157,140.00	157,146.49	157,146.49	100.00%	0.21%
Aa2	15,915.00	16,038.52	16,038.52	100.00%	0.40%
Aa3	197,300.00	197,209.34	197,211.14	100.00%	0.19%
NR	465,728.00	465,713.39	465,765.02	100.01%	0.21%
<b>Totals (000's):</b>	<b>5,125,585.00</b>	<b>5,125,734.20</b>	<b>5,129,896.70</b>	<b>100.08%</b>	<b>0.37%</b>

### MOODY'S

BOOK %



Aaa - 84%   Aa1 - 3%   Aa3 - 4%  
 Aa - 0%   Aa2 - 0%   NR - 8%

### S & P

BOOK %



AAA - 13%   AA- - 4%  
 AA+ - 74%   NR - 8%  
 AA - 0%

S&P (000's)	Par	Book	Market	MKT/Book	Yield
AAA	657,500.00	658,497.38	659,308.09	100.12%	0.54%
AA+	3,774,142.00	3,773,181.15	3,776,481.32	100.09%	0.38%
AA	23,930.00	24,050.78	24,050.78	100.00%	0.38%
AA-	204,285.00	204,291.49	204,291.49	100.00%	0.18%
NR	465,728.00	465,713.39	465,765.02	100.01%	0.21%
<b>Totals (000's):</b>	<b>5,125,585.00</b>	<b>5,125,734.20</b>	<b>5,129,896.70</b>	<b>100.08%</b>	<b>0.37%</b>





Month End Portfolio Holdings

CUSIP	Description	Maturity Date	Coupon	Yield to Maturity	Par Value	Book Value	Market Price	Market Value	Unrealized Gain/Loss	Modified Duration	Years To Maturity
REPOS											
REPO	UBS TRI PARTY REPO	04/01/2013	.100	.100	100,000,000.00	100,000,000.00	100.00	100,000,000.00	-	.003	.003
REPO	UBS TRI PARTY REPO	04/02/2013	.090	.090	100,000,000.00	100,000,000.00	100.00	100,000,000.00	-	.005	.005
REPO	UBS TRI PARTY REPO	04/01/2013	.100	.100	100,000,000.00	100,000,000.00	100.00	100,000,000.00	-	.003	.003
			.097	.097	300,000,000.00	300,000,000.00	100.00	300,000,000.00	-	.004	.004
MMKT											
GOIXX	FEDERATED GOV	04/01/2013	.010	.010	5,000,000.00	5,000,000.00	100.00	5,000,000.00	-	.003	.003
MVRXX	MORGAN STANLEY GOV	04/01/2013	.050	.050	5,000,000.00	5,000,000.00	100.00	5,000,000.00	-	.003	.003
BPIDX	BLACKROCK PRIME	04/01/2013	.149	.149	5,000,000.00	5,000,000.00	100.00	5,000,000.00	-	.003	.003
WFJXX	CALTRUST HERITAGE	04/01/2013	.122	.122	100,000,000.00	100,000,000.00	100.00	100,000,000.00	-	.003	.003
FIPXX	FIDELITY PRIME	04/01/2013	.107	.107	5,000,000.00	5,000,000.00	100.00	5,000,000.00	-	.003	.003
POIXX	FEDERATED PRIME	04/01/2013	.083	.083	15,000,000.00	15,000,000.00	100.00	15,000,000.00	-	.003	.003
			.111	.111	135,000,000.00	135,000,000.00	100.00	135,000,000.00	-	.003	.003
CALTRUST FND											
CLTR	CALTRUST SHT TERM	04/01/2013	.306	.306	54,000,000.00	54,000,000.00	100.00	54,000,000.00	-	.003	.003
			.306	.306	54,000,000.00	54,000,000.00	100.00	54,000,000.00	-	.003	.003
DDA/PASSBK											
CASH	UB MANAGED RATE	04/01/2013	.078	.078	13,000,000.00	13,000,000.00	100.00	13,000,000.00	-	.003	.003
			.078	.078	13,000,000.00	13,000,000.00	100.00	13,000,000.00	-	.003	.003
LOCAL AGCY OBLIG											
LAO	US DIST COURTHOUSE	06/15/2020	.878	.878	510,000.00	510,000.00	100.00	510,000.00	-	3.680	7.214
			.878	.878	510,000.00	510,000.00	100.00	510,000.00	-	3.680	7.214
US TREAS BONDS											
912828QW3	U.S. TREASURY BOND	07/31/2013	.375	.251	25,000,000.00	25,033,200.00	100.09	25,022,500.00	(10,700.00)	.334	.334
912828RK8	U.S. TREASURY BOND	09/30/2013	.125	.196	20,000,000.00	19,983,593.75	100.00	20,000,000.00	16,406.25	.501	.501
912828RK8	U.S. TREASURY BOND	09/30/2013	.125	.196	20,000,000.00	19,983,593.75	100.00	20,000,000.00	16,406.25	.501	.501
912828RK8	U.S. TREASURY BOND	09/30/2013	.125	.189	10,000,000.00	9,992,578.13	100.00	10,000,000.00	7,421.87	.501	.501
912828SB7	U.S. TREASURY BOND	01/31/2014	.250	.225	25,000,000.00	25,008,789.06	100.08	25,020,500.00	11,710.94	.832	.838
912828SB7	U.S. TREASURY BOND	01/31/2014	.250	.222	25,000,000.00	25,009,765.63	100.08	25,020,500.00	10,734.37	.832	.838
912828RN2	U.S. TREASURY BOND	10/31/2013	.250	.211	25,000,000.00	25,010,742.19	100.07	25,016,500.00	5,757.81	.582	.586
912828SG6	U.S. TREASURY BOND	02/28/2014	.250	.231	25,000,000.00	25,006,835.95	100.08	25,020,500.00	13,664.05	.915	.915
912828SB7	U.S. TREASURY BOND	01/31/2014	.250	.209	25,000,000.00	25,013,671.88	100.08	25,020,500.00	6,828.12	.832	.838
912828SB7	U.S. TREASURY BOND	01/31/2014	.250	.235	25,000,000.00	25,004,882.81	100.08	25,020,500.00	15,617.19	.832	.838
912828SG6	U.S. TREASURY BOND	02/28/2014	.250	.236	25,000,000.00	25,004,882.81	100.08	25,020,500.00	15,617.19	.915	.915
912828SG6	U.S. TREASURY BOND	02/28/2014	.250	.244	25,000,000.00	25,001,953.13	100.08	25,020,500.00	18,546.87	.915	.915
912828RS1	U.S. TREASURY BOND	11/30/2013	.250	.209	25,000,000.00	25,010,742.19	100.07	25,016,500.00	5,757.81	.665	.668
912828RN2	U.S. TREASURY BOND	10/31/2013	.250	.192	25,000,000.00	25,013,671.88	100.07	25,016,500.00	2,828.12	.582	.586
912828RS1	U.S. TREASURY BOND	11/30/2013	.250	.200	10,000,000.00	10,005,078.13	100.07	10,006,600.00	1,521.87	.665	.668
912828SW1	U.S. TREASURY BOND	05/31/2014	.250	.255	20,000,000.00	19,998,437.50	100.07	20,014,000.00	15,562.50	1.163	1.167
912828TA8	U.S. TREASURY BOND	06/30/2014	.250	.243	20,000,000.00	20,002,343.75	100.07	20,014,000.00	11,656.25	1.247	1.249
912828SG6	U.S. TREASURY BOND	02/28/2014	.250	.222	25,000,000.00	25,008,787.89	100.08	25,020,500.00	11,712.11	.915	.915
912828SW1	U.S. TREASURY BOND	05/31/2014	.250	.229	25,000,000.00	25,007,812.50	100.07	25,017,500.00	9,687.50	1.163	1.167
912828TA8	U.S. TREASURY BOND	06/30/2014	.250	.235	25,000,000.00	25,005,859.38	100.07	25,017,500.00	11,640.62	1.247	1.249
912828TA8	U.S. TREASURY BOND	06/30/2014	.250	.237	25,000,000.00	25,004,882.81	100.07	25,017,500.00	12,617.19	1.247	1.249
912828SB7	U.S. TREASURY BOND	01/31/2014	.250	.195	30,000,000.00	30,018,750.00	100.08	30,024,600.00	5,850.00	.832	.838
912828SG6	U.S. TREASURY BOND	02/28/2014	.250	.198	20,000,000.00	20,012,500.00	100.08	20,016,400.00	3,900.00	.915	.915
912828RK8	U.S. TREASURY BOND	09/30/2013	.125	.161	30,000,000.00	29,991,796.88	100.00	30,000,000.00	8,203.12	.501	.501
912828RN2	U.S. TREASURY BOND	10/31/2013	.250	.156	25,000,000.00	25,018,554.69	100.07	25,016,500.00	(2,054.69)	.582	.586
912828SW1	U.S. TREASURY BOND	05/31/2014	.250	.230	25,000,000.00	25,006,835.94	100.07	25,017,500.00	10,664.06	1.163	1.167
912828RN2	U.S. TREASURY BOND	10/31/2013	.250	.157	20,000,000.00	20,014,062.50	100.07	20,013,200.00	(862.50)	.582	.586
912828RN2	U.S. TREASURY BOND	10/31/2013	.250	.160	20,000,000.00	20,012,500.00	100.07	20,013,200.00	700.00	.582	.586
			.239	.212	645,000,000.00	645,187,105.13	100.07	645,424,500.00	237,394.87	.814	.817
FHLMC DISC NOTES											
313397RU7	FHLMC 1Yr	01/14/2014	.160	.160	25,000,000.00	24,965,777.78	99.91	24,978,000.00	12,222.22	.790	.792
313397KX8	FHLMC 1Yr	08/26/2013	.120	.120	50,000,000.00	49,973,500.00	99.97	49,985,500.00	12,000.00	.405	.405
			.133	.133	75,000,000.00	74,939,277.78	99.95	74,963,500.00	24,222.22	.533	.534
FHLMC BONDS											
3137EACL1	FHLMC 3Yr	10/28/2013	.875	.937	5,000,000.00	4,990,300.00	100.42	5,020,750.00	30,450.00	.570	.578
3134G1SG0	FHLMC 3.5YrNc6MoE	03/03/2014	1.250	1.250	5,000,000.00	5,000,000.00	100.85	5,042,500.00	42,500.00	.913	.923
3137EACR8	FHLMC 3Yr	02/25/2014	1.375	1.375	5,000,000.00	5,000,000.00	101.08	5,054,050.00	54,050.00	.890	.907
3137EACR8	FHLMC 3Yr	02/25/2014	1.375	1.465	10,000,000.00	9,973,100.00	101.08	10,108,100.00	135,000.00	.890	.907
3134G2CL4	FHLMC 3Yr	04/29/2014	1.350	1.160	5,000,000.00	5,027,800.00	101.24	5,062,150.00	34,350.00	1.062	1.079
3137EACL1	FHLMC 3Yr	10/28/2013	.875	.790	11,000,000.00	11,022,330.00	100.42	11,045,650.00	23,320.00	.571	.578
3134G2FT4	FHLMC 2.25Yr	08/13/2013	.875	.611	5,000,000.00	5,028,775.00	100.25	5,012,350.00	(16,425.00)	.368	.370
3134G2U42	FHLMC 2Yr	10/15/2013	.375	.483	15,000,000.00	14,967,300.00	100.12	15,018,150.00	50,850.00	.537	.542
3137EACZ0	FHLMC 2Yr	11/27/2013	.375	.580	10,000,000.00	9,958,700.00	100.14	10,013,500.00	54,800.00	.653	.660
3134G3BF6	FHLMC 2Yr	12/23/2013	.625	.626	10,000,000.00	9,999,800.00	100.31	10,031,100.00	31,300.00	.724	.732
3134G3EB2	FHLMC 3.5YrNc2YrE	06/30/2015	1.000	1.000	5,000,000.00	5,000,000.00	100.59	5,029,500.00	29,500.00	2.214	2.249
3134G3EN6	FHLMC 3.5YrNc2YrE	06/30/2015	1.000	1.000	5,000,000.00	5,000,000.00	100.52	5,026,050.00	26,050.00	2.214	2.249
3134G2U42	FHLMC 1.5Yr	10/15/2013	.375	.400	5,000,000.00	4,997,700.00	100.12	5,006,050.00	8,350.00	.537	.542
3134G3LA6	FHLMC 2Yr	02/27/2014	.375	.394	10,000,000.00	9,996,000.00	100.18	10,017,700.00	21,700.00	.903	.912
3134G3MY3	FHLMC 3.5YrNc2YrE	08/28/2015	.650	.650	5,000,000.00	5,000,000.00	100.41	5,020,500.00	20,500.00	2.384	2.411
3134G3MY3	FHLMC 3.5YrNc2YrE	08/28/2015	.650	.650	5,000,000.00	5,000,000.00	100.41	5,020,500.00	20,500.00	2.384	2.411
3134G3NL0	FHLMC 3YrNc2YrE	02/24/2015	.500	.581	5,000,000.00	4,988,000.00	100.15	5,007,300.00	19,300.00	1.884	1.904
3134G3PD6	FHLMC 3YrNc2YrE	02/27/2015	.550	.594	5,000,000.00	4,993,500.00	100.2				

Month End Portfolio Holdings

CUSIP	Description	Maturity Date	Coupon	Yield to Maturity	Par Value	Book Value	Market Price	Market Value	Unrealized Gain/Loss	Modified Duration	Years To Maturity
3134G3LA6	FHLMC 2Yr	02/27/2014	.375	.303	10,000,000.00	10,011,600.00	100.18	10,017,700.00	6,100.00	.903	.912
3134G3ZA1	FHLMC 3.25Yr	08/28/2015	.500	.500	15,000,000.00	15,000,000.00	100.27	15,040,200.00	40,200.00	2.390	2.411
3134G3ZA1	FHLMC 3.25Yr	08/28/2015	.500	.506	15,000,000.00	14,997,150.00	100.27	15,040,200.00	43,050.00	2.390	2.411
3134G3ZA1	FHLMC 3.25Yr	08/28/2015	.500	.519	15,000,000.00	14,991,300.00	100.27	15,040,200.00	48,900.00	2.390	2.411
3134G3H78	FHLMC 2.25Yr	12/05/2014	.350	.350	10,000,000.00	10,000,000.00	100.11	10,010,700.00	10,700.00	1.670	1.682
3134G3L24	FHLMC 3YrNclYrE	09/25/2015	.500	.500	10,000,000.00	10,000,000.00	100.10	10,010,200.00	10,200.00	2.465	2.488
3134G3L24	FHLMC 3YrNclYrE	09/25/2015	.500	.500	10,000,000.00	10,000,000.00	100.10	10,010,200.00	10,200.00	2.465	2.488
3134G3H78	FHLMC 2Yr	12/05/2014	.350	.339	5,000,000.00	5,001,182.30	100.11	5,005,350.00	4,167.70	1.670	1.682
3134G3BF6	FHLMC 14 Mo	12/23/2013	.625	.233	10,100,000.00	10,146,965.00	100.31	10,131,411.00	(15,554.00)	.725	.732
3134G3H78	FHLMC 2Yr	12/05/2014	.350	.341	10,000,000.00	10,001,900.00	100.11	10,010,700.00	8,800.00	1.670	1.682
3134G3S50	FHLMC 4Yr	11/01/2016	.625	.647	10,000,000.00	9,991,200.00	100.16	10,015,500.00	24,300.00	3.529	3.592
3134G3V23	FHLMC 3YrNc6MoE	11/20/2015	.530	.530	5,000,000.00	5,000,000.00	100.05	5,002,600.00	2,600.00	2.609	2.641
3134G3W71	FHLMC 2YrNclYrE	11/26/2014	.350	.350	5,000,000.00	5,000,000.00	100.02	5,001,050.00	1,050.00	1.645	1.658
3134G3W71	FHLMC 2YrNclYrE	11/26/2014	.350	.350	5,000,000.00	5,000,000.00	100.02	5,001,050.00	1,050.00	1.645	1.658
3134G3Y20	FHLMC 3YrNclYrE	11/27/2015	.500	.500	5,000,000.00	5,000,000.00	100.10	5,004,800.00	4,800.00	2.630	2.660
3134G3Y20	FHLMC 3YrNclYrE	11/27/2015	.500	.500	5,000,000.00	5,000,000.00	100.10	5,004,800.00	4,800.00	2.630	2.660
3134G32E9	FHLMC 2Yr	12/03/2014	.320	.320	5,000,000.00	5,000,000.00	100.06	5,002,850.00	2,850.00	1.667	1.677
3134G3H78	FHLMC 2Yr	12/05/2014	.350	.320	5,000,000.00	5,002,995.00	100.11	5,005,350.00	2,355.00	1.670	1.682
3137EACX5	FHLMC 10Mo	10/30/2013	.375	.197	15,000,000.00	15,023,565.00	100.12	15,018,000.00	(5,565.00)	.582	.584
3134G33X6	FHLMC 3YrNclYrB	01/15/2016	.500	.500	5,000,000.00	5,000,000.00	100.05	5,002,300.00	2,300.00	2.763	2.795
3134G34B3	FHLMC 3YrNc2YrB	01/28/2016	.500	.500	5,000,000.00	5,000,000.00	99.99	4,999,650.00	(350.00)	2.799	2.830
3134G34B3	FHLMC 3YrNc2YrB	01/28/2016	.500	.500	5,000,000.00	5,000,000.00	99.99	4,999,650.00	(350.00)	2.799	2.830
3134G34B3	FHLMC 3YrNc2YrE	01/28/2016	.500	.500	5,000,000.00	5,000,000.00	99.99	4,999,650.00	(350.00)	2.799	2.830
3134G34B3	FHLMC 3YrNc2YrB	01/28/2016	.500	.500	5,000,000.00	5,000,000.00	99.99	4,999,650.00	(350.00)	2.804	2.830
3134G34B3	FHLMC 3YrNc2YrB	01/28/2016	.500	.500	5,000,000.00	5,000,000.00	99.99	4,999,650.00	(350.00)	2.804	2.830
3134G34B3	FHLMC 3YrNc2YrB	01/28/2016	.500	.507	10,000,000.00	9,998,000.00	99.99	9,999,300.00	1,300.00	2.804	2.830
3134G34B3	FHLMC 3YrNc2YrE	01/28/2016	.500	.507	6,000,000.00	5,998,800.00	99.99	5,999,580.00	780.00	2.799	2.830
3137EADN6	FHLMC 5Yr	01/12/2018	.750	.911	20,000,000.00	19,843,200.00	99.39	19,877,800.00	34,600.00	4.676	4.789
3134G33R9	FHLMC 3YrNclYrE	01/15/2016	.450	.450	5,000,000.00	5,000,000.00	99.99	4,999,500.00	(500.00)	2.766	2.795
3134G3S50	FHLMC 4Yr	11/01/2016	.625	.600	4,625,000.00	4,629,301.25	100.16	4,632,168.75	2,867.50	3.526	3.592
3134G36A3	FHLMC 3YrNc6MoB	03/28/2016	.600	.600	5,000,000.00	5,000,000.00	100.09	5,004,350.00	4,350.00	2.960	2.995
3134G36J4	FHLMC 3.5YrNc3MoB	09/14/2016	.650	.650	5,000,000.00	5,000,000.00	100.06	5,003,200.00	3,200.00	3.408	3.460
3134G36M7	FHLMC 2.5YrNc3MoB	09/14/2015	.500	.500	5,000,000.00	5,000,000.00	99.98	4,998,900.00	(1,100.00)	2.434	2.458
3134G36J4	FHLMC 3YrNc3MoB	09/14/2016	.650	.656	5,000,000.00	4,999,000.00	100.06	5,003,200.00	4,200.00	3.408	3.460
3134G36J4	FHLMC 3.5YrNc3MoB	09/14/2016	.650	.650	5,000,000.00	5,000,000.00	100.06	5,003,200.00	3,200.00	3.408	3.460
3137EADQ9	FHLMC 3Yr	05/13/2016	.500	.500	10,000,000.00	9,999,900.00	100.10	10,010,000.00	10,100.00	3.099	3.121
3137EADQ9	FHLMC 3Yr	05/13/2016	.500	.500	5,000,000.00	5,000,000.00	100.10	5,005,000.00	5,000.00	3.099	3.121
3137EADQ9	FHLMC 3Yr	05/13/2016	.500	.500	5,000,000.00	5,000,000.00	100.10	5,005,000.00	5,000.00	3.099	3.121
			.550	.554	543,725,000.00	543,500,191.60	100.19	544,755,099.75	1,254,908.15	1.865	1.887
FNMA DISC NOTES											
313589HP1	FNMA DISC NOTE	07/01/2013	.180	.180	25,000,000.00	24,961,500.00	99.99	24,996,250.00	34,750.00	.251	.252
			.180	.180	25,000,000.00	24,961,500.00	99.99	24,996,250.00	34,750.00	.251	.252
FNMA BONDS											
31398A3A8	FNMA 3YrNc6MoE	09/03/2013	1.050	1.058	5,000,000.00	4,998,750.00	100.34	5,017,050.00	18,300.00	.425	.427
3136FPFEL7	FNMA 3YrNc6MoE	09/09/2013	1.050	1.050	5,000,000.00	5,000,000.00	100.34	5,016,750.00	16,750.00	.441	.444
3136FPFEL7	FNMA 3YrNc6MoE	09/09/2013	1.050	1.050	5,000,000.00	5,000,000.00	100.34	5,016,750.00	16,750.00	.441	.444
3136FPFEL7	FNMA 3YrNc6MoE	09/09/2013	1.050	1.050	5,000,000.00	5,000,000.00	100.34	5,016,750.00	16,750.00	.441	.444
3136FPFEL7	FNMA 3YrNc6MoE	09/09/2013	1.050	1.084	5,000,000.00	4,995,000.00	100.34	5,016,750.00	21,750.00	.441	.444
3136FPFEL7	FNMA 3YrNc6MoE	09/09/2013	1.050	1.050	5,000,000.00	5,000,000.00	100.34	5,016,750.00	16,750.00	.441	.444
3136FPPEX1	FNMA 3.25YrNc6MoE	12/17/2013	1.125	1.141	5,000,000.00	4,997,500.00	100.68	5,034,200.00	36,700.00	.704	.715
31398A3R1	FNMA 3.5YrNc6MoE	03/21/2014	1.350	1.350	5,000,000.00	5,000,000.00	100.95	5,047,400.00	47,400.00	.962	.973
31398A4H2	FNMA 3YrNc6MoE	10/08/2013	1.125	1.125	5,000,000.00	5,000,000.00	100.51	5,025,650.00	25,650.00	.514	.523
31398A4H2	FNMA 3YrNc6MoE	10/08/2013	1.125	1.125	5,000,000.00	5,000,000.00	100.51	5,025,650.00	25,650.00	.514	.523
31398A4H2	FNMA 3YrNc6MoE	10/08/2013	1.125	1.125	5,000,000.00	5,000,000.00	100.51	5,025,650.00	25,650.00	.514	.523
31398A5Z1	FNMA 3YrNc6MoE	11/19/2013	.800	.800	10,000,000.00	10,000,000.00	100.33	10,032,700.00	32,700.00	.629	.638
31398A5Z1	FNMA 3YrNc6MoE	11/19/2013	.800	.800	5,000,000.00	5,000,000.00	100.33	5,016,350.00	16,350.00	.629	.638
3136FP6X0	FNMA 5Yr	02/04/2016	.343	.374	10,000,000.00	9,990,000.00	100.10	10,010,000.00	20,000.00	2.825	2.849
31398A3K6	FNMA 4Yr	03/14/2014	1.250	1.278	5,000,000.00	4,996,000.00	101.02	5,050,950.00	54,950.00	.944	.953
31398A5W8	FNMA 3Yr	12/18/2013	.750	1.194	5,000,000.00	4,941,950.00	100.44	5,021,900.00	79,950.00	.708	.718
31398AVZ2	FNMA 5Yr	03/13/2014	2.750	1.128	10,000,000.00	10,454,500.00	102.45	10,244,800.00	(209,700.00)	.938	.951
31398A5Z1	FNMA 3Yr	11/19/2013	.800	.870	5,000,000.00	4,991,250.00	100.33	5,016,350.00	25,100.00	.629	.638
3135G0BR3	FNMA 2.25Yr	08/09/2013	.500	.580	10,000,000.00	9,983,000.00	100.13	10,013,300.00	30,300.00	.358	.359
3135G0BR3	FNMA 2Yr	08/09/2013	.500	.600	10,000,000.00	9,979,200.00	100.13	10,013,300.00	34,100.00	.358	.359
31398A5W8	FNMA 3Yr	12/18/2013	.750	.480	10,000,000.00	10,063,305.58	100.44	10,043,800.00	(19,505.58)	.710	.718
3135G0CU5	FNMA 3YrNc2YrE	09/12/2014	.625	.625	5,000,000.00	5,000,000.00	100.17	5,008,600.00	8,600.00	1.438	1.452
3135G0CU5	FNMA 3YrNc2YrE	09/12/2014	.625	.625	5,000,000.00	5,000,000.00	100.17	5,008,600.00	8,600.00	1.438	1.452
3135G0GCI	FNMA 3YrNc2YrE	12/05/2014	.850	.850	5,000,000.00	5,000,000.00	100.30	5,015,200.00	15,200.00	1.658	1.682
3135G0GM9	FNMA 3YrNc2YrE	12/23/2014	.825	.825	5,000,000.00	5,000,000.00	100.31	5,015,350.00	15,350.00	1.708	1.732
3135G0GM9	FNMA 3YrNc2YrE	12/23/2014	.825	.825	5,000,000.00	5,000,000.00	100.31	5,015,350.00	15,350.00	1.708	1.732
3135G0HG1	FNMA 3Yr	03/16/2015	.375	.550	5,000,000.00	4,973,800.00	100.14	5,006,750.00	32,950.00	1.947	1.959
3135G0BR3	FNMA 1.4Yr	08/09/2013	.500	.330	5,000,000.00	5,011,850.00	100.13	5,006,650.00	(5,200.00)	.358	.359
3135G0JU8	FNMA 3YrNclYrB	04/17/2015	.750	.750	5,000,000.00	5,000,000.00	100.03	5,001,300.00	1,300.00	2.018	2.047
3135G0KD4	FNMA 3YrNclYrE	04/24/2015	.750	.750	5,000,000.00	5,000,000.00	100.03	5,001,300.00	1,300.00	2.038	2.066
3135G0JU0	FNMA 3YrNclYrE	04/23/2015	.700	.700	5,000,000.00	5,000,000.00	100.03	5,001,500.00	1,500.00	2.037	2.063
3135G0KL6	FNMA 2.5YrNclYrE	10/30/2014	.500	.500	10,000,000.00	10,000,000.00	100.02	10,001,700.00	1,700.00	1.572	1.584
3135G0KS1	FNMA 2.75YrNclYrB	02/10/2015	.560	.560	5,000,000.00	5,000,000.00	100.04	5,001,800.00	1,800.00	1.845	1.866
3135G0KM4	FNMA 3Yr	05/27/2015	.500	.533	5,000,000.00	4,995,000.00	100.33	5,016,550.00	21,550.00	2.137	2.156
3135G0LG6	FNMA 3YrNclYrE	05/29/2015	.650	.660	5,000,000.00	4,998,500.00	100.06	5,002,800.00	4,300		



Month End Portfolio Holdings

CUSIP	Description	Maturity Date	Coupon	Yield to Maturity	Par Value	Book Value	Market Price	Market Value	Unrealized Gain/Loss	Modified Duration	Years To Maturity
3136G0UC3	FNMA 4YrNc1YrB	08/16/2016	.500	.500	5,000,000.00	5,000,000.00	100.09	5,004,500.00	4,500.00	3.341	3.381
3135G0NV1	FNMA 3Yr	09/28/2015	.500	.528	10,000,000.00	9,991,400.00	100.25	10,024,800.00	33,400.00	2.473	2.496
3136G0YU9	FNMA 5YrNc1YrB	08/28/2017	.750	.750	10,000,000.00	10,000,000.00	100.21	10,021,300.00	21,300.00	4.325	4.414
3136G0A27	FNMA 5YrNc1YrB	09/20/2017	.750	.750	5,000,000.00	5,000,000.00	100.28	5,013,750.00	13,750.00	4.386	4.477
3136G0A27	FNMA 5YrNc1YrB	09/20/2017	.750	.750	10,000,000.00	10,000,000.00	100.28	10,027,500.00	27,500.00	4.386	4.477
3136G0B59	FNMA 5YrNc1YrB	09/20/2017	.700	.700	5,000,000.00	5,000,000.00	100.20	5,010,150.00	10,150.00	4.392	4.477
3136G0E64	FNMA 5YrNc1YrB	09/27/2017	.700	.700	5,000,000.00	5,000,000.00	100.27	5,013,400.00	13,400.00	4.411	4.496
3136G0E64	FNMA 5YrNc1YrB	09/27/2017	.700	.700	5,000,000.00	5,000,000.00	100.27	5,013,400.00	13,400.00	4.411	4.496
3136G0B59	FNMA 5YrNc1YrB	09/20/2017	.700	.700	5,000,000.00	5,000,000.00	100.20	5,010,150.00	10,150.00	4.392	4.477
3136G0W49	FNMA 5YrNc1YrB	11/08/2017	.700	.700	10,000,000.00	10,000,000.00	100.24	10,023,700.00	23,700.00	4.509	4.611
3135G0QB2	FNMA 3YrNc1YrE	10/22/2015	.500	.489	5,000,000.00	5,001,562.50	100.09	5,004,300.00	2,737.50	2.533	2.562
3135G0NV1	FNMA 3Yr	09/28/2015	.500	.471	5,000,000.00	5,004,150.00	100.25	5,012,400.00	8,250.00	2.473	2.496
3135G0RS4	FNMA 3YrNc2YrE	11/06/2015	.500	.500	10,000,000.00	10,000,000.00	100.06	10,006,300.00	6,300.00	2.572	2.603
3135G0RY1	FNMA 3YrNc2YrE	11/25/2015	.480	.480	10,000,000.00	10,000,000.00	100.05	10,005,400.00	5,400.00	2.626	2.655
3135G0RX3	FNMA 3YrNc1YrE	11/27/2015	.500	.500	5,000,000.00	5,000,000.00	100.07	5,003,550.00	3,550.00	2.630	2.660
3135G0RZ8	FNMA 3.5YrNc2YrE	05/26/2016	.550	.550	5,000,000.00	5,000,000.00	100.01	5,000,700.00	700.00	3.116	3.156
3136G0Y21	FNMA 4YrNc1YrB	11/07/2016	.400	.400	5,000,000.00	5,000,000.00	100.07	5,003,350.00	3,350.00	3.565	3.608
3136G03B5	FNMA 5YrNc6MoB	11/07/2017	.600	.600	5,250,000.00	5,250,000.00	100.06	5,252,940.00	2,940.00	4.520	4.608
3135G0RX3	FNMA 3YrNc1YrE	11/27/2015	.500	.500	5,000,000.00	5,000,000.00	100.07	5,003,550.00	3,550.00	2.630	2.660
3136G12F5	FNMA 5YrNc1YrB	12/18/2017	.750	.750	10,000,000.00	10,000,000.00	99.98	9,998,300.00	(1,700.00)	4.613	4.721
3135G0RS4	FNMA 3YrNc1YrE	11/06/2015	.500	.500	5,000,000.00	5,000,000.00	100.06	5,003,150.00	3,150.00	2.572	2.603
3136G13S6	FNMA 5YrNc1YrB	12/13/2017	.800	.800	5,000,000.00	5,000,000.00	100.23	5,011,500.00	11,500.00	4.593	4.707
3136G12F5	FNMA 5YrNc1YrB	12/18/2017	.750	.750	8,752,000.00	8,752,000.00	99.98	8,750,512.16	(1,487.84)	4.613	4.721
3136G12D0	FNMA 5YrNc1YrB	12/13/2017	.650	.650	5,000,000.00	5,000,000.00	100.01	5,000,700.00	700.00	4.613	4.707
3135G0SL8	FNMA 3YrNc1YrB	12/24/2015	.520	.520	5,000,000.00	5,000,000.00	100.01	5,000,550.00	550.00	2.704	2.734
3135G0ST1	FNMA 3YrNc1YrB	12/24/2015	.450	.450	5,000,000.00	5,000,000.00	99.92	4,995,900.00	(4,100.00)	2.708	2.734
3135G0ST1	FNMA 3YrNc1YrB	12/24/2015	.450	.450	10,000,000.00	10,000,000.00	99.92	9,991,800.00	(8,200.00)	2.708	2.734
3135G0ST1	FNMA 3YrNc1YrB	12/24/2015	.450	.457	10,000,000.00	9,998,000.00	99.92	9,991,800.00	(6,200.00)	2.708	2.734
3135G0ST1	FNMA 3YrNc1YrB	12/24/2015	.450	.450	10,000,000.00	10,000,000.00	99.92	9,991,800.00	(8,200.00)	2.708	2.734
3136G14Q9	FNMA 5YrNc1YrB	12/26/2017	.750	.750	10,000,000.00	10,000,000.00	99.76	9,976,300.00	(23,700.00)	4.636	4.742
3135G0ST1	FNMA 3YrNc1YrB	12/24/2015	.450	.450	5,000,000.00	5,000,000.00	99.92	4,995,900.00	(4,100.00)	2.708	2.734
3135G0SQ7	FNMA 2.5YrNc1YrB	06/24/2015	.400	.404	11,850,000.00	11,848,815.00	100.00	11,850,355.50	1,540.50	2.216	2.233
3135G0ST1	FNMA 3YrNc1YrB	12/24/2015	.450	.450	5,000,000.00	5,000,000.00	99.92	4,995,900.00	(4,100.00)	2.708	2.734
3135G0ST1	FNMA 3YrNc1YrB	12/24/2015	.450	.450	10,000,000.00	10,000,000.00	99.92	9,991,800.00	(8,200.00)	2.708	2.734
3135G0ST1	FNMA 3YrNc1YrB	12/24/2015	.450	.450	10,000,000.00	10,000,000.00	99.92	9,991,800.00	(8,200.00)	2.708	2.734
3136G16J3	FNMA 5YrNc1YrB	12/27/2017	.625	.625	5,000,000.00	5,000,000.00	99.68	4,983,800.00	(16,200.00)	4.655	4.745
3136G13S6	FNMA 5YrNc1YrB	12/13/2017	.800	.800	5,000,000.00	5,000,000.00	100.23	5,011,500.00	11,500.00	4.593	4.707
3136G17E3	FNMA 5YrNc1YrB	12/26/2017	.650	.650	8,750,000.00	8,750,000.00	99.92	8,743,175.00	(6,825.00)	4.649	4.742
3136G17A1	FNMA 3YrNc1YrB	12/30/2015	.450	.450	10,000,000.00	10,000,000.00	100.03	10,002,900.00	2,900.00	2.727	2.751
3136G1A66	FNMA 5YrNc1YrB	12/26/2017	.700	.700	10,000,000.00	10,000,000.00	100.23	10,022,600.00	22,600.00	4.642	4.742
3135G0ST1	FNMA 3YrNc1YrB	12/24/2015	.450	.450	10,000,000.00	10,000,000.00	99.92	9,991,800.00	(8,200.00)	2.708	2.734
3136G1B40	FNMA 5YrNc1YrB	01/30/2018	.750	.750	5,000,000.00	5,000,000.00	100.28	5,013,850.00	13,850.00	4.730	4.838
3136G1B32	FNMA 5YrNc1YrB	01/30/2018	.700	.700	5,000,000.00	5,000,000.00	100.28	5,014,100.00	14,100.00	4.736	4.838
3136G1AQ2	FNMA 5YrNc6MoB	01/30/2018	.700	.700	7,200,000.00	7,200,000.00	100.13	7,209,288.00	9,288.00	4.736	4.838
3135G0TH6	FNMA 3YrNc1YrB	01/29/2016	.480	.487	5,000,000.00	4,999,000.00	99.94	4,997,050.00	(1,950.00)	2.803	2.833
3135G0TS2	FNMA 3YrNc6MoB	01/15/2016	.500	.502	5,000,000.00	4,999,750.00	99.97	4,998,400.00	(1,350.00)	2.763	2.795
3136G1CS6	FNMA 5YrNc1YrB	01/29/2018	.800	.800	10,000,000.00	10,000,000.00	100.37	10,036,900.00	36,900.00	4.720	4.836
3135G0TT0	FNMA 3YrNc1YrB	01/29/2016	.500	.500	5,000,000.00	5,000,000.00	99.99	4,999,450.00	(550.00)	2.802	2.833
3136G1AJ8	FNMA 5YrNc1YrB	01/30/2018	.700	.700	10,000,000.00	10,000,000.00	99.88	9,988,200.00	(11,800.00)	4.736	4.838
3136G1AY5	FNMA 5YrNc1YrB	01/30/2018	.750	.750	4,500,000.00	4,500,000.00	100.37	4,516,605.00	16,605.00	4.730	4.838
3136G1BF5	FNMA 5YrNc1YrB	01/30/2018	.700	.700	10,000,000.00	10,000,000.00	99.96	9,995,700.00	(4,300.00)	4.736	4.838
3135G0UB7	FNMA 3YrNc6MoB	02/22/2016	.520	.544	5,000,000.00	4,996,500.00	99.97	4,998,450.00	1,950.00	2.864	2.899
3135G0UB7	FNMA 3YrNc6MoB	02/22/2016	.520	.554	5,000,000.00	4,995,000.00	99.97	4,998,450.00	3,450.00	2.864	2.899
3136G1D97	FNMA 5YrNc1YrB	02/28/2018	.800	.800	15,000,000.00	15,000,000.00	100.19	15,027,750.00	27,750.00	4.809	4.918
3136G1DA4	FNMA 5YrNc1YrB	02/28/2018	1.000	1.000	10,000,000.00	10,000,000.00	100.40	10,040,000.00	40,000.00	4.782	4.918
3136G1DA4	FNMA 5YrNc1YrB	02/28/2018	1.000	1.006	5,000,000.00	4,998,500.00	100.40	5,020,000.00	21,500.00	4.782	4.918
3136G1DB2	FNMA 5YrNc6MoB	02/28/2018	1.000	1.000	10,000,000.00	10,000,000.00	100.20	10,020,400.00	20,400.00	4.782	4.918
3135G0RT2	FNMA 5Yr	12/20/2017	.875	1.002	10,000,000.00	9,939,600.00	99.92	9,991,800.00	52,200.00	4.599	4.726
3136G1CW7	FNMA 5YrNc1YrB	02/20/2018	.800	.826	5,000,000.00	4,993,750.00	100.26	5,013,200.00	19,450.00	4.778	4.896
3135G0US0	FNMA 3YrNc1YrE	02/26/2016	.550	.550	5,000,000.00	5,000,000.00	100.15	5,007,300.00	7,300.00	2.874	2.910
3136G1DB2	FNMA 5YrNc6MoB	02/28/2018	1.000	1.000	10,000,000.00	10,000,000.00	100.20	10,020,400.00	20,400.00	4.782	4.918
3136G1EX3	FNMA 3.5YrNc6MoB	08/26/2016	.700	.700	10,000,000.00	10,000,000.00	100.13	10,013,300.00	13,300.00	3.355	3.408
3136G1ET2	FNMA 5YrNc6MoB	03/06/2018	1.000	1.000	10,000,000.00	10,000,000.00	100.21	10,020,700.00	20,700.00	4.796	4.934
3136G1FW4	FNMA 5YrNc6MoB	03/19/2018	1.000	1.005	5,000,000.00	4,998,750.00	100.22	5,010,750.00	12,000.00	4.832	4.970
3136G1FW4	FNMA 5YrNc6MoB	03/19/2018	1.000	1.000	10,000,000.00	10,000,000.00	100.22	10,021,500.00	21,500.00	4.832	4.970
3136G1FF1	FNMA 3.25YrNc6MoB	06/13/2016	.625	.625	6,250,000.00	6,250,000.00	100.13	6,257,812.50	7,812.50	3.158	3.205
3136G1FW4	FNMA 5YrNc6MoB	03/19/2018	1.000	1.000	5,000,000.00	5,000,000.00	100.22	5,010,750.00	10,750.00	4.832	4.970
3136G1GS2	FNMA 5YrNc6MoB	03/27/2018	.500	.500	5,000,000.00	5,000,000.00	100.00	4,999,800.00	(200.00)	4.921	4.992
3136G1GN3	FNMA 5YrNc1YrB	03/27/2018	.800	.800	5,000,000.00	5,000,000.00	100.30	5,014,750.00	14,750.00	4.881	4.992
3136G1GR4	FNMA 3.5YrNc6MoB	09/27/2016	.625	.634	5,500,000.00	5,498,350.00	100.01	5,500,275.00	1,925.00	3.445	3.496
3136G1GR4	FNMA 3.5YrNc6MoB	09/27/2016	.625	.625	5,000,000.00	5,000,000.00	100.01	5,000,250.00	250.00	3.446	3.496
3136G1FW4	FNMA 5YrNc6MoB	03/19/2018	1.000	1.000	10,000,000.00	10,000,000.00	100.22	10,021,500.00	21,500.00	4.832	4.970
3136G1HC6	FNMA 5YrNc1YrB	03/28/2018	.850	.850	5,000,000.00	5,000,000.00	100.04	5,002,000.00	2,000.00	4.877	4.995
3136G1HB8	FNMA 5YrNc1YrB	03/28/2018	.800	.800	5,000,000.00	5,000,000.00	100.08	5,003,950.00	3,950.00	4.883	4.995
3136G1HE2	FNMA 5YrNc6MoB	03/20/2018	.750	.765	5,000,000.00	4,996,250.00	100.16	5,008,150.00	11,900.00	4.868	4.973
3136G1HP7	FNMA 5YrNc1YrB	03/28/2018	.800	.800	5,000,000.00	5,000,000.00	100.25	5,012,			

Month End Portfolio Holdings

CUSIP	Description	Maturity Date	Coupon	Yield to Maturity	Par Value	Book Value	Market Price	Market Value	Unrealized Gain/Loss	Modified Duration	Years To Maturity
313373S37	FHLB 2.25Yr	08/28/2013	.750	.671	5,000,000.00	5,008,850.00	100.26	5,012,800.00	3,950.00	.409	.411
313374FU9	FHLB 3Yr	07/07/2014	.910	.910	10,000,000.00	10,000,000.00	100.87	10,086,500.00	86,500.00	1.254	1.268
313374N63	FHLB 2Yr	05/30/2013	.500	.500	10,000,000.00	10,000,000.00	100.06	10,006,300.00	6,300.00	.164	.164
313374Y61	FHLB 2Yr	08/28/2013	.500	.567	10,000,000.00	9,986,100.00	100.15	10,015,300.00	29,200.00	.410	.411
313376A47	FHLB 2Yr	11/29/2013	.450	.470	5,000,000.00	4,997,944.55	100.19	5,009,300.00	11,355.45	.658	.666
313376CW3	FHLB 1.5Yr	05/21/2013	.340	.343	10,000,000.00	9,999,500.00	100.03	10,003,000.00	3,500.00	.139	.140
313376CW3	FHLB 1.5Yr	05/21/2013	.340	.343	10,000,000.00	9,999,500.00	100.03	10,003,000.00	3,500.00	.139	.140
313376CW3	FHLB 1.5Yr	05/21/2013	.340	.340	15,000,000.00	15,000,000.00	100.03	15,004,500.00	4,500.00	.139	.140
313376CW3	FHLB 1.5Yr	05/21/2013	.340	.340	15,000,000.00	15,000,000.00	100.03	15,004,500.00	4,500.00	.139	.140
313376CW3	FHLB 1.5Yr	05/21/2013	.340	.340	10,000,000.00	10,000,000.00	100.03	10,003,000.00	3,000.00	.139	.140
313376CW3	FHLB 1.5Yr	05/21/2013	.340	.340	5,000,000.00	5,000,000.00	100.03	5,001,500.00	1,500.00	.139	.140
313376DE2	FHLB 1.5Yr	05/28/2013	.310	.310	15,000,000.00	15,000,000.00	100.03	15,004,350.00	4,350.00	.159	.159
313376D85	FHLB 18Mo	05/16/2013	.340	.340	15,000,000.00	15,000,000.00	100.03	15,004,050.00	4,050.00	.126	.126
313376GK5	FHLB 1.5Yr	06/03/2013	.320	.320	15,000,000.00	15,000,000.00	100.03	15,005,100.00	5,100.00	.175	.175
313376C86	FHLB 1.5Yr	05/07/2013	.300	.340	10,000,000.00	9,994,300.00	100.02	10,001,800.00	7,500.00	.101	.101
313376JE6	FHLB 1.5Yr	05/30/2013	.375	.375	15,000,000.00	15,000,000.00	100.04	15,006,150.00	6,150.00	.164	.164
313376J55	FHLB 1.5Yr	07/09/2013	.375	.375	10,000,000.00	10,000,000.00	100.07	10,006,800.00	6,800.00	.273	.274
313376JY2	FHLB 1.5Yr	06/19/2013	.400	.400	10,000,000.00	10,000,000.00	100.05	10,004,900.00	4,900.00	.219	.219
313376J55	FHLB 1.5Yr	07/09/2013	.375	.375	10,000,000.00	10,000,000.00	100.07	10,006,800.00	6,800.00	.273	.274
313376KJ3	FHLB 18Mo	06/21/2013	.400	.400	10,000,000.00	10,000,000.00	100.06	10,005,500.00	5,500.00	.224	.225
313376KJ3	FHLB 18Mo	06/21/2013	.400	.380	10,000,000.00	10,002,988.60	100.06	10,005,500.00	2,511.40	.224	.225
313376GT6	FHLB 1.5Yr	05/30/2013	.350	.344	15,000,000.00	15,001,381.80	100.04	15,005,550.00	4,168.20	.164	.164
313376GT6	FHLB 1.5Yr	05/30/2013	.350	.344	15,000,000.00	15,001,350.00	100.04	15,005,550.00	4,200.00	.164	.164
313376KJ3	FHLB 1.5Yr	06/21/2013	.400	.348	15,000,000.00	15,011,550.00	100.06	15,008,250.00	(3,300.00)	.224	.225
313376KJ3	FHLB 1.5Yr	06/21/2013	.400	.371	8,000,000.00	8,003,520.00	100.06	8,004,400.00	880.00	.224	.225
313376GT6	FHLB 1.5Yr	05/30/2013	.350	.330	5,000,000.00	5,001,450.00	100.04	5,001,850.00	400.00	.164	.164
313376KL8	FHLB 1.5Yr	06/21/2013	.400	.361	10,000,000.00	10,005,900.00	100.06	10,006,100.00	200.00	.224	.225
313376D36	FHLB 1.5Yr	05/16/2013	.300	.290	10,000,000.00	10,001,400.00	100.02	10,002,200.00	800.00	.126	.126
313376P58	FHLB 1.5Yr	06/28/2013	.350	.350	10,000,000.00	10,000,000.00	100.05	10,005,400.00	5,400.00	.243	.244
313376J55	FHLB 1.5Yr	07/09/2013	.375	.350	10,085,000.00	10,088,810.82	100.07	10,091,857.80	3,046.98	.273	.274
313376A96	FHLB 1.5Yr	05/03/2013	.370	.293	10,000,000.00	10,010,200.00	100.02	10,002,300.00	(7,900.00)	.090	.090
313376RH0	FHLB 1.25Yr	04/12/2013	.240	.243	10,000,000.00	9,999,629.90	100.00	10,000,400.00	770.10	.033	.033
313376UF0	FHLB 2Yr	01/29/2014	.375	.375	5,000,000.00	5,000,000.00	100.16	5,008,100.00	8,100.00	.825	.833
313376VB8	FHLB 2Yr	07/30/2013	.250	.268	5,000,000.00	4,998,690.00	100.04	5,002,000.00	3,310.00	.331	.332
313376UY9	FHLB 1.5Yr	08/05/2013	.250	.250	5,000,000.00	5,000,000.00	100.04	5,002,100.00	2,100.00	.347	.348
313376VB8	FHLB 1.5Yr	07/30/2013	.250	.288	5,000,000.00	4,997,191.10	100.04	5,002,000.00	4,808.90	.331	.332
313376UY9	FHLB 1.5Yr	08/05/2013	.250	.285	5,000,000.00	4,997,372.74	100.04	5,002,100.00	4,727.26	.347	.348
313376UY9	FHLB 1.5Yr	08/05/2013	.250	.250	5,000,000.00	5,000,000.00	100.04	5,002,100.00	2,100.00	.347	.348
3133784T5	FHLB 1.5Yr	08/09/2013	.250	.250	5,000,000.00	5,000,000.00	100.04	5,002,150.00	2,150.00	.358	.359
313376VB8	FHLB 1.5Yr	07/30/2013	.250	.266	5,000,000.00	4,998,800.00	100.04	5,002,000.00	3,200.00	.331	.332
313378AC5	FHLB 3Yr	05/22/2015	.500	.500	5,000,000.00	5,000,000.00	100.32	5,015,950.00	15,950.00	2.124	2.142
313378CE9	FHLB 1.2Yr	05/07/2013	.260	.260	15,000,000.00	15,000,000.00	100.01	15,002,100.00	2,100.00	.101	.101
313378ED9	FHLB 1.5Yr	09/09/2013	.310	.310	10,000,000.00	10,000,000.00	100.08	10,007,800.00	7,800.00	.443	.444
3133783D1	FHLB 2YrNc	02/13/2014	.300	.379	5,000,000.00	4,992,300.00	100.10	5,005,200.00	12,900.00	.864	.874
313378H79	FHLB 1.5Yr	09/09/2013	.300	.300	5,000,000.00	5,000,000.00	100.07	5,003,700.00	3,700.00	.443	.444
313376ZQ1	FHLB 3Yr	03/13/2015	.375	.551	5,000,000.00	4,973,550.00	100.10	5,004,950.00	31,400.00	1.939	1.951
313378ED9	FHLB 1.5Yr	09/09/2013	.310	.291	5,000,000.00	5,001,450.00	100.08	5,003,900.00	2,450.00	.443	.444
313376ZQ1	FHLB 3Yr	03/13/2015	.375	.689	5,000,000.00	4,953,525.00	100.10	5,004,950.00	51,425.00	1.938	1.951
313378LW9	FHLB 1.5Yr	09/12/2013	.280	.348	5,000,000.00	4,994,950.00	100.07	5,003,250.00	8,300.00	.451	.452
313378FY2	FHLB 2.25Yr	05/30/2014	.375	.468	5,000,000.00	4,990,014.15	100.19	5,009,400.00	19,385.85	1.158	1.164
313378T18	FHLB 1.5Yr	10/09/2013	.400	.400	15,000,000.00	15,000,000.00	100.13	15,019,950.00	19,950.00	.520	.526
313378U58	FHLB 3Yr	05/04/2015	.700	.700	15,000,000.00	15,000,000.00	100.74	15,111,450.00	111,450.00	2.067	2.093
313376XW0	FHLB 1.3Yr	05/10/2013	.200	.268	20,000,000.00	19,985,000.00	100.01	20,001,600.00	16,600.00	.109	.110
313376DE2	FHLB 1.5Yr	05/28/2013	.310	.262	14,500,000.00	14,507,830.00	100.03	14,504,205.00	(3,625.00)	.159	.159
313378KJ9	FHLB 1Yr	04/05/2013	.230	.243	5,000,000.00	4,999,350.00	100.00	5,000,100.00	750.00	.014	.014
313378X30	FHLB 1Yr	04/16/2013	.250	.250	5,000,000.00	5,000,000.00	100.01	5,000,300.00	300.00	.044	.044
313378YL9	FHLB 1.5Yr	10/11/2013	.350	.350	5,000,000.00	5,000,000.00	100.11	5,005,350.00	5,350.00	.526	.532
313378YX3	FHLB 1.5Yr	10/15/2013	.350	.350	5,000,000.00	5,000,000.00	100.11	5,005,400.00	5,400.00	.537	.542
313378LH2	FHLB 1.5Yr	09/16/2013	.280	.310	5,000,000.00	4,997,850.00	100.07	5,003,300.00	5,450.00	.462	.463
313378ZU8	FHLB 1Yr	04/18/2013	.230	.253	5,000,000.00	4,998,850.00	100.01	5,000,250.00	1,400.00	.049	.049
313378XS5	FHLB 3YrNc2YrE	04/30/2015	.650	.650	5,000,000.00	5,000,000.00	100.45	5,022,500.00	22,500.00	2.060	2.082
313379A90	FHLB 1Yr	05/03/2013	.230	.230	5,000,000.00	5,000,000.00	100.01	5,000,450.00	450.00	.090	.090
313379A66	FHLB 1Yr	05/03/2013	.220	.233	10,000,000.00	9,998,680.00	100.01	10,000,800.00	2,120.00	.090	.090
313379A66	FHLB 1Yr	05/03/2013	.220	.233	5,000,000.00	4,999,340.00	100.01	5,000,400.00	1,060.00	.090	.090
313379AK5	FHLB 2Yr	04/30/2014	.340	.340	5,000,000.00	5,000,000.00	100.15	5,007,450.00	7,450.00	1.079	1.082
3133796L8	FHLB 1.5Yr	12/03/2013	.290	.290	10,000,000.00	10,000,000.00	100.08	10,008,100.00	8,100.00	.671	.677
313376D36	FHLB 1Yr	05/16/2013	.300	.233	10,000,000.00	10,006,980.00	100.02	10,002,200.00	(4,780.00)	.126	.126
3133796L8	FHLB 18Mo	12/03/2013	.290	.300	5,000,000.00	4,999,250.00	100.08	5,004,050.00	4,800.00	.670	.677
313379BZ1	FHLB 1Yr	05/17/2013	.220	.233	20,000,000.00	19,997,400.00	100.01	20,002,400.00	5,000.00	.129	.129
313379BZ1	FHLB 12Mo	05/17/2013	.220	.233	5,000,000.00	4,999,345.00	100.01	5,000,600.00	1,255.00	.129	.129
313379FL8	FHLB 2Yr	05/19/2014	.350	.350	5,000,000.00	5,000,000.00	100.16	5,007,950.00	7,950.00	1.129	1.134
313379FK0	FHLB 18Mo	11/15/2013	.300	.302	5,000,000.00	4,999,850.00	100.08	5,004,200.00	4,350.00	.621	.627
313379G37	FHLB 1Yr	05/17/2013	.230	.235	15,000,000.00	14,999,250.00	100.01	15,001,950.00	2,700.00	.129	.129
313379FL8	FHLB 2Yr	05/19/2014	.350	.350	5,000,000.00	5,000,000.00	100.16	5,007,950.00	7,950.00	1.129	1.134
313379PXL	FHLB 1Yr	05/29/2013	.240	.240	10,000,000.00	10,000,000.00	100.02	10,001,800.00	1,800.00	.161	.162
313379QW2	FHLB 1Yr	06/14/2013	.240	.240	10,000,000.00	10,000,000.00	100.02	10,002,300.00	2,300.00	.205	.205
313379Q85	FHLB 1Yr	06/04/2013	.230	.233	5,000,000.00	4,999,850.00	100.02	5,000,900.00	1,050.00	.178	.178
313379YQ6	FHLB 1Yr	07/01/2013	.250	.284	10,000,000.00	9,996,620.00	100.03	10,003,100.00	6,480.00	.252	.252
313379YR4	FHLB 1Yr	07/02/2013	.250	.258	5,000,000.00	4,999,580.00	100.03	5,001,550.00	1,970.00	.254	.255
313379YZ6	FHLB 1Yr	07/03/2013	.270	.270	10,000,000.00	10,0					

Month End Portfolio Holdings

CUSIP	Description	Maturity Date	Coupon	Yield to Maturity	Par Value	Book Value	Market Price	Market Value	Unrealized Gain/Loss	Modified Duration	Years To Maturity	
313381F67	FHLB 1YrNc6MoB	12/23/2013	.250	.250	10,000,000.00	10,000,000.00	100.01	10,001,300.00	1,300.00	.726	.732	
313381H24	FHLB 3Yr	01/16/2015	.250	.307	5,000,000.00	4,994,000.00	99.96	4,997,950.00	3,950.00	.1785	1.797	
3133805T0	FHLB 1Yr	01/23/2014	.270	.233	1,000,000.00	1,000,410.00	100.07	1,000,740.00	330.00	.809	.816	
313380W52	FHLB 10Mo	10/01/2013	.125	.177	9,000,000.00	8,996,202.00	99.99	8,999,190.00	2,988.00	.502	.504	
3133805Q6	FHLB 1.5 Yr	01/23/2014	.260	.193	20,000,000.00	20,014,720.00	100.07	20,013,200.00	(1,520.00)	.810	.816	
313381KS3	FHLB 3Yr	12/14/2015	.370	.402	5,300,000.00	5,294,965.00	99.87	5,293,269.00	(1,696.00)	2.684	2.707	
3133803M7	FHLB 1.5Yr	01/23/2014	.300	.193	15,000,000.00	15,017,550.00	100.08	15,012,300.00	(5,250.00)	.810	.816	
313381NB7	FHLB 1Yr	01/02/2014	.180	.193	10,000,000.00	9,998,740.00	100.01	10,000,600.00	1,860.00	.752	.759	
3133805Q6	FHLB 1.5Yr	01/23/2014	.260	.203	25,000,000.00	25,015,200.00	100.07	25,016,500.00	1,300.00	.810	.816	
313381NB7	FHLB 1Yr	01/02/2014	.180	.193	15,000,000.00	14,998,110.00	100.01	15,000,900.00	2,790.00	.752	.759	
313381NB7	FHLB 1Yr	01/02/2014	.180	.193	15,000,000.00	14,998,050.00	100.01	15,000,900.00	2,850.00	.752	.759	
313381SV8	FHLB 3YrNc6MoB	01/29/2016	.500	.500	5,000,000.00	5,000,000.00	100.00	5,000,200.00	200.00	2.802	2.833	
313381VY8	FHLB 3Yr	01/15/2016	.375	.402	5,000,000.00	4,995,975.00	99.86	4,993,200.00	(2,775.00)	2.769	2.795	
313381YP4	FHLB 2Yr	02/20/2015	.250	.293	5,000,000.00	4,995,550.00	99.88	4,993,800.00	(1,750.00)	1.880	1.893	
313381ZH1	FHLB 5YrNc1MoB	02/21/2018	1.200	1.200	5,000,000.00	5,000,000.00	99.89	4,994,250.00	(5,750.00)	4.728	4.899	
313381ZH1	FHLB 5YrNc1MoB	02/21/2018	1.200	1.200	5,000,000.00	5,000,000.00	99.89	4,994,250.00	(5,750.00)	4.728	4.899	
313381ZH1	FHLB 5YrNc1MoB	02/21/2018	1.200	1.200	10,000,000.00	10,000,000.00	99.89	9,988,500.00	(11,500.00)	4.728	4.899	
3133824P5	FHLB 3YrNc3MoB	02/22/2016	.600	.600	5,000,000.00	5,000,000.00	100.04	5,002,050.00	2,050.00	2.861	2.899	
313381VK8	FHLB 3.5YrNc6MoB	07/29/2016	.575	.636	5,000,000.00	4,989,500.00	100.08	5,004,000.00	14,500.00	3.287	3.332	
3133823V3	FHLB 1Yr	02/07/2014	.125	.177	15,000,000.00	14,992,155.00	100.00	14,999,400.00	7,245.00	.849	.858	
313381XU4	FHLB 5YrNc3MoB	02/13/2018	.500	.500	7,350,000.00	7,350,000.00	100.04	7,352,719.50	2,719.50	4.802	4.877	
313382BT9	FHLB 1Yr	02/14/2014	.125	.187	10,000,000.00	9,993,760.00	99.95	9,995,200.00	1,440.00	.868	.877	
313381PS8	FHLB 1Yr	01/07/2014	.180	.182	18,000,000.00	17,999,640.00	100.01	18,000,900.00	1,260.00	.766	.773	
313382BT9	FHLB 1Yr	02/14/2014	.125	.187	15,000,000.00	14,990,820.00	99.95	14,992,800.00	1,980.00	.868	.877	
313382BT9	FHLB 1Yr	02/14/2014	.125	.185	10,000,000.00	9,994,100.00	99.95	9,995,200.00	1,100.00	.868	.877	
313382DF7	FHLB 1Yr	02/25/2014	.125	.194	5,000,000.00	4,996,625.00	99.95	4,997,500.00	875.00	.899	.907	
313382EC3	FHLB 1Yr	03/06/2014	.180	.188	5,000,000.00	4,999,600.00	100.00	4,999,850.00	250.00	.929	.932	
313382EG4	FHLB 1Yr	03/05/2014	.180	.193	10,000,000.00	9,998,750.00	100.00	9,999,800.00	1,050.00	.926	.929	
313382FU2	FHLB 9Mo	12/11/2013	.160	.163	5,000,000.00	4,999,890.00	99.99	4,999,650.00	(240.00)	.694	.699	
313382DF7	FHLB 1Yr	02/25/2014	.125	.179	25,000,000.00	24,987,000.00	99.95	24,987,500.00	500.00	.899	.907	
FCB DISC NOTES				.369	.362	1,221,735,000.00	1,221,996,544.27	100.08	1,222,758,581.30	762,037.03	.706	.715
313313LA4	FFCB DISC NOTE	08/29/2013	.190	.190	10,000,000.00	9,981,105.56	99.97	9,997,100.00	15,994.44	.413	.414	
				.190	.190	10,000,000.00	9,981,105.56	99.97	9,997,100.00	15,994.44	.413	.414
FFCB BONDS												
31331JQU0	FFCB 3Yr	06/03/2013	1.600	.752	10,000,000.00	10,211,890.00	100.26	10,026,100.00	(185,790.00)	.175	.175	
31331J6A6	FFCB 3Yr	12/23/2013	1.300	1.300	5,000,000.00	5,000,000.00	100.83	5,041,400.00	41,400.00	.720	.732	
31331J6A6	FFCB 3Yr	12/23/2013	1.300	1.300	5,000,000.00	5,000,000.00	100.83	5,041,400.00	41,400.00	.720	.732	
31331J6A6	FFCB 3Yr	12/23/2013	1.300	1.184	5,000,000.00	5,015,550.00	100.83	5,041,400.00	25,850.00	.720	.732	
31331KET3	FFCB 2.5Yr	09/23/2013	.980	1.029	10,000,000.00	9,988,000.00	100.41	10,040,600.00	52,600.00	.479	.482	
31331KHV5	FFCB 5Yr	04/20/2016	.273	.289	10,000,000.00	9,995,000.00	100.06	10,005,900.00	10,900.00	3.039	3.058	
31331KPD6	FFCB 2.5Yr	11/20/2013	.625	.700	5,000,000.00	4,991,100.00	100.29	5,014,650.00	23,550.00	.632	.641	
31331KZJ2	FFCB 2Yr	09/23/2013	.350	.400	10,000,000.00	9,990,100.00	100.10	10,010,200.00	20,100.00	.481	.482	
31331KB82	FFCB 2Yr	01/03/2013	.350	.400	5,000,000.00	4,995,050.00	100.11	5,005,250.00	10,200.00	.504	.510	
31331K5K2	FFCB 2Yr	01/03/2014	.400	.420	6,000,000.00	5,997,600.00	100.17	6,010,380.00	12,780.00	.753	.762	
3133EACJ5	FFCB 1.5YrNc3MoE	08/07/2013	.180	.240	5,000,000.00	4,995,500.00	100.00	5,000,000.00	4,500.00	.353	.353	
3133EAP6	FFCB 3Yr	03/16/2015	.520	.598	5,000,000.00	4,988,430.00	100.40	5,020,050.00	31,620.00	1.945	1.959	
3133EAL73	FFCB 1.5Yr	11/18/2013	.300	.300	5,000,000.00	5,000,000.00	100.08	5,004,200.00	4,200.00	.629	.636	
3133EALN6	FFCB 1Yr	04/16/2013	.220	.228	5,000,000.00	4,999,600.00	100.00	5,000,200.00	600.00	.044	.044	
3133EALN6	FFCB 1Yr	04/16/2013	.220	.253	5,000,000.00	4,998,337.45	100.00	5,000,200.00	1,862.55	.044	.044	
3133EACJ5	FFCB 1.5YrNc3MoA	08/07/2013	.180	.302	10,000,000.00	9,984,000.00	100.00	10,000,000.00	16,000.00	.353	.353	
3133EACJ5	FFCB 1.5YrNc3MoA	08/07/2013	.180	.271	5,000,000.00	4,994,100.00	100.00	5,000,000.00	5,900.00	.353	.353	
3133EAK74	FFCB 1.75Yr	12/23/2013	.300	.302	10,000,000.00	9,999,600.00	100.10	10,009,500.00	9,900.00	.726	.732	
3133EANJ3	FFCB 3Yr	05/01/2015	.500	.520	5,000,000.00	4,997,000.00	100.35	5,017,400.00	20,400.00	2.066	2.085	
3133EASH2	FFCB 1Yr	06/04/2013	.220	.233	5,000,000.00	4,999,350.00	100.02	5,000,800.00	1,450.00	.178	.178	
3133EATQ1	FFCB 1Yr	06/11/2013	.220	.228	5,000,000.00	4,999,600.00	100.02	5,000,900.00	1,300.00	.197	.197	
3133EAK3	FFCB 3YrNc3MoA	09/28/2015	.450	.484	5,000,000.00	4,995,000.00	100.00	5,000,100.00	5,100.00	2.474	2.496	
3133EAS53	FFCB 1Yr	10/22/2013	.200	.215	10,000,000.00	9,998,500.00	100.02	10,002,400.00	3,900.00	.557	.562	
3133EAW38	FFCB 1.75Yr	07/17/2014	.250	.302	5,000,000.00	4,995,500.00	100.03	5,001,550.00	6,050.00	1.291	1.296	
3133EC2X1	FFCB 2Yr	11/19/2014	.270	.292	5,000,000.00	4,997,800.00	100.00	4,999,950.00	2,150.00	1.627	1.638	
3133EC2X1	FFCB 2Yr	11/19/2014	.270	.306	5,000,000.00	4,996,430.00	100.00	4,999,950.00	3,520.00	1.627	1.638	
3133EC4P6	FFCB 1Yr	02/26/2014	.200	.208	4,995,000.00	4,994,500.50	100.02	4,995,899.10	1,398.60	.901	.910	
3133ECB52	FFCB 1.5Yr	07/28/2014	.250	.267	10,000,000.00	9,997,300.00	100.03	10,002,600.00	5,300.00	1.322	1.326	
3133ECBA1	FFCB 2.5Yr	07/24/2015	.244	.255	15,000,000.00	14,996,061.75	100.06	15,008,400.00	12,338.25	2.307	2.315	
3133ECAV6	FFCB 2Yr	12/24/2014	.250	.307	25,000,000.00	24,971,750.00	99.94	24,985,250.00	13,500.00	1.724	1.734	
3133ECAV6	FFCB 2Yr	12/24/2014	.250	.300	10,000,000.00	9,990,170.00	99.94	9,994,100.00	3,930.00	1.724	1.734	
3133ECC2E	FFCB 2Yr	01/07/2015	.250	.306	10,000,000.00	9,988,850.00	99.93	9,993,100.00	4,250.00	1.760	1.773	
3133ECD43	FFCB 3Yr	01/22/2016	.350	.415	10,000,000.00	9,980,640.00	99.83	9,983,400.00	2,760.00	2.789	2.814	
3133ECD35	FFCB 1Yr	01/17/2014	.150	.172	20,000,000.00	19,995,860.00	99.98	19,995,600.00	(260.00)	.793	.800	
3133EAWQ7	FFCB 4Mo	07/03/2013	.240	.137	22,900,000.00	22,907,625.70	100.03	22,906,641.00	(984.70)	.257	.258	
3133ECFD1	FFCB 1.25Yr	05/13/2014	.200	.200	25,000,000.00	25,000,000.00	99.99	24,998,500.00	(1,500.00)	1.114	1.118	
3133ECFD1	FFCB 1.25Yr	05/13/2014	.200	.200	25,000,000.00	25,000,000.00	99.99	24,998,500.00	(1,500.00)	1.114	1.118	
3133ECFD1	FFCB 1.25Yr	05/13/2014	.200	.200	25,000,000.00	25,000,000.00	99.99	24,998,500.00	(1,500.00)	1.114	1.118	
3133ECFD1	FFCB 1.25Yr	05/13/2014	.200	.200	25,000,000.00	25,000,000.00	99.99	24,998,500.00	(1,500.00)	1.114	1.118	
3133ECC2E	FFCB 2Yr	01/07/2015	.250	.281	15,000,000.00	14,991,750.00	99.93	14,989,650.00	(2,100.00)	1.760	1.773	
FARMER MAC				.331	.328	433,895,000.00	433,937,545.40	100.06	434,141,620.10	204,074.70	1.126	1.133
31315PVU0	FAMCA 2Yr	05/10/2013	.760	.760	5,000,000.00	5,000,000.00	100.05	5,002,400.00	2,400.00	.109	.110	
31315PVU0	FAMCA 2Yr	05/10/2013	.760	.760	5,000,000.00	5,000,000.00	100.05	5,002,400.00	2,400.00	.109	.110	
31315PVU0	FAMCA 2Yr	05/10/2013	.760	.750	12,500,000.00	12,502,375.00	100.05	12,506,000.00	3,625.00	.109	.110	
31315PSH3	FAMCA 1.5Yr	04/25/2013	.400	.400	15,000,000.00	15,000,000.00	100.02	15,003,000.00	3,000.00	.068	.068	
31315PQK8	FAMCA 3Yr	07/02/2015	.550	.587	10,000,0							

Month End Portfolio Holdings

CUSIP	Description	Maturity Date	Coupon	Yield to Maturity	Par Value	Book Value	Market Price	Market Value	Unrealized Gain/Loss	Modified Duration	Years To Maturity
MUNI BONDS											
677521LG9	OHIO STATE GO	05/01/2013	.740	.740	5,140,000.00	5,140,000.00	100.00	5,140,000.00	-	.085	.085
677521LH7	OHIO STATE GO	05/01/2014	1.190	1.190	2,000,000.00	2,000,000.00	100.00	2,000,000.00	-	1.068	1.085
68608UNX0	OREGON STATE	11/01/2013	.480	.480	3,595,000.00	3,595,000.00	100.00	3,595,000.00	-	.581	.589
68608UNZ5	OREGON STATE	05/01/2013	.380	.380	6,565,000.00	6,565,000.00	100.00	6,565,000.00	-	.085	.085
56052AXC5	MAIN ST GO	06/01/2013	2.000	.401	1,500,000.00	1,526,895.00	101.79	1,526,895.00	-	.169	.170
5946107P6	MICHIGAN ST GO	05/15/2013	.450	.450	4,285,000.00	4,285,000.00	100.00	4,285,000.00	-	.123	.123
20772JED0	CONNECTICUT ST	04/15/2014	.448	.448	2,000,000.00	2,000,000.00	100.00	2,000,000.00	-	1.033	1.041
20772JEE8	CONNECTICUT ST	04/15/2015	.672	.672	2,000,000.00	2,000,000.00	100.00	2,000,000.00	-	2.016	2.041
20772JEC2	CONNECTICUT ST	04/15/2013	.250	.284	8,300,000.00	8,297,261.00	99.97	8,297,261.00	-	.041	.041
56052AXC5	MAIN ST GO	06/01/2013	2.000	.370	3,500,000.00	3,556,980.00	101.63	3,556,980.00	-	.169	.170
56052AXE1	MAIN ST GO	06/01/2013	1.000	.390	6,630,000.00	6,669,647.40	100.60	6,669,647.40	-	.169	.170
8827226W6	TEXAS ST GO	04/01/2014	.300	.300	18,105,000.00	18,105,000.00	100.00	18,105,000.00	-	.999	1.003
			.608	.422	63,620,000.00	63,740,783.40	100.19	63,740,783.40	-	.506	.509
COMM PAPER											
36959HSX6	GE CAPITAL CORP	05/31/2013	.190	.190	40,000,000.00	39,974,455.56	99.96	39,985,333.33	10,877.77	.167	.167
36959HTD9	GE CAPITAL CORP	06/13/2013	.190	.190	30,000,000.00	29,981,000.00	99.96	29,986,616.67	5,616.67	.202	.203
36959HU96	GE CAPITAL CORP	07/09/2013	.180	.180	40,000,000.00	39,976,000.00	99.93	39,972,500.00	(3,500.00)	.273	.274
36959HVM6	GE CAPITAL CORP	08/21/2013	.180	.180	25,000,000.00	24,980,625.00	99.88	24,969,430.56	(11,194.44)	.391	.392
30229AS26	EXXON MOBIL	05/02/2013	.080	.080	100,000,000.00	99,992,000.00	99.98	99,983,638.89	(8,361.11)	.088	.088
			.140	.140	235,000,000.00	234,904,080.56	99.96	234,897,519.45	(6,561.11)	.180	.180
NCDS											
89112WWP8	TORONTO DOMINION	05/20/2013	.170	.170	25,000,000.00	25,000,000.00	100.00	25,000,000.00	-	.137	.137
89112WXP9	TORONTO DOMINION	05/24/2013	.170	.170	25,000,000.00	25,000,000.00	100.00	25,000,000.00	-	.148	.148
89112WPL5	TORONTO DOMINION	06/19/2013	.280	.190	25,000,000.00	25,006,488.22	100.03	25,006,488.22	-	.219	.219
89112WYV3	TORONTO DOMINION	06/12/2013	.180	.180	25,000,000.00	25,000,000.00	100.00	25,000,000.00	-	.200	.200
78009NLW4	RBC	06/21/2013	.160	.160	50,000,000.00	50,000,000.00	100.00	50,000,000.00	-	.224	.225
89112WV36	TORONTO DOMINION	06/27/2013	.170	.170	50,000,000.00	50,000,000.00	100.00	50,000,000.00	-	.241	.241
			.183	.171	200,000,000.00	200,006,488.22	100.00	200,006,488.22	-	.204	.205
Grand Total											
			.383	.373	5,125,585,000.00	5,125,734,196.18	100.08	5,129,896,695.89	4,162,499.71	1.196	1.213

## Full Compliance

The Treasurer's Pooled Investment Fund was in **FULL COMPLIANCE** with the Treasurer's Statement of Investment Policy. The County's Investment Policy is more restrictive than the California Government Code. This policy is reviewed annually by the County's Investment Oversight Committee and approved by the County Board of Supervisors.



Investment Category	GOVERNMENT CODE			COUNTY INVESTMENT POLICY			Actual %
	Maximum Maturity	Authorized % Limit	S&P/ Moody's	Maximum Maturity	Authorized % Limit	S&P/ Moody's	
MUNICIPAL BONDS (MUNI)	5 YEARS	NO LIMIT	NA	3 YEARS	15%	AA-/Aa3/AA-	1.24%
U.S. TREASURIES	5 YEARS	NO LIMIT	NA	5 YEARS	100%	NA	12.60%
LOCAL AGENCY OBLIGATIONS (LAO)	5 YEARS	NO LIMIT	NA	3 YEARS	2.5%	INVESTMENT GRADE	0.01%
FEDERAL AGENCIES	5 YEARS	NO LIMIT	AAA	5 YEARS	100%	NA	67.88%
COMMERCIAL PAPER (CP)	270 DAYS	40%	A1/P1	270 DAYS	40%	A1/P1/F1	4.58%
CERTIFICATE & TIME DEPOSITS (NCD & TCD)	5 YEARS	30%	NA	1 YEAR	25% Combined	A1/P1/F1	3.90%
REPURCHASE AGREEMENTS (REPO)	1 YEARS	NO LIMIT	NA	45 DAYS	40% max, 25% in term repo over 7 days	A1/P1/F1	5.85%
REVERSE REPOS	92 DAYS	20%	NA	60 DAYS	10%	NA	0.00%
MEDIUM TERM NOTES (MTNO)	5 YEARS	30%	A	3 YEARS	20%	AA/Aa2/AA	0.00%
CALTRUST SHORT TERM FUND	NA	NA	NA	DAILY LIQUIDITY	1.0%	NA	1.05%
MONEY MARKET MUTUAL FUNDS (MMF)	60 DAYS <sup>(1)</sup>	20%	AAA/Aaa <sup>(2)</sup>	DAILY LIQUIDITY	20%	AAA by 2 Of 3 RATINGS AGC.	2.63%
LOCAL AGENCY INVESTMENT FUND (LAIF)	NA	NA	NA	DAILY LIQUIDITY	Max \$50 million	NA	0.01%
CASH/DEPOSIT ACCOUNT	NA	NA	NA	NA	NA	NA	0.25%

<sup>1</sup> Mutual Funds maturity may be interpreted as weighted average maturity not exceeding 60 days.

<sup>2</sup> Or must have an investment advisor with not less than 5 years experience and with assets under management of \$500,000,000.



**THIS COMPLETES THE REPORT REQUIREMENTS OF CALIFORNIA GOVERNMENT CODE 53646**





County of Riverside  
Treasurer-Tax Collector  
Capital Markets

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4080 Lemon Street, 4th Floor  
Riverside, CA 92502-2205

[www.treasurer-tax.co.riverside.ca.us](http://www.treasurer-tax.co.riverside.ca.us)

(951) 955-3967

## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda May 6, 2013

Topic: Approval of an Individual Membership for the International Ombudsman Association in the Name of Victoria Friedman, District Ombudsperson

Presented by: Sandra L. Meekins, Director, Business Services

Responsible  
Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: Approval of this agenda item will authorize payment of an individual membership in the International Ombudsman Association (IOA) in the name of Victoria Friedman.

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#### DESCRIPTION OF AGENDA ITEM:

California Education Code section 35172 provides that the governing board may subscribe for membership for any school under its jurisdiction in any society, association, or organization which has for its purpose the promotion and advancement of public or private education. District Business Services Procedures further provide that management personnel may have their membership paid by the District if that membership is part of their employment contract or if the Board of Education makes a specific determination that it is in the best interest of the District to require the manager(s) to be members of a specific organization.

Victoria Friedman, District Ombudsperson, has submitted a request for individual membership for the International Ombudsman Association (IOA) whose mission is to support and advance the ombudsman profession and ensure that practitioners work to the highest professional standards. The current cost of membership is \$195.00 per calendar year. The IOA only accepts membership in the name of an individual and not in the name of an organization. IOA memberships are non-refundable and non-transferable.

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**FISCAL IMPACT:** The cost of membership of \$195.00.

**RECOMMENDATION:** It is recommended that the Board of Education of the Riverside Unified School District approve an individual membership for the International Ombudsman Association in the name of Victoria Friedman, District Ombudsperson.

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**ADDITIONAL MATERIAL:** None

Attached: No

**Board Meeting Agenda**

May 6, 2013

Topic: Out-of-State Field Trips – Martin Luther King and John W. North High Schools

Presented by: Dr. William E. Ermert, Assistant Superintendent, Instructional Services

Responsible  
Cabinet Member: Dr. William E. Ermert, Assistant Superintendent Instructional Services

Type of Item: Consent

Short Description: Martin Luther King and John W. North High Schools Science Fair finalists are requesting to travel to Phoenix, Arizona, to participate in the Intel<sup>®</sup> International Science and Engineering Fair<sup>®</sup>, May 12 – 16, 2013.

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**DESCRIPTION OF AGENDA ITEM:**

One student from Martin Luther King High School and two students from John W. North High School have qualified to compete at the Intel<sup>®</sup> International Science and Engineering Fair<sup>®</sup> (Intel ISEF), May 12-16, 2013. They are seeking approval to travel to Phoenix, Arizona. The Intel ISEF, the world's largest international pre-college science competition, provides an annual forum for more than 1,500 high school students from 65 countries, regions, and territories to showcase their independent research as they compete for over \$4 million annually. The trip is funded by the Riverside County Office of Education. The students competing are Suamya Keremane from Martin Luther King High School and Connor Tom and Liang Zou from John W. North High School.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** Approval is requested for Martin Luther King and John W. North High Schools Intel<sup>®</sup> International Science and Engineering Fair<sup>®</sup> multiple-day field trip to Phoenix, Arizona, May 12-16, 2013.

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**ADDITIONAL MATERIAL:** Multiple-Day Field Trip application, Pre-Approval Checklist and Itinerary

Attached: Yes





RIVERSIDE UNIFIED SCHOOL DISTRICT  
Elementary and Secondary Education

Procedures #6153 (f)  
(Ref: Policy #6153  
Rules & Reg. #6153)

**MULTIPLE-DAY FIELD TRIP APPLICATION**

Multiple-Day Field Trip Application must be submitted to the Director of Elementary or Secondary Education for approval **two months prior to departure** for in-state trips, and **four months prior to departure** for out-of-state and out-of-country trips. Out-of-country field trips require Board approval at least **four months prior to departure**. The Multiple-Day Final Checklist is due to the principal 2 weeks prior to departure. Submit application to the Director of Elementary or Secondary Education for approval within time limits as noted.

School: KING HIGH SCHOOL Grade Level: 10  
Teacher's Name: MICHELE HAMPTON Teaching (Subject): CHEMISTRY Phone #: 951-565-6571  
Field Trip Dates: MAY 12, 2013 to MAY 17, 2013 Location (City and State): Phoenix Arizona  
Number School Days Missed: 5 Number Students: 1 Number Adults: 1 Ratio Adult to Student: \_\_\_\_\_ To \_\_\_\_\_  
Name and Title of Adults: Michele Hampton - teacher

Administrator Accompanying Group ☒ Yes ☐ No Name(s): Michele Robertson/McGrawty  
Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): SCIENCE FAIR  
Name of Event (ATTACH INFORMATION DESCRIBING EVENT): INTERNATIONAL SCIENCE AND ENGINEERING FAIR  
Link to course of study: Chemistry was used in her project

Estimated cost per student: \_\_\_\_\_ Detailed Funding Plan: \_\_\_\_\_

Transportation By: ☐ Bus -- Check one: \_\_\_\_\_ RUSD or \_\_\_\_\_ Charter  
☒ Plane  
☐ Private Vehicle (The vehicle MUST have one seat and a seat belt for each person in the car.)  
☐ **NOTE:** CHECK THIS BOX TO VERIFY THAT ALL DRIVERS OF PRIVATE VEHICLES HAVE BEEN APPROVED BY RUSD'S TRANSPORTATION DEPARTMENT. **Field trip will not be approved until private vehicle drivers have been approved.**  
☐ Other \_\_\_\_\_

Insurance for Host Organization (if applicable): \_\_\_\_\_

Housing Accommodations: \_\_\_\_\_

**SIGNATURES:**  
Teacher: [Signature] Date: 4-12-13 Principal: [Signature] Date: \_\_\_\_\_

Director, Elementary - Secondary Education: [Signature] Date: 4-23-13 Transportation Manager: [Signature] Date: 4-24-13

\*Deputy - Assistant Superintendent, Instruction: [Signature] Date: \_\_\_\_\_ \*Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

\*For out-of-state requests only

\*\*For out-of-country requests only

\*\*Date of Board Action \_\_\_\_\_

**DEPARTMENT USE ONLY**

- ☐ Approval pending clearance of Transportation and signed Multiple Day Final Checklist  
☐ Not approved because \_\_\_\_\_

A Multiple-Day Checklist, signed by the site principal, is required to be filed with the Elementary or Secondary Education department 1 week prior to departure.

Riverside Unified School District  
Instructional Services

MULTIPLE-DAY PRE APPROVAL CHECKLIST

School: KING HIGH SCHOOL Name of Group: SCIENCE FAIR - International  
Field Trip: International Sci Fair Date of Event: MAY 12, 2013 - MAY 17, 2013  
Teacher or Administrator Requesting Pre-Approval: Michelle Hampton  
Principal's Signature: [Signature] Date: 4/12/13

Destination: ☐ California ☒ Within the United States ☐ Out of the Country\*

\*Following items must be attached for submission of Pre-Approval for Multiple-Day Field Trip Application\*

- ☒ \* Brochure or registration forms
- ☒ \* Itinerary
- ☐ \* Detailed funding plan that itemizes earnings and all expenditures, including sub costs n/a
- ☒ \* A list of all eligible students attending
- ☒ \* Copy of notification to be used for parents/legal guardian explaining purpose of event, funding, transportation, housing, supervision, permission forms, and emergency plans (include emergency telephone number of trip supervisor)
- ☒ \* Safety and Supervision Plan listing of all personnel and their positions (administrators, teachers, counselors, parents, etc.) who are responsible for students during multiple-day field trip.
- ☒ \* Copy of Parent Consent form to be used for each participating student (#26-9050)
- ☐ \* List of names, addresses and telephone numbers of students' host families if students are housed in private homes n/a

TYPE OF TRANSPORTATION: One of the following is required.

☐ SCHOOL BUS ☐ CHARTER BUS ☐ RENTAL VEHICLE ☐ PRIVATE VEHICLE ☒ AIRLINE ☐ TRAIN

1. Charter / School Bus Transportation Manager Signature: [Signature] Date: 4-24-13

- a. If the trip requires a bus, a "Request for Field Trip Transportation" must be submitted via TRIP TRACKER on-line to Pupil Transportation Services at least 30 days prior to the scheduled trip.

2. Rental or Privately Owned Vehicle

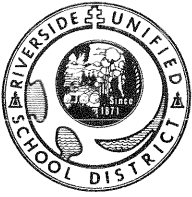
- a. In no instance may a vehicle be used that is capable of holding more than ten persons
- b. All drivers and all documents must be cleared through Transportation.
- c. Rental vehicles are booked through Purchasing,
- d. Employee's of RUSD must be cleared through Transportation for any rental vehicle. ONLY RUSD EMPLOYEE'S will be cleared for rental vehicles.

Signature certifies that all items have been submitted and are on file. Pre-approval is given for the submission of the Multiple-Day Field Trip Application.

\*Out of Country field trips require Board Pre-approval and Final approval.

Superintendent / Designee Signature: Cheryl Simon Date: 4-24-13

THIS FIELD TRIP IS **NOT APPROVED** UNLESS THIS PRE-APPROVAL IS SIGNED BY THE SUPERINTENDENT OR HIS DESIGNEE, IN ACCORDANCE WITH RIVERSIDE UNIFIED SCHOOL DISTRICT POLICIES AND PROCEDURES.



RIVERSIDE UNIFIED SCHOOL DISTRICT  
Elementary and Secondary Education

**MULTIPLE-DAY FIELD TRIP APPLICATION**

Multiple-Day Field Trip Application must be submitted to the Director of Elementary or Secondary Education for approval **two months prior to departure** for in-state trips, and **four months prior to departure** for out-of-state and out-of-country trips. Out-of-country field trips require Board approval at least **four months prior to departure**. The Multiple-Day Final Checklist is due to the principal **2 weeks prior to departure**. Submit application to the Director of Elementary or Secondary Education for approval within time limits as noted.

School: JW North Grade Level: 9-12  
Teacher's Name: Megan McBrogarty Teaching (Subject): - Phone #: 788-7311  
Field Trip Dates: May 12-16, 2013 Location (City and State): Phoenix, AZ  
Number School Days Missed: 14 Number Students: 2 Number Adults: 2 Ratio Adult to Student: 1 To 1  
Name and Title of Adults: Megan McBrogarty, Assistant Principal  
John Robertson

Administrator Accompanying Group ☒ Yes ☐ No Name(s): Megan McBrogarty  
Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): Science Student  
Name of Event (ATTACH INFORMATION DESCRIBING EVENT): Intel International Science  
Link to course of study: Science Competition and Engineering Fair

Estimated cost per student: \_\_\_\_\_ Detailed Funding Plan: Paid by County

Transportation By: ☐ Bus -- Check one: \_\_\_\_\_ RUSD or \_\_\_\_\_ Charter  
☒ Plane  
☒ Private Vehicle (The vehicle MUST have one seat and a seat belt for each person in the car.)  
☐ **NOTE:** CHECK THIS BOX TO VERIFY THAT ALL DRIVERS OF PRIVATE VEHICLES HAVE BEEN APPROVED BY RUSD'S TRANSPORTATION DEPARTMENT. Field trip will not be approved until private vehicle drivers have been approved.  
☐ Other \_\_\_\_\_

Insurance for Host Organization (if applicable): \_\_\_\_\_

Housing Accommodations: \_\_\_\_\_

**SIGNATURES**  
[Signature] 4-17-13  
Teacher Date

[Signature] 4-19-13  
Director, Elementary - Secondary Education Date

[Signature] 4/24/13  
\*Deputy - Assistant Superintendent, Instruction Date

[Signature] 4/17/13  
Principal Date

[Signature] 4-18-13  
Transportation Manager Date

\_\_\_\_\_  
\*Superintendent Date

\*For out-of-state requests only  
\*\*For out-of-country requests only

\_\_\_\_\_  
\*\*Date of Board Action

**DEPARTMENT USE ONLY**

- ☐ Approval pending clearance of Transportation and signed Multiple Day Final Checklist  
☐ Not approved because \_\_\_\_\_

A Multiple-Day Checklist, signed by the site principal, is required to be filed with the Elementary or Secondary Education department 1 week prior to departure.

**Riverside Unified School District  
Instructional Services**

**MULTIPLE-DAY PRE APPROVAL CHECKLIST**

School: JW North HS Name of Group: Science Students  
 Field Trip: Intel Internships Date of Event: May 12-16 '13  
 Teacher or Administrator Requesting Pre-Approval: Science and Engineering Fair  
Becky Porter  
 Principal's Signature: [Signature] Date: \_\_\_\_\_

Destination: ☐ California ☒ Within the United States ☐ Out of the Country\*

\*Following items must be attached for submission of Pre-Approval for Multiple-Day Field Trip Application\*

- ☒ \* Brochure or registration forms
- ☒ \* Itinerary
- ☒ \* Detailed funding plan that itemizes earnings and all expenditures, including sub costs
- ☒ \* A list of all eligible students attending
- ☒ \* Copy of notification to be used for parents/legal guardian explaining purpose of event, funding, transportation, housing, supervision, permission forms, and emergency plans (include emergency telephone number of trip supervisor)
- ☒ \* Safety and Supervision Plan listing of all personnel and their positions (administrators, teachers, counselors, parents, etc.) who are responsible for students during multiple-day field trip.
- ☒ \* Copy of Parent Consent form to be used for each participating student (#26-9050)
- ☐ \* List of names, addresses and telephone numbers of students' host families if students are housed in private homes n/a

TYPE OF TRANSPORTATION: One of the following is required.

☐ SCHOOL BUS ☐ CHARTER BUS ☐ RENTAL VEHICLE ☒ PRIVATE VEHICLE ☒ AIRLINE ☐ TRAIN

1. Charter / School Bus Transportation Manager Signature: [Signature] Date: 4-18-13

- a. If the trip requires a bus, a "Request for Field Trip Transportation" must be submitted via TRIP TRACKER on-line to Pupil Transportation Services at least 30 days prior to the scheduled trip.

2. Rental or Privately Owned Vehicle

- a. In no instance may a vehicle be used that is capable of holding more than ten persons
- b. All drivers and all documents must be cleared through Transportation.
- c. Rental vehicles are booked through Purchasing

Signature certifies that all items have been submitted and are on file. Pre-approval is given for the submission of the Multiple-Day Field Trip Application.

\*Out of Country field trips require Board Pre-approval and Final approval.

Superintendent / Designee Signature: [Signature] Date: 4-19-13

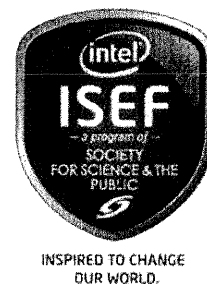
THIS FIELD TRIP IS **NOT APPROVED** UNLESS THIS PRE-APPROVAL IS SIGNED BY THE SUPERINTENDENT OR HIS DESIGNEE, IN ACCORDANCE WITH RIVERSIDE UNIFIED SCHOOL DISTRICT POLICIES AND PROCEDURES.

# Intel International Science and Engineering Fair 2013

## Preliminary Program

Phoenix, AZ

May 12-17, 2013



Note: This Preliminary Program is to assist all fair participants in planning their travel and events (such as tours) throughout the fair week. As of Saturday, May 11, 2013, this program will be **INVALID** at which point a formal program, with all revisions, will be distributed with each fair registration packet.

### Saturday, May 11, 2013

3:00 p.m. – 6:00 p.m.

Early Registration Opens—Phoenix Convention Center (PCC)  
North Building Lower Level

### Sunday, May 12, 2013

8:00 a.m. – 9:00 p.m.

Registration Open

8:00 a.m. – 8:00 p.m.

Exhibit Hall Opens—Project Set-up/Display & Safety Inspections

8:00 a.m. – 8:00 p.m.

SRC Interviews

3:00 p.m. – 10:00 p.m.

Intel e-Lounge Open

7:00 p.m. – 9:00 p.m.

Student Pin Exchange Presented by Intel Foundation—  
Sheraton Downtown Hotel, Phoenix Ballroom—Students only—  
heavy hors d'oeuvres will be served

### Monday, May 13, 2013

8:00 a.m. – 9:00 p.m.

Registration Open

8:00 a.m. – 12:00 noon

SRC Interviews

8:00 a.m. – 6:00 p.m.

Project Set-up/ Display & Safety Inspections

8:00 a.m. – 6:00 p.m.

Intel e-Lounge

9:00 a.m. – 3:30 p.m.

Symposia Sessions

2:00 p.m. – 6:00 p.m.

Intel ISEF Expo 2013

3:30 p.m. – 6:30 p.m.

Intel ISEF Opening Ceremony Dinner

6:00 p.m.

Exhibit Hall Closes (Project Set-up MUST be complete)

6:00 p.m.

Doors open Intel ISEF Opening Ceremony

7:00 p.m.

Intel ISEF Opening Ceremony— Sponsored by Intel Foundation--

8:00 p.m.

Posting of Final "Not Cleared for Judging" List

**Tuesday, May 14, 2013**

8:00 a.m. – 9:30 a.m.  
 8:00 a.m. – 6:00 p.m.  
 9:00 a.m. – 5:00 p.m.  
 9:00 a.m. – 5:00 p.m.  
 9:30 a.m.—11:30 a.m.  
 2:00 p.m. – 4:00 p.m.

7:00 p.m. – 10:00 p.m.

Final Project Clearance  
 Intel e-Lounge  
 Symposia Sessions  
 Intel ISEF Expo 2013  
 Exhibit Hall Floor Open to Finalists and Media  
 Excellence in Science and Technology Panel Presented by  
 Intel Foundation  
 Mixer Events—heavy hors d'oeuvres will be served

**Wednesday, May 15, 2013**

7:45 a.m.  
 8:00 a.m. – 9:00 a.m.  
 8:00 a.m. – 6:00 p.m.  
 8:30 a.m.—12:00 p.m.  
 9:00 a.m. – 11:45 a.m.  
 9:00 a.m. – 3:30 p.m.  
 11:45 a.m. – 1:00 pm.

1:15 p.m. – 3:15 p.m.  
 1:00 p.m. – 3:30 p.m.  
 3:15 p.m. – 5:00 p.m.  
 7:00 p.m.—11:00 p.m.

Exhibit Hall Open for Finalists  
 Finalists at Projects for Unscheduled Interviews  
 Intel e-Lounge  
 Student Observer Session I  
 Finalists at Projects for Judging Interviews  
 Symposia Sessions  
 Lunch Break --- Outside food is not allowed in the PCC. Attendees  
 are encouraged to eat in the food court.  
 Finalists at Projects for Judging Interviews  
 Student Observer Session II  
 Finalists at Projects for Unscheduled Interviews  
 Welcome Event —Dinner will be served

**Thursday, May 16, 2013**

8:00 a.m. – 6:00 p.m.  
 8:00 a.m. – 5:00 p.m.  
 9:00 a.m. – 3:30 p.m.  
 9:00 a.m. – 9:00 p.m.  
 10:00 a.m. – 2:00 p.m.

7:00 p.m. – 10:00 p.m.

Intel e-Lounge  
 Intel ISEF Expo 2013  
 Symposia Sessions  
 Public Visitation Day  
**ALL FINALISTS MUST BE AT PROJECTS**  
**Lunch will be provided for Finalists**  
 Special Awards Ceremony

**Friday, May 17, 2013**

9:00 a.m. – 11:00 a.m.\*  
 11:00 a.m.\* – 2:00 p.m.

Intel ISEF Grand Awards Ceremony  
 Project Teardown  
ALL projects MUST be removed by 2 PM!

\*The Exhibit Hall will be open immediately following the conclusion of the Intel ISEF Grand Awards Ceremony.

**Board Meeting Agenda**  
May 6, 2013

Topic: Out-of-State Field Trip – Riverside STEM Academy

Presented by: Dr. William E. Ermert, Assistant Superintendent, Instructional Services

Responsible  
Cabinet Member: Dr. William E. Ermert, Assistant Superintendent, Instructional Services

Type of Item: Consent

Short Description: Riverside STEM Academy's Destination Imagination team is requesting to travel to Knoxville, Tennessee to participate in the Destination Imagination 2013 Global Finals, May 21 – 26, 2013.

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**DESCRIPTION OF AGENDA ITEM:**

Riverside STEM Academy's Destination Imagination team is requesting to travel to Knoxville, Tennessee to participate in the Destination Imagination 2013 Global Finals, May 21 – 26, 2013.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** Approval is requested for Riverside STEM Academy Destination Imagination team's multiple-day field trip.

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**ADDITIONAL MATERIAL:** Multiple-Day Field Trip application, Pre-Approval Checklist, and Itinerary

Attached: Yes



RIVERSIDE UNIFIED SCHOOL DISTRICT  
Elementary and Secondary Education

Procedures #6153 (f)  
(Ref: Policy #6153  
Rules & Reg. #6153)

**MULTIPLE-DAY FIELD TRIP APPLICATION**

Multiple-Day Field Trip Application must be submitted to the Director of Elementary or Secondary Education for approval **two months prior to departure** for in-state trips, and **four months prior to departure** for out-of-state and out-of-country trips. Out-of-country field trips require Board approval at least **four months prior to departure**. The Multiple-Day Final Checklist is due to the principal 2 weeks prior to departure. Submit application to the Director of Elementary or Secondary Education for approval within time limits as noted.

School: Riverside STEM Academy Grade Level: 6-8  
Teacher's Name: Jennifer Higgins Teaching (Subject): Humanities Phone #: 951-788-7308  
Field Trip Dates: May 21 - 26, 2013 Location (City and State): Knoxville, TN  
Number School Days Missed: 4 Number Students: 6 Number Adults: 9 Ratio Adult to Student: 1.5 To 1  
Name and Title of Adults: Team: Alina Girke, Kolton Schmidt, Emily Mendoza, Brianna Navarro, Caroline Younglove, Adam McMorris  
Team manager: David Mendoza. Advisor: Jennifer Higgins (RUSD Admin.).  
Parents: Kevin Schmidt, Karen mendoza, Anna Navarro, Keith Younglove, Diane McMorris, Laura McMorris, Fairlight Lieber.  
Administrator Accompanying Group ☐ Yes ☒ No Name(s): RSA Teacher, Jennifer Higgins Dale Moore, principal  
Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): Destination Imagination Team  
Name of Event (**ATTACH INFORMATION DESCRIBING EVENT**): Destination Imagination 2013 Global Finals  
Link to course of study: Muli-disciplinary

Estimated cost per student: \$1,500 Detailed Funding Plan: Please see attached  
Transportation By: ☒ Bus -- Check one: ☒ RUSD or ☒ Charter from STEM to LAX; From LAX to STEM  
☒ Plane  
☐ Private Vehicle (The vehicle MUST have one seat and a seat belt for each person in the car.)  
☐ **NOTE:** CHECK THIS BOX TO VERIFY THAT ALL DRIVERS OF PRIVATE VEHICLES HAVE BEEN APPROVED BY RUSD'S TRANSPORTATION DEPARTMENT. **Field trip will not be approved until private vehicle drivers have been approved.**  
☐ Other Charter coaches to/from Nashville Airport and Knoxville Univ. OK  
11:49 AM 4/15/13 Dale Moore to Transportation & Return

Insurance for Host Organization (if applicable): \_\_\_\_\_  
Housing Accommodations: University of Tennessee residence halls or hotel will be assigned 2-3 weeks prior to event.

**SIGNATURES:**  
Teacher Jennifer Higgins Date 4/12/13  
Principal Dale Moore Date 4/15/13  
Director, Elementary - Secondary Education Chris A. Linder Date 4-24-13  
Transportation Manager [Signature] Date 4-24-13  
\*Deputy - Assistant Superintendent, Instruction \_\_\_\_\_ Date \_\_\_\_\_  
\*Superintendent \_\_\_\_\_ Date \_\_\_\_\_

\*For out-of-state requests only  
\*\*For out-of-country requests only

\*\*Date of Board Action

**DEPARTMENT USE ONLY**

- ☐ Approval pending clearance of Transportation and signed Multiple Day Final Checklist  
☐ Not approved because \_\_\_\_\_

A Multiple-Day Checklist, signed by the site principal, is required to be filed with the Elementary or Secondary Education department 1 week prior to departure.



Riverside Unified School District  
Instructional Services

**MULTIPLE-DAY PRE APPROVAL CHECKLIST**

School: Riverside STEM Academy Name of Group: Destination Imagination  
Field Trip: Destination Imagination Global Finals Date of Event: May 21 - 26, 2013  
Teacher or Administrator Requesting Pre-Approval: Dale Moore  
Principal's Signature *Dale Moore* Date 3-28-13

Destination: ☐ California ☒ Within the United States ☐ Out of the Country\*

\*Following items must be attached for submission of Pre-Approval for Multiple-Day Field Trip Application\*

- ☒ \* Brochure or registration forms
- ☒ \* Itinerary update itinerary will be updated first week in May.
- ☒ \* Detailed funding plan that itemizes earnings and all expenditures, including sub costs
- ☒ \* A list of all eligible students attending
- ☐ \* Copy of notification to be used for parents/legal guardian explaining purpose of event, funding, transportation, housing, supervision, permission forms, and emergency plans (include emergency telephone number of trip supervisor)
- ☒ \* Safety and Supervision Plan listing of all personnel and their positions (administrators, teachers, counselors, parents, etc.) who are responsible for students during multiple-day field trip.
- ☐ \* Copy of Parent Consent form to be used for each participating student (#26-9050)
- ☒ \* List of names, addresses and telephone numbers of students' host families if students are housed in private homes

TYPE OF TRANSPORTATION: One of the following is required.

☒ SCHOOL BUS ☒ CHARTER BUS ☐ RENTAL VEHICLE ☐ PRIVATE VEHICLE ☒ AIRLINE ☐ TRAIN

1. Charter / School Bus Transportation Manager Signature: *[Signature]* Date: 4-24-13

- a. If the trip requires a bus, a "Request for Field Trip Transportation" must be submitted via TRIP TRACKER on-line to Pupil Transportation Services at least 30 days prior to the scheduled trip.

2. Rental or Privately Owned Vehicle

- a. In no instance may a vehicle be used that is capable of holding more than ten persons
- b. All drivers and all documents must be cleared through Transportation.
- c. Rental vehicles are booked through Purchasing.
- d. Employee's of RUSD must be cleared through Transportation for any rental vehicle. **ONLY RUSD EMPLOYEE'S** will be cleared for rental vehicles.

Signature certifies that all items have been submitted and are on file. Pre-approval is given for the submission of the Multiple-Day Field Trip Application.

\*Out of Country field trips require Board Pre-approval and Final approval.

Superintendent / Designee Signature *Cheryl A. Simon* Date 4-24-13

**THIS FIELD TRIP IS *NOT APPROVED* UNLESS THIS PRE-APPROVAL IS SIGNED BY THE SUPERINTENDENT OR HIS DESIGNEE, IN ACCORDANCE WITH RIVERSIDE UNIFIED SCHOOL DISTRICT POLICIES AND PROCEDURES.**

Revised 3/10

Original to Transportation 4-15-13  
cc: Curriculum Education 4-15-13

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DAYS HRS MINS SECS

56:14:02:12

MAY 22-25

KNOXVILLE

SEARCH

[INFO](#) | [CHALLENGES](#) | [SCHEDULE](#) | [SUPPORTERS](#) | [EXPO](#) | [PHOTOS](#) | [LIVESTREAM](#) | [RESULTS](#)

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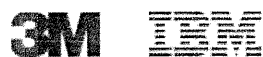
[Monday](#)[Tuesday](#)[Wednesday](#)[Thursday](#)[Friday](#)[Saturday](#)

## SCHEDULE

## MONDAY // MAY 20

TIME	EVENT	LOCATION
2:00 p.m.-11:00 p.m.	Registration and Orientation	TRECS Center

## OUR SPONSORS



PEARSON



CVS/pharmacy

## TUESDAY // MAY 21

TIME	EVENT	LOCATION
10:00 a.m.-12:00 a.m.	Registration and Orientation	TRECS Center
5:00 p.m.-8:00 p.m.	Global Finals Luau	World's Fair Park
7:00 p.m.-9:00 p.m.	Team Manager Meeting	KCC Ballrooms ABC

## WEDNESDAY // MAY 22

TIME	EVENT	LOCATION
8:00 a.m.-5:30 p.m.	Team & Instant Challenge Presentations	Locations-TBA
10:00 a.m.-4:00 p.m.	3M Duct Tape Playground	KCC Clinch Concourse
10:00 a.m.-5:00 p.m.	Innovation Expo	KCC Exhibit Hall B
10:00 a.m.-5:00 p.m.	Souvenir Sales	KCC Exhibit Hall B
10:00 a.m.-5:00 p.m.	3M Explore the Uncharted	KCC Exhibit Hall B
10:00 a.m.-5:30 p.m.	Registration and Orientation	TRECS Center
7:30 p.m.-9:00 p.m.	Opening Ceremony	Thompson-Boling Arena
9:00 p.m.-12:00 a.m.	Registration and Orientation	TRECS Center

## THURSDAY // MAY 23

TIME	EVENT	LOCATION
7:30 a.m.-5:00 p.m.	Registration and Orientation	TRECS Center
8:00 a.m.-5:30 p.m.	Team & Instant Challenge Presentations	Locations-TBA
9:00 a.m.-4:00 p.m.	3M Duct Tape Playground	KCC Clinch Concourse
9:00 a.m.-5:00 p.m.	Innovation Expo	KCC Exhibit Hall B
9:00 a.m.-5:00 p.m.	Souvenir Sales	KCC Exhibit Hall B

9:00 a.m.-5:00 p.m.	3M Explore the Uncharted	KCC Exhibit Hall B
7:00 p.m.-9:30 p.m.	DISC Family Fun Night	KCC Exhibit Hall B; KCC Park Concourse; UTCC
7:30 p.m.-8:30 p.m.	High School and College Graduation	World's Fair Park Amphitheater
10:00 p.m.-11:30 p.m.	"Glo" Ball	World's Fair Park

**FRIDAY // MAY 24**

TIME	EVENT	LOCATION
7:30 a.m.-5:00 p.m.	Registration and Orientation	TRECS Center
8:00 a.m.-5:30 p.m.	Team & Instant Challenge Presentations	Locations-TBA
9:00 a.m.-4:00 p.m.	3M Duct Tape Playground	KCC Clinch Concourse
9:00 a.m.-5:00 p.m.	Innovation Expo	KCC Exhibit Hall B
9:00 a.m.-5:00 p.m.	Souvenir Sales	KCC Exhibit Hall B
10:00 a.m.-5:00 p.m.	3M Explore the Uncharted	KCC Exhibit Hall B
7:30 p.m.-9:30 p.m.	3M Duct Tape Costume Ball	Thompson-Boling Arena
7:30 p.m.-9:30 p.m.	3M Passport Party	TRECS Party Tent
9:45 p.m.-10:00 p.m.	Outdoor Fireworks Show	UT Campus

**SATURDAY // MAY 25**

TIME	EVENT	LOCATION
7:30 a.m.-12:00 p.m.	Registration and Orientation	TRECS Center
8:00 a.m.-4:00 p.m.	Team & Instant Challenge Presentations	Locations-TBA
9:00 a.m.-1:00 p.m.	3M Explore the Uncharted	KCC Exhibit Hall B
9:00 a.m.-3:00 p.m.	Innovation Expo	KCC Exhibit Hall B
9:00 a.m.-3:00 p.m.	Souvenir Sales	KCC Exhibit Hall B
9:00 a.m.-4:00 p.m.	3M Duct Tape Playground	KCC Clinch Concourse
7:30 p.m.-9:30 p.m.	Closing Ceremony	Thompson-Boling Arena

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## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda May 6, 2013

Topic: Certificated Personnel Assignment Order – CE 12/13-16 and  
Classified/Non-Classified Personnel Assignment Order CL 12/13-16

Presented by: Kyley Ybarra, Director of Certificated Personnel and  
Vanessa Connor, Director of Classified Personnel

Responsible  
Cabinet Member: Susan Mills, Assistant Superintendent, Human Resources

Type of Item: Consent

Short Description: The latest District's management, certificated and classified personnel actions are presented to the Board of Education for approval.

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#### DESCRIPTION OF AGENDA ITEM:

Board approval is requested of the District's latest management, certificated and classified personnel actions, which include the following:

Change in Status from Substitute Employee to Regular Employee, Change of Employment Status, Exhaustion of Sick Leave – 39 Month Reemployment, Leaves, Management-Reassignments, New Hires, Non-Reelection of Probationary 1 Employees (E.C. §44929.21), Resignations, Retirements, Retirements-Managers/Supervisors, School Nutrition Association (SNA) Certification, Substitutes, Suspensions, Terminations, Temporarily Assigned to a Higher Classification, and Voluntary Demotions/Reassignments/Reductions/Transfers.

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**FISCAL IMPACT:** To be determined

**RECOMMENDATION:** It is recommended that the Board of Education approve the District's latest personnel actions for both certificated and classified.

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**ADDITIONAL MATERIAL:** Certificated Personnel Assignment Order – CE 12/13-16 and  
Classified/Non-Classified Personnel Assignment Order CL 12/13-16

Attached: Yes

## **CERTIFICATED PERSONNEL ASSIGNMENT ORDER #CE 12/13-16**

May 6, 2013

### **CERTIFICATED PERSONNEL**

#### **Change of Employment Status**

Liberty Elementary School

Brand, Erin E.

From: Teacher,  
Probationary 1

To: Teacher,  
Probationary 2

08/23/12

#### **Leaves**

Hawthorne Elementary School

(Sick Leave)

Fuentes, Olga C.

Teacher

04/12/13 –  
undetermined

Mark Twain Elementary School

(Study Leave)

Herrera, Claudia G.

Teacher

07/01/13 –  
06/30/14

Special Education Department

(Family Medical Leave Act Leave)

Chin, Donna L.

Teacher

04/08/13 –  
05/03/13

#### **Management – Reassignments**

12/13-153444

From Manager  
To: Teacher

07/01/13

12/13-027656

From: Manager  
To: Teacher

07/01/13

#### **New Hire**

Central Registration Center

Davis, Kimberly

Nurse

05/07/13

*Pursuant to Board Policy #4112.81*

**Non-Reelection of Probationary 1 Employees (E.C. §44929.21)**

Secondary Sites		
12/13-148639	Teacher	06/14/13
12/13-233047	Teacher	06/14/13

**Resignations**

Educational Options Center		
Lang, Diane G.	Teacher	06/14/13
Abraham Lincoln High School		
Duperron, Kristina D.	Teacher	04/16/13
Lake Mathews Elementary School		
Gomez, Adriana I.	Teacher	03/12/13
Frank A. Miller Middle School		
McCluskey, Casey J.	Teacher	02/28/13

**Retirements**

Louisa May Alcott Elementary School		
Greenawalt, Ana Maria	Teacher	06/14/13
Thomas Jefferson Elementary School		
Marshall, Dixie R.	Teacher	06/14/13
Howard Taft Elementary School		
Villanueva, Sylvia	Teacher	06/14/13

**Substitutes**

Acrey, Sarah	Substitute Teacher	04/19/13
Bates, Mark	Substitute Teacher	04/19/13
Beymer, Keith	Substitute Teacher	03/27/13
Cloud, Rebekah	Substitute Teacher	04/08/13
Collier, Joseph	Substitute Teacher	04/03/13

### **Substitutes - Continued**

DeVincenzo, Erin	Substitute Teacher	04/03/13
Dubose, Candice	Substitute Teacher	04/03/13
Eibs, Patricia	Substitute Teacher	03/27/13
Hantuli, Reema	Substitute Teacher	04/18/13
Hernandez, Pablo	Substitute Teacher	04/18/13
Lombardo, Marc	Substitute Teacher	04/10/13
Meza, Karin	Substitute Teacher	04/15/13
Moua, Kong	Substitute Teacher	04/19/13
Murphy, Erin	Substitute Teacher	03/27/13
Myers Hyatt, Diana	Substitute Teacher	04/19/13
Nelson, Rebecca	Substitute Teacher	04/09/13
Oliveira, Jamie	Substitute Teacher	03/27/13
Piguillem, Annette	Substitute Teacher	03/27/13
Pittman, Marissa	Substitute Teacher	03/27/13
Salto Aguilar, Beatriz	Substitute Teacher	04/09/13
Smith, Mandy	Substitute Teacher	03/27/13
Smith, Summer	Substitute Teacher	03/27/13
Takano, Riley	Substitute Teacher	04/10/13
Tyre, Aaron	Substitute Teacher	04/03/13
Vargas, Victor	Substitute Teacher	04/15/13
Wambaugh, Kelly	Substitute Teacher	04/15/13
Warner, Harmony	Substitute Teacher	03/27/13
Wilson, Blair	Substitute Teacher	04/19/13
Wright, Jennifer	Substitute Teacher	04/03/13

**CLASSIFIED/NON-CLASSIFIED PERSONNEL ASSIGNMENT ORDER #CL 12/13-16**  
May 6, 2013

**CLASSIFIED PERSONNEL**

**Change in Status from Substitute Employee to Regular Employee**

Louisa May Alcott

Elementary School

Perez, Yavonne M.	Cafeteria Worker I	10 months, 3 hours	04/12/13
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Martin Luther King High  
School

Davidson, Karren L.	Instructional Assistant – Special Education I	10 months, 4 hours	04/15/13
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Frank Augustus Miller  
Middle School

Michel, Sandra M.	Instructional Assistant – Special Education I	10 months, 4 hours	04/15/13
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**Exhaustion of Sick Leave – 39 Month Reemployment**

John F. Kennedy

Elementary School

Thompson, Ashlee K.	Instructional Assistant – Special Education II	8 years, 5 months of service	05/01/13
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**Leaves**

Highland Elementary  
School

Mendez, Carmen	Cafeteria Worker II	Unpaid CFRA Leave	05/13/13 – 06/13/13
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12/13-176187

Paid Administrative Leave	04/15/13 – Undetermined
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### **New Hires**

Harrison Elementary  
School

Tillema, Johannies G.	Instructional Assistant – Special Education II	10 months, 6 hours	04/11/13
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### **Retirements**

Central Middle School

Rusco, Gladys G.	Cafeteria Worker I	16 years, 2 months of service	16/14/13
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Matthew Gage Middle  
School

Isaac, Susanne E.	Middle/AACES School Principal's Secretary	29 years, 9 months of service	07/16/13
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### **Retirements – Managers/Supervisors**

Network & Information  
Systems

Prince, Gary L.	Manager, Technical Services	32 years, 9 months of service	06/29/13
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### **School Nutrition Association (SNA) Certification**

Riverside Polytechnic  
High School

Hynes, Charlotte A.	Cafeteria Worker IV	From: Range 10-5 To: Range 11-5	05/01/13 – 04/30/14
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### **Suspensions**

12/13-180648	Cafeteria Worker I	2 days	04/29/13 – 4/30/13
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## Terminations

12/13-237682	Instructional Assistant – Special Education I	04/27/13
12/13-226023	School Office Assistant	04/16/13
12/13-233164	Stockroom/Mailroom/ Delivery Driver	04/20/13

## Temporarily Assigned to a Higher Classification

Arlington High School Monteon, German	From: Custodian	To: Lead Custodian	03/22/13 – 04/15/13 (12 days)
Fremont Elementary School Layfield, Irene	From: Cafeteria Worker II	To: Elementary Kitchen Operator	03/19/13 – 03/29/13
Thomas Jefferson Elementary School Brattain, Sandy L.	From: Cafeteria Worker II	To: Elementary Kitchen Operator	03/28/13 – 04/17/13
Haddad, Mervat	From: Cafeteria Worker I	To: Cafeteria Worker II	03/28/13 – 04/17/13
Madison Elementary School Hesketh, Linsay R.	From: Cafeteria Worker I	To: Nutrition Services, Nutrition Services Delivery Driver	04/01/13 – 06/14/13
Maintenance & Operations Ochoa, Armando	From: Custodian	To: Lead Custodian	03/01/13 – 03/29/13

### **Temporarily Assigned to a Higher Classification – Continued**

Sunshine Early Childhood  
Center

Jaimes, Aide

From: Instructional  
Assistant – Special  
Education II

To: School Office  
Assistant

03/06/13 –  
04/30/13

### **Voluntary Demotions/Reassignments/Reductions/Transfers**

Huerta, Lourdes L.

From: Andrew Jackson  
Elementary School,  
Elementary Kitchen  
Operator,  
10 months, 8 hours

To: Bryant Elementary  
School,  
Elementary Kitchen  
Operator,  
10 months, 7 hours

04/08/13

## NON-CLASSIFIED PERSONNEL

### New Hires

Adams, Andrew	Substitute Custodian	04/09/13
Dominguez, Kelly	Substitute Campus Supervisor	04/09/13
Greer, Michael	Substitute Custodian	04/03/13
Harvey, Erie	Workability	04/23/13
Illingworth, Adam	Tutor	03/15/13
Linares, Stephanie	Substitute Health Assistant	03/27/13
Long, Alexander	Workability	03/28/13
Lundberg, Robert	Substitute Custodian	03/27/13
Marcinov, Nikolas	Student Worker	03/29/13
Miller, Robert	Substitute Custodian	04/09/13
Nass, Phil	Substitute Custodian	03/27/13
Perez, Patricia	Substitute Health Assistant	03/27/13
Reyes, Christian	Tutor	03/15/13
Rodriguez, Richard	Tutor	03/29/13
Ryles-Thomas, Courtney	Workability	04/23/13
Sakaguchi, Robert	Substitute Campus Supervisor	03/27/13
Shields, Sherron	Substitute Campus Supervisor	04/18/13
Tharp, Kimm	Substitute Health Assistant	04/18/13
Vasquez, Gavino	Substitute Custodian	03/27/13
Villalobos, Ivette	Substitute Custodian	03/27/13
Walker, Hallie	Workability	04/11/13
Watring, Timothy	Workability	04/09/13
Wheat, James	Substitute Custodian	03/27/13
Wood, Danielle	Substitute Health Assistant	04/18/13
Woolsey, Candice	Substitute Instructional Assistant	04/08/13

### New Hires – \*Athletic Coaches

John W. North High School Hightower, Anna	Theatre – Assistant	04/18/13
Riverside Polytechnic High School Bernbaum, Michael T.	Track – Assistant	03/08/13
Ramona High School Webb, Eadwine F.	Basketball – Assistant	04/01/13

\*The temporary athletic coaches listed above are knowledgeable of the assigned sports and meet the qualifications and competencies required by law.

**Board Meeting Agenda  
May 6, 2013**

Topic: Disclosure of Tentative Agreements Between Riverside Unified School District and Its Employees Represented by the California School Employees Association, Chapter 506

Presented by: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Responsible  
Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Report

Short Description: This item represents the public disclosure of the terms and conditions, including financial impact, of Tentative Agreements for employees represented by the California School Employees Association, Chapter 506.

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**DESCRIPTION OF AGENDA ITEM:**

The District has reached agreement on two Tentative Agreements (TAs) with one of its collective bargaining units, the California School Employees Association, Chapter 506 (CSEA) representing classified employees. The TAs are the result of the collective bargaining process that began in February 2012.

The TAs incorporates the following provisions:

1. Article X – Makes technical changes in language to conform to current practice and provide clarity of such practice regarding overtime and work year assignments.
2. Article XXII – Updates the Miscellaneous Provisions of the contract to provide for the term of agreement to be through June 30, 2015.

These TAs complete the negotiation process for the current year. (It was stated previously that the TA on Article XV concluded the negotiation process but that was incorrect.)

This agenda item is intended to meet the public disclosure requirements of Assembly Bill 1200 (1991/1213) and Assembly Bill 2756 (2004/52). More specifically, AB 2756 amended

Government Code Section 3547.5 to provide in part that, “before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.”

The typical disclosure form is not being used for this TA since there is no Fiscal Impact resulting from this TA.

Ratification by CSEA is pending at the time this agenda item was prepared.

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**FISCAL IMPACT:** The agreement provisions outlined above for the Tentative Agreements do not have a fiscal impact.

**RECOMMENDATION:** Information only. Public disclosure of the terms and conditions, including financial impact, of the Tentative Agreement for employees represented by the California School Employees Association, Chapter 506.

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**ADDITIONAL MATERIAL:** 1) Tentative Agreement Article X Dated September 7, 2012, and 2) Tentative Agreement Article XXII Dated March 20, 2013

Attached: Yes

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**AND**  
**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**  
**CHAPTER 506**  
**TENTATIVE AGREEMENT**  
**SEPTEMBER 7, 2012**

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and subject to ratification by the California School Employees Association, Chapter 506 ("CSEA") the parties agree to:

**1. Article X (Hours of Employment and Overtime) is amended in its entirety to read:**

10.0 Workday and Workweek: The workday shall start from the time directed to report until the end of the assigned time and unit members shall be paid for all time worked. However, unit members who report after the time directed or depart prior to the end of the assigned time may have their pay docked for the amount of time actually not worked unless on an authorized leave as provided for in Article XIII. The workweek of regular full-time employment shall be eight (8) hours per day and forty (40) hours per week. The workweek starts on Monday at 12:01 a.m. Notwithstanding the foregoing, the regular workweek for unit members shall be from Monday through Friday, except as set forth below. The District may employ persons in bargaining unit positions who have a regular, minimum assignment of less than eight (8) hours per day and/or forty (40) hours per week; such positions shall be deemed "part-time" positions. The District may, through authorized management/supervisory personnel, order and authorize unit members to perform extra work in addition to such unit member's regular, minimum assignment. Extra work so ordered and authorized shall be compensated at the unit member's regular rate of pay, unless such results in overtime as set forth in the Agreement.

10.0.1 The District may assign a workweek different than Monday through Friday under the following circumstances:

- (a) Current unit members who voluntarily consent to such reassignment;

 CSEA  
by District

- (b) new unit members may be so assigned initially;
- (c) current unit members may be offered such in lieu of layoff in accordance with the provisions of this Agreement;
- (d) current unit members already so assigned.

10.0.2 Compressed Workweek:

- A. 4/10 Workweek: The District may establish a ten (10) hour-per-day, forty (40) hour-per-week work schedule with four (4) days ("4/10") for unit members. The Association's concurrence must be obtained in order to implement a schedule under this provision.

The overtime rate set forth in Article X of the Agreement for Classified Bargaining Unit shall be paid under the conditions set forth below when this subsection is implemented.

1. All hours the unit member is required to work in excess of ten (10) hours in any regular workday.
2. All hours the unit members are required to work on the fifth (5th), sixth (6th), or seventh (7th) day of the workweek after the completion of four (4) days.
3. Sick leave, vacation, holidays, and other leaves taken while on the compressed workweek shall be charged and paid, when appropriate, on an hour-for-hour basis.
4. All departments may participate in the compressed workweek schedule so long as it would not adversely affect the functions or efficiency of the department. Should the District determine the 4/10 schedule is adversely affecting the functions or efficiency of the Department, it may modify the work schedule upon thirty (30) calendar days written notice to both the Association and the affected unit member(s). The District shall not be arbitrary or capricious in its determination that the 4/10 schedule is adversely affecting the functions or efficiency of the Department.



- B. 9/80 Workweek: The District may establish a nine (9) day, eighty (80) hour-per-two-week work schedule ("9/80") for unit members. When a nine (9) work day, eighty (80) hour-per-two-week work schedule is established, it shall consist of nine (9) workdays, eight (8) of which shall be nine (9) hour days, and one (1) of which shall be an eight (8) hour day. The Association's concurrence must be obtained in order to implement a schedule under this provision.

The overtime rate set forth in Article X of the Agreement for the Classified Bargaining Unit shall be paid under the conditions set forth below when this subsection is implemented.

1. All hours the unit member is required to work in excess of required workday.
2. All hours the unit member is required to work in excess of eighty (80) hours in any regular two-week work period.
3. All hours unit members are required to work on the fifth (5th), sixth (6th), or seventh (7th) day of the four (4) day workweek, or are required to work on the sixth (6th) or seventh (7th) day of the five (5) day workweek.
4. Sick leave, vacation, holidays, and other leaves taken while on the compressed workweek shall be charged and paid, when appropriate, on an hour-for-hour basis.
5. All departments may participate in the compressed workweek schedule so long as it would not adversely affect the functions or efficiency of the department. Should the District determine the 9/80 schedule is adversely affecting the functions or efficiency of the Department, it may modify the work schedule upon thirty (30) calendar days written notice to both the Association and the affected unit member(s). The District shall not be arbitrary or capricious in its determination that the 9/80 schedule is adversely affecting the functions or efficiency of the Department.

- 10.1 ~~Work Year: Regular twelve (12) month assignments: July 1 – June 30. Regular eleven (11) month assignments: Normally August 1 – June 30, or July 1 – July 31 and September 1 – June 30. Regular ten (10) month assignments: Normally September 1 – June 30. Work years that are less than twelve (12) months may be adjusted to meet program/service needs only upon written agreement by the District and the Association.~~

~~Provided the unit member affected is given reasonable notice, the District may make minor adjustments up to two (2) weeks in the work year's starting and ending dates from those previously stipulated. Such adjustment shall not deprive the unit member of any benefits to which the unit member is entitled by law.~~

Twelve (12) month employees' work year assignments will be July 1 – June 30. Upon hire, less than twelve (12) month employees will be assigned a work year depending upon the start and end dates of the designated academic calendar year.

In the event that the need arises, the District may make minor adjustments, up to two (2) weeks in the work year's starting and ending dates, provided that the unit member(s) affected are given reasonable notice. Such adjustment shall not deprive the unit member of any benefits to which the unit member is entitled to by law.

Work years that are less than twelve (12) months may be further adjusted to meet program/service needs only upon written agreement by the District and CSEA.

Exact work year options for less than twelve (12) month employees shall be made available to employees and CSEA no later than May 1.

10.1.1 Exceptions to Regular Workyear Year:

1. (a) Elementary Library/Media Assistants shall work three days prior to the first day of the teacher work year and two days after ~~through~~ the last day of student attendance.
- (b) Secondary Library/Media Assistants shall work the first day of the teacher work year through June 30 of each school year.

2. Instructional Assistants shall work the regular teacher work year.

3. Health Assistants shall work the regular teacher work year.
4. Food Service Workers and Assistants shall work the days of student attendance in the regular academic year. Other days such unit members are in paid status will be paid at each unit member's appropriate rate. On pupil holidays these unit members may be required to work or shall be given a choice of working or taking unpaid leave.
5. Community Assistants shall work from the first ~~(1)~~ day of student attendance in the regular academic year through the last day of the teacher work year.
6. Elementary School Principal's Secretaries and Middle School Principal's Secretaries shall work an eleven (11) month work year at traditional schools.
7. Campus Supervisors shall work one (1) day prior to the students reporting for the school year through the last day of student attendance.

10.2 Overtime Defined: Overtime is ordered and authorized working time in excess of eight (8) hours in one (1) day or forty (40) hours in one (1) week. No one shall order or authorize overtime unless it is compensable as provided herein. Overtime shall be compensated for at one and one-half (1 ½) times the unit member's regular rate of pay.

10.2.1 Compensation for Overtime: All hours worked beyond the workweek of five (5) days shall be compensated at the overtime rate commencing on the sixth (6) consecutive day of work. For the purpose of this section, any day in paid status is deemed to be a workday.

All hours worked in excess of eight (8) hours on the sixth (6) or seventh (7) consecutive day shall be compensated at two and one-half (2 ½) times the regular rate of pay.

All compensation for hours worked on holidays designated by this Agreement shall be defined in Section 11.6 ~~compensated at two and one-half (2 ½) times the regular rate of pay.~~

10.2.2 Authorization of Overtime: Overtime must be authorized by the District and the authorization must be given in advance of the time worked whenever practicable to serve such authorization. Overtime may be ordered only by supervising management.

10.2.3 Assigning of Overtime/Extra Hours: Overtime/extra hour opportunities shall be offered as equally as practical among available qualified unit members in each department or worksite. For purposes of determining equity of overtime/extra hour distribution, a fiscal year review shall apply.

10.2.4 Overtime - Right of Refusal: A unit member may refuse overtime work, except that when the needs of the District warrant, the supervisor may under reasonable circumstances, direct the unit member to work overtime. The supervisor shall attempt to identify unit members desiring to work overtime before directing a unit member to work overtime when the unit member does not wish to do so.

10.2.5 Distribution of Extra Hours to Part-time Unit Members: The District will make continuing reasonable efforts to offer additional daily hours of employment to bargaining unit members in lieu of employing substitutes.

10.2.6 Compensatory Time: Compensatory time may be requested by the unit member and authorized by the supervisor in lieu of paid overtime compensation. Whenever compensatory time has been authorized, overtime is calculated as defined in 10.2.1.

Accrued compensatory time may not exceed forty-two (42) straight time hours at any given time and must be taken within six (6) calendar months following the month in which the overtime was worked without impairing the services of the District. Compensatory time off which is not taken within the above period shall be paid for on the unit members' next regular pay warrant. Record of compensatory time shall be maintained on a form developed by the District.

10.3 Call-In (Emergency) Time Defined: Call-in time is nonscheduled working time for a guaranteed minimum amount of hours for reporting to work at the District's request, usually in a critical or emergency situation. Call-in time must be ordered and authorized by the unit member's immediate supervisor.

10.3.1 Compensation for Call-In Time: A regular unit member who works authorized call-in time shall be paid for a minimum of two (2) hours at the rate of one and one-half (1½) times his/her regular hourly pay. For any part of any hour worked after the two (2) hour guaranteed minimum, a unit member shall be compensated in minimum quarter (¼) hour increments. It is the responsibility of the unit member's immediate supervisor to differentiate on the time card between call-in time and overtime.

10.3.2 Minimum Call-In Time: A unit member called in to work a day when the unit member is not scheduled to work shall receive a minimum of two (2) hours' pay at the appropriate rate of pay under this Agreement. This provision does not apply to unit members on standby duty.

10.3.3 Call Back Time: Any unit member called back to work after completion of the regular daily assignment shall be compensated for at least two (2) hours of work at the overtime rate.

10.3.4 Voluntary Attendance of District Functions: Unit members who voluntarily attend District functions such as site council meetings, meetings of the P.T.A., or any parent advisory group, budget planning meetings, faculty meetings, or meetings of other groups to which the unit member is invited but not required to attend shall not be paid for such attendance. Unit members required to attend District functions shall be compensated at the unit member's appropriate rate of pay.

10.4 Adjustment of Assigned Time: Unit members whose workday is less than full time shall, whenever practical, be offered increased hours in classification by seniority and work record at their worksite as additional hours become available. Any unit member in the bargaining unit who works an average of thirty (30) minutes or more per day in excess of their regular part-time assignment for a period of twenty (20) consecutive working days or more shall have their regular assignment adjusted upward to reflect the longer hours, effective with the next pay period.

10.5 Temporary Assignment in Higher Class: When a unit member is temporarily assigned to perform the duties of a person in a higher salary range for any period of time which exceeds five (5) working days within a fifteen (15) day calendar period, the unit member shall be paid at the



higher classification for the entire period during which the unit member is required to work out of the unit member's classification. The pay step on the higher salary range shall be on the next higher dollar figure above their regular pay, or step 1, whichever is greater.

10.6 Lunch Period: Unit members shall be entitled to an unpaid, uninterrupted lunch period after the unit member has been on duty for four (4) or more hours. The length of time for such lunch period shall be for a period no longer than one (1) hour nor less than one-half ( $\frac{1}{2}$ ) hour and shall be scheduled for full-time unit members at or about the midpoint of each workshift.

10.6.1 A unit member required to work during the unit member's assigned lunch period shall receive pay at the rate of time and one-half ( $1\frac{1}{2}$ ) for all the time worked during the normal lunch period or be compensated by either being allowed to complete the remaining portion of the lunch period or permitted to leave the assigned worksite early.

10.7 Rest Periods: Unit members working more than six (6) hours per day shall be granted two (2) 15-minute rest periods; unit members working more than four (4), but not more than six (6) hours per day shall be granted one (1) 15-minute rest period. Notwithstanding the foregoing, any unit member assigned exactly four (4) hours per day with one (1) work period of three (3) or more hours shall be entitled to one (1) 15-minute rest period. Rest periods shall, insofar as practicable, be in the middle of the work period(s), and absent unusual circumstances, shall not be scheduled during the first (1) or last hour of the workday. Rest periods are a part of the regular workday and shall be compensated at the regular rate of pay for the unit member.

10.8 Voting Time Off: If a unit member's work schedule is such that it does not allow sufficient time to vote in any federal, state, or local election in which the unit member is entitled to vote, the District shall arrange to allow sufficient time for such voting by the unit member without loss of pay.

10.9 Standby Time: Unit members required to standby for possible emergencies on weekends, ~~or~~ holidays or other designated District closure dates shall be paid forty-eight (\$48) dollars daily for

each day plus time and one-half (1½) at the unit member's assigned hourly rate for all hours actually worked, with a guaranteed minimum of two (2) hours when the unit member is called to work during the period the unit member is on standby. The two (2) hour minimum time period ends when the unit member signs off on the job and no additional jobs are pending. Unit members required to be on standby during the course of their regular workweek shall be paid a rate of two (\$2) dollars for each hour of required standby time. This stipend shall be in addition to all other rates of pay. Except for unusual circumstances, a standby time schedule shall be posted ten (10) working days in advance.

10.10 Split Shift Differential: Unit members whose assigned shift contains one (1) or more periods of unpaid time which exceeds one and one-half (1½) hours, including the lunch period, shall be paid a shift differential premium of five (5%) percent above the regular rate of pay.

10.11 Unit Members as Noon Playground Supervisors: When a unit member has an additional assignment as Noon Playground Supervisor, that unit member shall be paid their regular rate of pay for the additional assignment as received for the basic assignment, and the additional time shall be acknowledged by the District as a portion of the unit member's regular assignment in computing the fringe benefit entitlement. Unit members shall be paid their regular rate when substituting for noon playground supervisors.

10.11.1 At sites requiring the use of Noon Duty Supervisors, the District shall offer the additional time to qualified unit members of the bargaining unit (who have asked for such additional time) first.

10.12 Summer Recess Period Assignments: When work normally and customarily performed by unit members is performed at times when school is in recess, the work shall be offered to unit members in the appropriate classifications but no unit members shall be required to accept such offer.

Whenever there is more than one (1) unit member at a site who is qualified in the appropriate classification for a recess period assignment, the senior unit member shall be given first option.

Unit members whose most recent written evaluation has been marked less than satisfactory shall lose their priority hiring status.

A unit member who accepts a recess period assignment in accordance with the provisions of this section shall receive, on a pro rata basis, no less than the compensation and benefits applicable to that classification during the regular workyear.

For the purposes of this section such assignments shall be considered regular assignments, and the unit member retains all rights, benefits, and burdens during such assignment. All hours worked in a recess assignment shall be considered hours in paid status for the purposes of seniority, but the additional days worked shall be regarded as only a temporary change in the unit member's workyear and failure to continue such employment through a subsequent summer recess shall not constitute a layoff.


- 10.13 Summer Work Shifts: Whenever possible, without disrupting or interfering with the regular workflow of the District, the work shifts of Maintenance and Operations unit members assigned to the warehouse shall begin at 7:00 a.m. between July 1 and August 31 inclusive. Individual exceptions to this provision may be made by the District.
- 10.14 Classroom Monitor: Under the supervision of the site administrator, a unit member may monitor a classroom in the absence of the regular teacher who is not replaced by a substitute teacher. The unit member will receive their regular rate of pay for all hours worked. In addition, the unit member shall receive fifteen (\$15) dollars once the teacher has been absent for 30 minutes or more, for up to three (3) hours, and thirty (\$30) an additional fifteen (\$15) dollars for all hours in excess of three (3) hours not to exceed thirty (\$30) dollars per day.
- 10.15 Uniforms: Whenever the District requires a bargaining unit member to wear a uniform, the District will furnish sized uniforms appropriate to the gender of the wearer. If uniform shirts are required, the District will provide enough uniforms to each unit member at a rate of at least one uniform per each day worked in a single week. If a uniform consists of outerwear such as windbreakers, overalls or aprons, the District will provided a minimum of one such uniform to each unit member.




Proper maintenance and cleaning of uniforms is the unit member's responsibility. The District will replace the uniform when the uniform is ruined through normal wear and tear that occurs within the scope of the unit member's duties. If the uniform needs repair or replacement due to events that occur outside the scope of the unit member's normal duties, the unit members will bear the cost of the repair or replacement. Uniforms shall not be used for off-duty activity by the unit member. All uniforms will remain the property of the District and shall be returned to the District upon separation of employment.

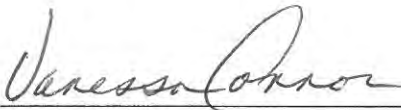
AGREED:


For the District:

  
\_\_\_\_\_  
Susan J. Mills Date 3-21-18  
Assistant Superintendent, Human  
Resources  
Riverside Unified School District

For CSEA:


  
\_\_\_\_\_  
Richard P. Carpenter Sr. Date 3-22-2013  
President, CSEA Chapter 506  
Riverside Unified School District

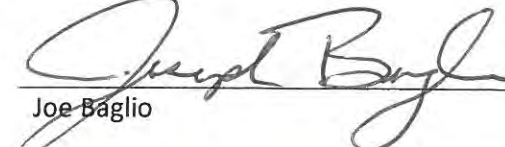
  
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Vanessa Connor


  
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Colleen Hairston

  
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Gregory Anderson

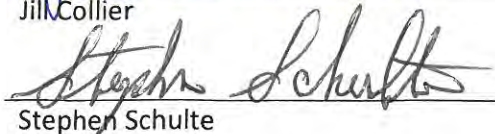
  
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Gloria Cormier

  
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Hayley Calhoun

  
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Joe Baglio

  
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Jill Collier

  
\_\_\_\_\_  
Tim Wooten

  
\_\_\_\_\_  
Stephen Schulte

  
\_\_\_\_\_  
Laura Egan

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
AND  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION  
CHAPTER 506  
TENTATIVE AGREEMENT  
March 20, 2013**

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and subject to ratification by the California School Employees Association, Chapter 506 ("CSEA") the parties agree to:

**Article XXII (Miscellaneous Provisions) is amended in its entirety to read:**

- 22.0 Term of Agreement: This Agreement shall remain in full force and effect from ~~December 1, 2007~~, **March 20, 2013**, up to and including June 30, ~~2012~~ **2015**, and thereafter shall continue in effect year by year unless one (1) of the parties notifies the other in writing no later than May 30, nor earlier than March 1, of its request to modify, amend, or terminate the Agreement. Furthermore, each party may reopen the salary, fringe benefit provisions, and one article of this agreement upon timely notification as set forth above.
- 22.1 Completion of Negotiations: During the term of this Agreement, the District and CSEA expressly waives and relinquishes the right to meet and negotiate and agrees that the District and CSEA shall not be obligated to meet and negotiate with respect to any subject or matter whether referred to or covered in this Agreement or not, even though each subject or matter may not have been within the knowledge or contemplation of either or both the District or the CSEA at the time they met and negotiated the Agreement, and even though such subjects or matters were proposed and later withdrawn.
- 22.2 Effect of this Agreement: It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practice and procedures and over laws to the extent permitted by law, and that in the absence of specific provisions in this Agreement, District practices and procedures are discretionary. This written Agreement sets forth the full and complete agreement between the parties concerning the subject matter hereof, and supersedes all prior informal or formal agreements thereon. There are no valid or binding representations,

inducements, promises, or agreements, oral or otherwise, between the parties that are not embodied herein.

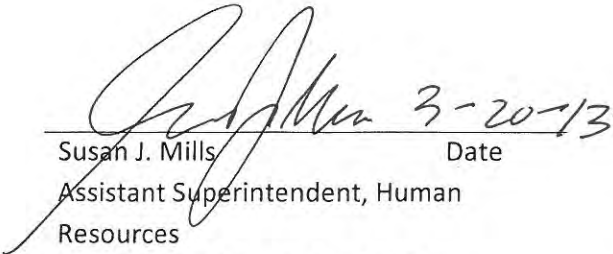
22.3 Severability: Each section, part, term, and provision of the Agreement shall be considered severable. If, for any reason, any section, part, term, or provision herein is determined to be invalid and contrary to or in conflict with, any existing or future law or regulation of the legislature, or a court or agency having valid jurisdiction, such determination shall not impair the operation or affect the remaining portions, sections, parts, terms, or provisions of this Agreement, and the latter will continue to be given full force and effect and bind the parties hereto. The invalid section, part, term, or provision shall be deemed not to be a part of this Agreement, and subject to immediate negotiation.

22.4 Ratification of Additions or Changes: Any additions or changes in this Agreement shall not be effective unless reduced to writing and properly ratified and signed by both parties.

AGREED:


For the District:

For CSEA:

  
Susan J. Mills

Date

Assistant Superintendent, Human  
Resources  
Riverside Unified School District

  
Richard P. Carpenter, Jr.

Date

President, CSEA Chapter 506  
Riverside Unified School District

  
Vanessa Connor

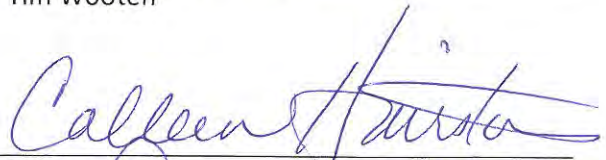
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Tim Wooten

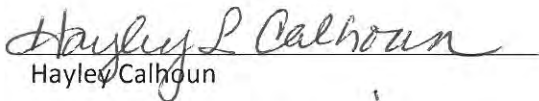
Tim Wooten

  
Gregory Anderson


Gregory Anderson

  
Colleen Hairston

Colleen Hairston

  
Hayley L. Calhoun

Hayley Calhoun

  
Gloria Cormier

Gloria Cormier

  
Jill Collier


Jill Collier

  
Joe Baglio

Joe Baglio

  
Stephen Schulte

Stephen Schulte

  
Laura Egan

Laura Egan

**Board Meeting Agenda  
May 6, 2013**

Topic: Riverside STEM High School – Update

Presented by: Dale Moore, Principal  
Riverside STEM Academy

Responsible  
Cabinet Member: Dr. William Ermert, Assistant Superintendent Instructional Services

Type of Item: Report/Discussion

Short Description: Staff will present a brief update on the progress in the expansion of the high school division of the Riverside STEM Academy.

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**DESCRIPTION OF AGENDA ITEM:**

The Riverside STEM Academy is expanding to 9<sup>th</sup> grade in the 2013-2014 school year. The progress and program highlights of the STEM high will be presented.

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**FISCAL IMPACT:** None.

**RECOMMENDATION:** Report only.

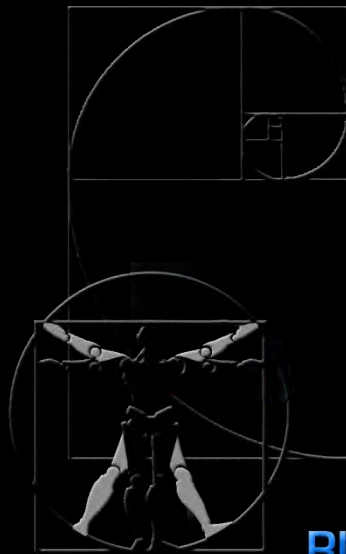
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**ADDITIONAL MATERIAL:** PowerPoint Presentation

Attached: Yes



# STEM High School OVERVIEW



RIVERSIDE  
**STEM**  
ACADEMY

High School Division

RIVERSIDE UNIFIED SCHOOL DISTRICT

# The Vision

To train future:

- Innovators & Inventors
- Explorers & Thinkers

To provide the best possible STEM  
focused education for our students

# The Mission

**The Riverside STEM High School will deliver a world-class education in which graduates will:**

- Achieve a high level of competence and skills in science, math, computer science and literacy
- Gain research experience modeled after graduate-level UC programs
- Become established on a well-defined academic and career pathway
- Build long-term STEM relationships



# General Information

- Approximately 60-70 Students
- Classes will be held in 3 classrooms on the lower part of the RSA campus
- Staffing

# Curriculum

- Honors & Advanced Placement courses
- Project-based learning focus
- Interdisciplinary curriculum

Examples:

- ✓ Math and humanities integrated into science
- ✓ “History of science” integrated into World Civilization curriculum
- ✓ Technical writing and science writing for the general public integrated to language arts curriculum

# STEM Pathways/Pipeline

- Introduced to STEM academic pathways for future university study and career focus
- STEM speakers
- STEM field trips
- Variety of extracurricular activities
- STEM Research Methodologies Course
- STEM Research Capstone Project

# Technology Oriented Coursework

- Use of digital devices in courses
- Enhanced access to advanced technology for research projects
- Computer programming training that supports other STEM activities

# STEM Capstone Project

- Multi-year science/engineering research project
- STEM Research Methodologies course
- University/Industry based mentor program
- Internships

# The STEM High School Culture

“The whole is greater than the sum of the parts”

- ✓ STEM focused
- ✓ Small school environment
- ✓ Long-term relationships
- ✓ Strong teacher-student interaction
- ✓ Staff commitment & dedication to the STEM High School program

**Board Meeting Agenda  
May 6, 2013**

Topic: Overview of Transfers Within the Riverside Unified School District

Presented by: Timothy R. Walker, Executive Director, Pupil Services/SELPA

Responsible

Cabinet Member: Timothy R. Walker, Executive Director, Pupil Services/SELPA

Type of Item: Report/Discussion

Short Description: This item identifies and explains the different types of transfer options available to parents and students who reside within the geographical boundaries of the Riverside Unified School District, as well as those parents and students from other districts that are interested in attending RUSD schools.

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**DESCRIPTION OF AGENDA ITEM:**

The report on the overview of transfers available within the Riverside Unified School District will provide clarification of the different transfer options available to parents and students. Timelines associated with the different transfer options available will be explained. Data provided relates to the number of transfers approved, denied, and processed; as well as the impact that transfers have had on the overall RUSD enrollment during the past four years.

---

**FISCAL IMPACT:** None

**RECOMMENDATION:** This is a report item. No action is necessary

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**ADDITIONAL MATERIAL:** Overview of Transfers within the Riverside Unified School District PowerPoint presentation.

Attached: Yes

# OVERVIEW OF TRANSFERS

## *RUSD - DISTRICT OF CHOICES*

Meeting of the Board of Education - May 6, 2013

Pupil Services/SELPA Department



# Transfer options available in RUSD

## **Intra-District (within RUSD)**

- Open Enrollment
- Continuing Student
- Open Enrollment Act – Romero Bill
- Dual Boundary (Arlington/King)
- Tri Boundary (Chemawa/Gage/Sierra)
- Program Improvement (PI)
- Special Program Transfers
- New students to RUSD\*
- Involuntary (Discipline per Ed Code §48903)

## **Inter-District\* (outside RUSD)**

- Inter-District RELEASE
- District of Choice
- Open Enrollment Act – Romero Bill
- Special Program Transfers

\***NEW** Students/Families to RUSD have an option to apply throughout the year to schools with available space.

# Transfer windows for 2013-2014 school year

## Transfer Option

- **District of Choice (DOC)**
- **Open Enrollment Act (OEA)**  
(Also known as the Romero Bill)
- **Program Improvement (PI)**  
Parents will receive a letter with the alternate choices  
Turn into Program Improvement Office
- **Open Enrollment Intra and Inter-District**
  - Intra-District Transfers
  - Inter-District Transfers
  - Tri-Boundary Transfers (Chemawa/Sierra/Gage)
  - Dual Boundary Transfers (Arlington/King)
- **Program Transfers**
  - Core Knowledge (Adams and Bryant)
  - Dual Immersion Program  
(Castle View, Mt View and Washington)
  - IB Program (Miller, University and North)
  - Engineering Program (King)
  - STEM Academy (new location)
  - Creative and Performing Arts Magnet Program (Ramona)

## Date:

- November 1, 2012 – January 1, 2013
- December 1, 2012 – January 1, 2013
- February 19, 2013 -March 4, 2013
- February 25, 2013 – March 29, 2013
- During Open Enrollment

# District of Choice (DOC)

- **Senate Bill (SB 680):** the District of Choice (DOC) measure, gives parents the option to choose which school district best serves the academic needs of their children. Riverside Unified School District is proud to be part of this choice initiative.
- **Education Code § 48300 through 48316**

## ***Key Points:***

- DOC transfers are available for any parent of a school age student who does not live within the geographical boundaries of RUSD and who is interested in having their child attend RUSD schools.
- **Under DOC parents are not required to be released from their district of residence in order to apply for a DOC transfer during the established application period.**
- DOC is not School of Choice, and no guarantees can be made to place the child at a particular school. However, the Pupil Services/SELPA department will do their best to place children at the school of choice if space is available.
- Parents **must submit a DOC application** for the following school year between November 1 and January 1.
- DOC applications will NOT be accepted if postmarked after January 1.
- Under a DOC transfer a student may continue to attend schools in RUSD until they graduate (with some exceptions).

# Special Program Transfers

- Core Knowledge (Adams and Bryant)
- Dual Immersion Program (Castle View, Mt View and Washington)
- IB Program (Miller, University and North)
- Engineering Program (King)
- STEM Academy (formally Hyatt)
- Creative and Performing Arts Magnet Program (Ramona)

# Special Program Transfer Process

1. Announcements are done through the school site
2. Meetings for information regarding the program are held by the Program Coordinator
3. PS/SELPA staff are available to attend meetings upon request
4. Special Program transfers are based on acceptance into the program and/or space availability
5. If space is limited a lottery will be held at the school site by the Program Coordinator
6. Special Program Transfer paperwork is given to parents and collected by the Program Coordinator
7. Transfer paperwork is given to the PS/SELPA Department for processing

# Transfer Revocation Process

An **Inter-District transfer** is the only transfer that can be revoked during the year

- In order to revoke an inter-district transfer (*District of Choice excluded*), schools must have documentation of the measures taken to remediate the concerns and the communication that took place between the school, parent and student regarding the issue (discipline, attendance, and/or grades) and documentation that the family has been notified that the transfer may be revoked.

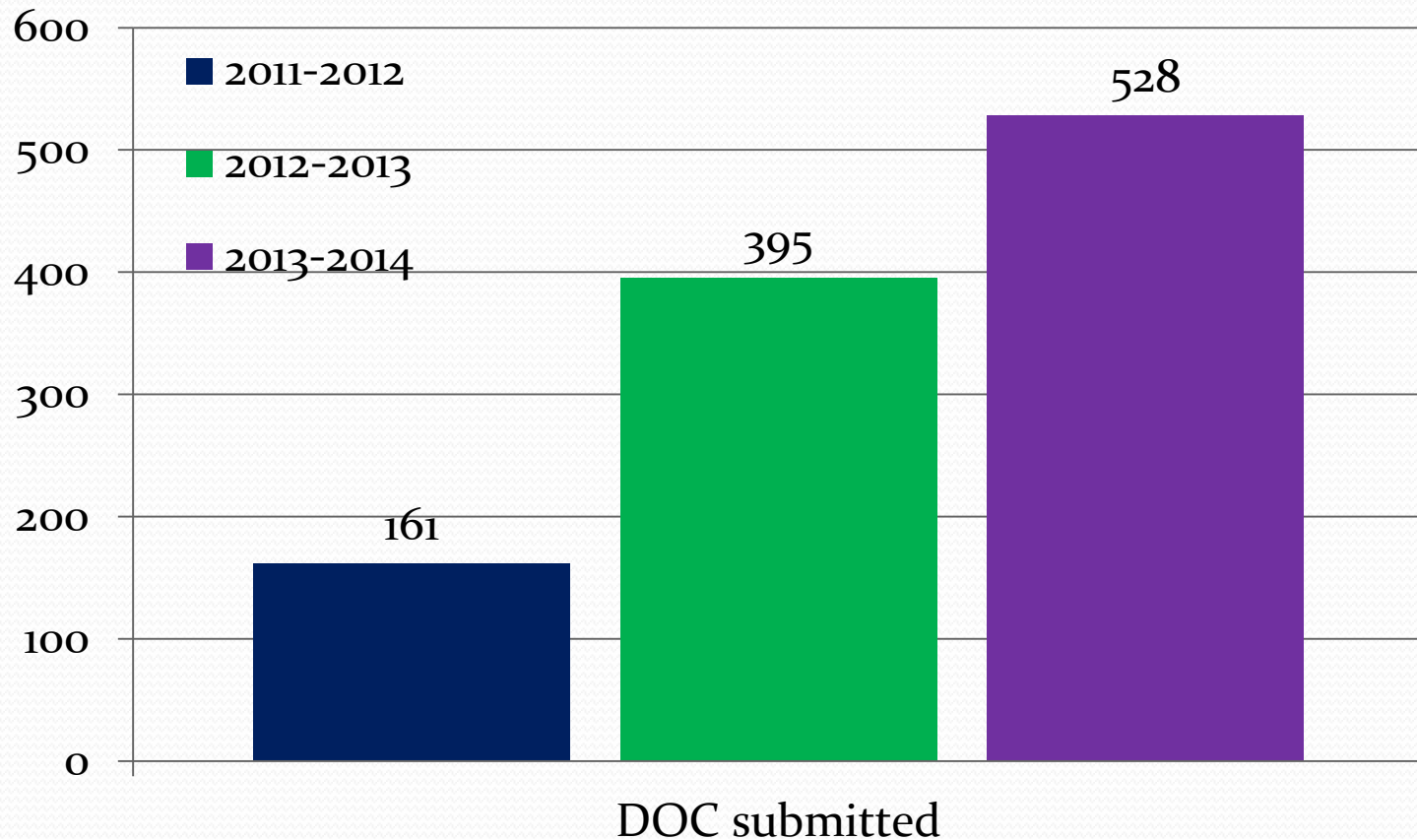
## Examples of documentation:

- Letters to parents
- Conferences dates with parent and/or student
- Students record of violation/issue
  - **If the issue does not improve documentation is sent to the PS/SELPA Department along with the Revocation Form for review. Once it is reviewed and approved by the Executive Director, the school site can proceed with notification to the parent that the transfer is being revoked and the school shall begin the process to withdraw the student from RUSD.**

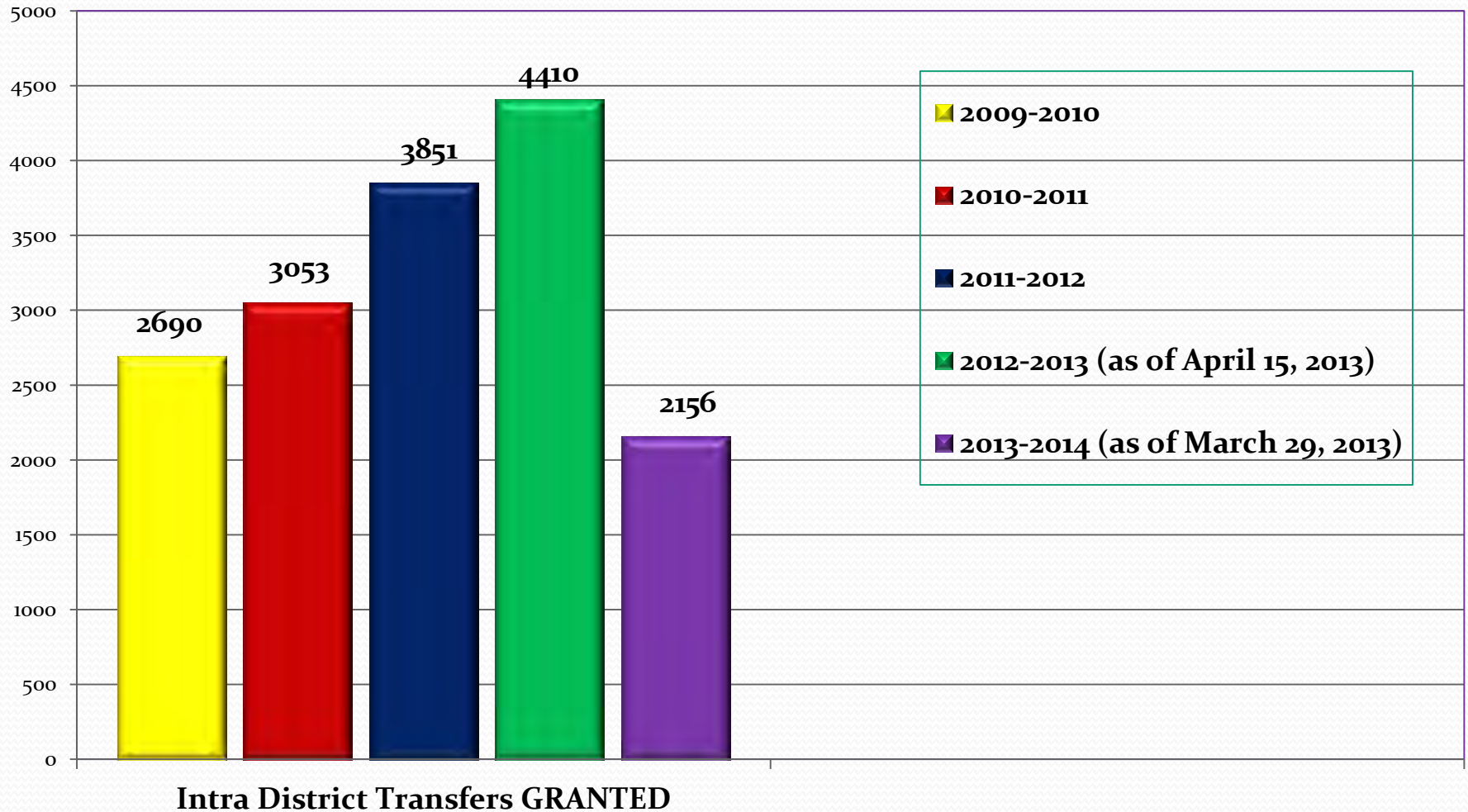
An **Intra-District transfer**

- RUSD will not deny or revoke requests for an intra-district transfer due to behavior, grades or attendance.

# District of Choice Comparison

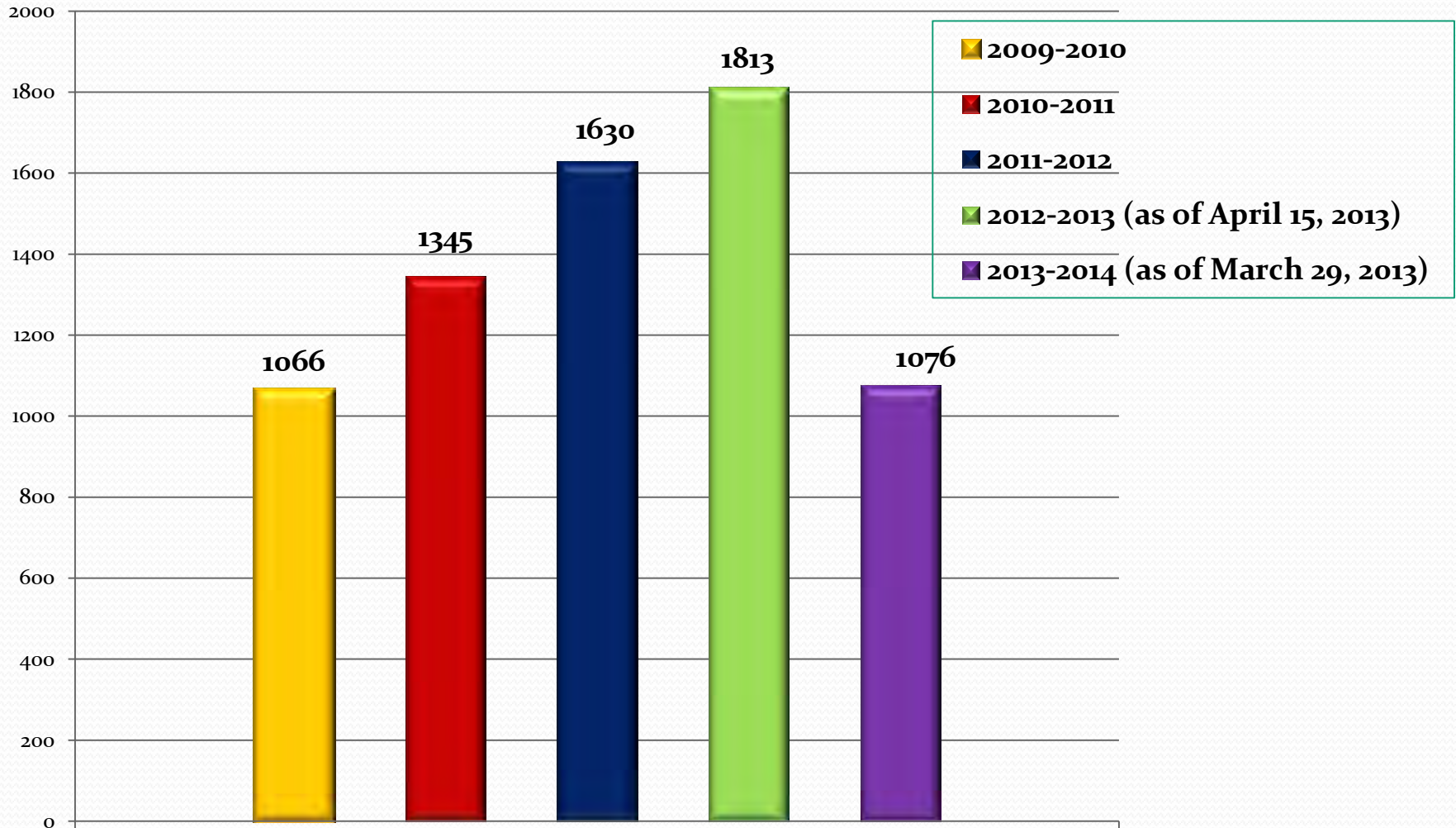


# Intra District Transfers Comparison



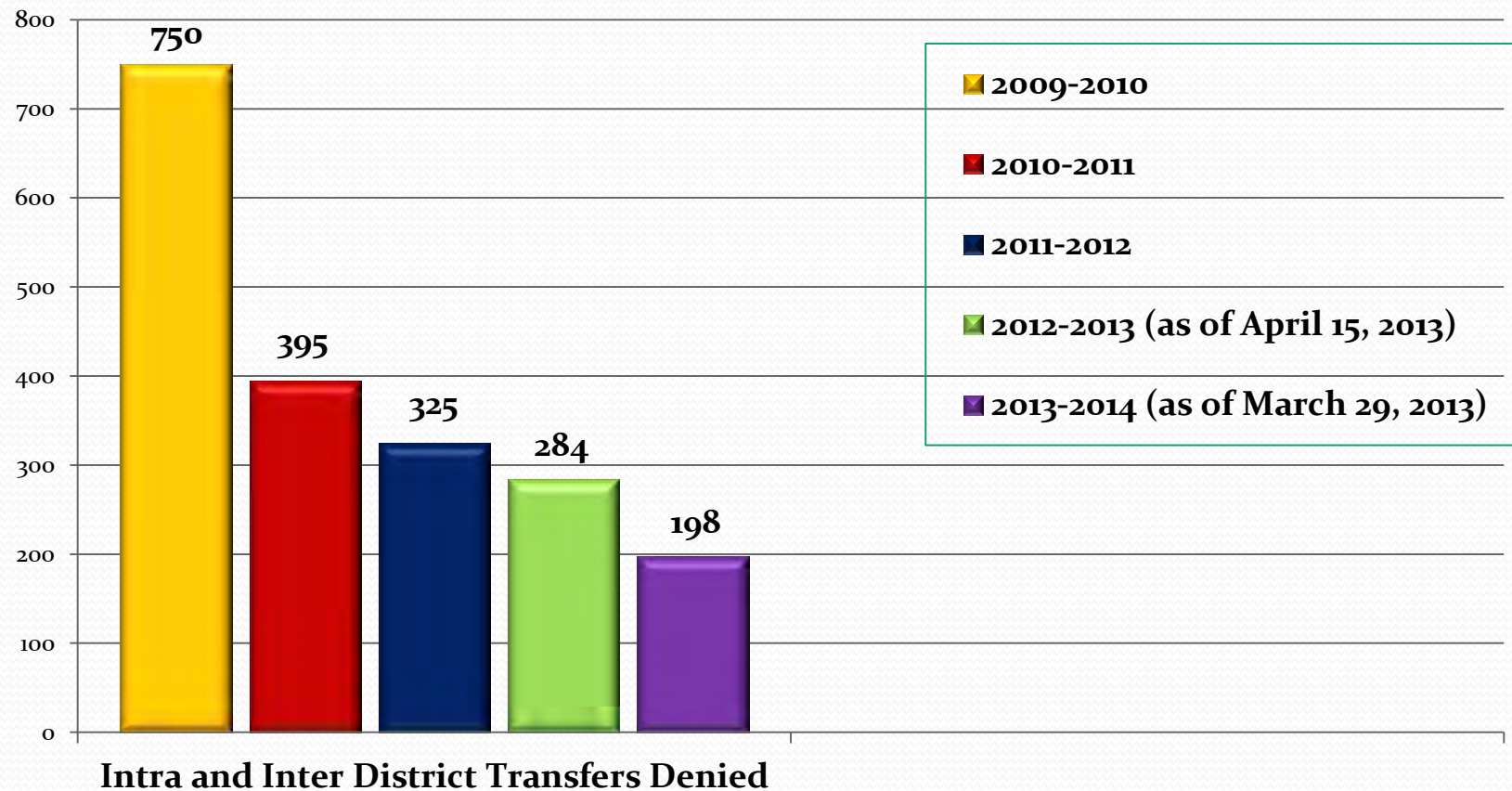


# Inter District Transfer Comparison



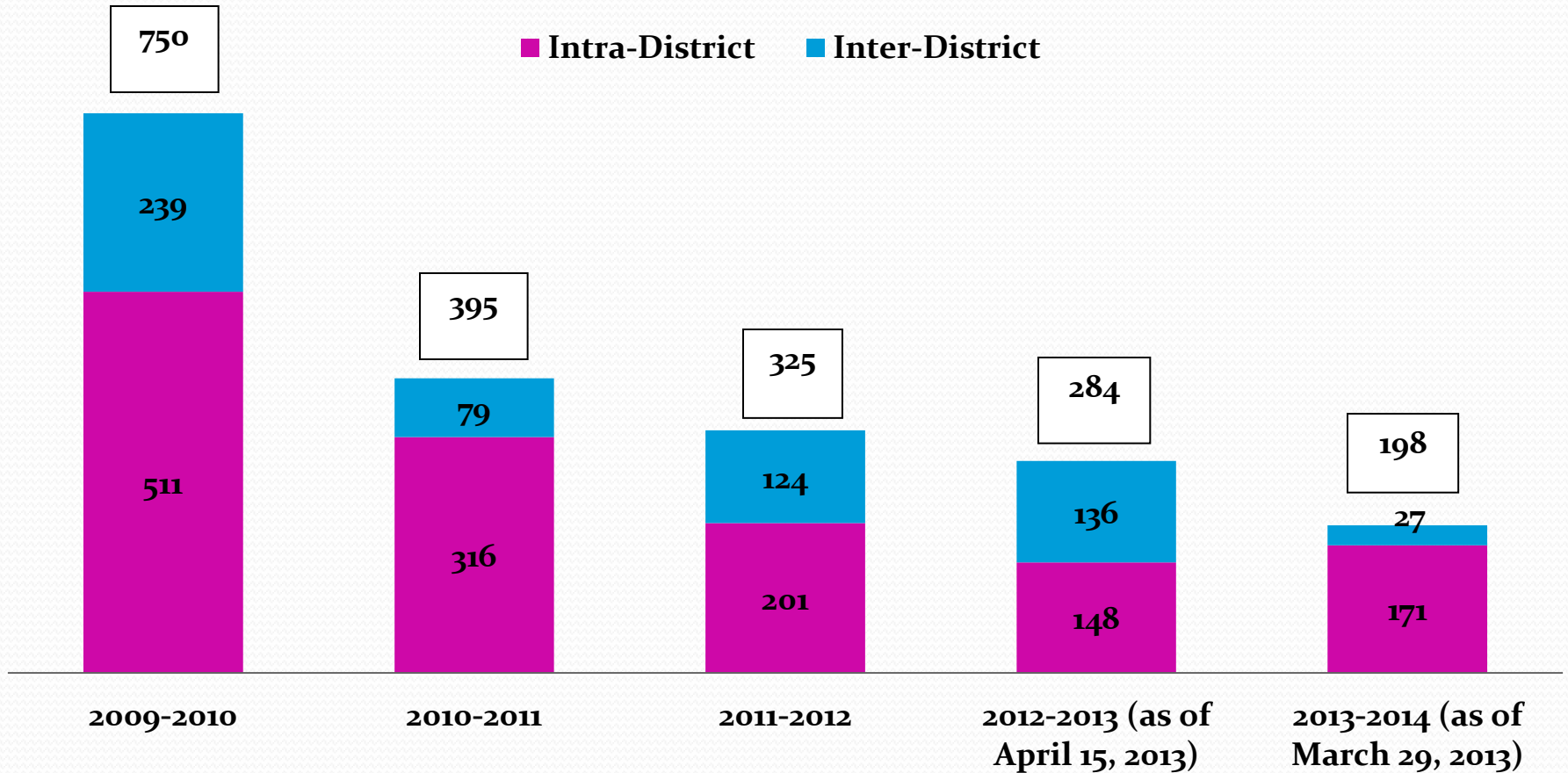
Inter District Transfers GRANTED (DOC included)

# Transfers DENIED Comparison

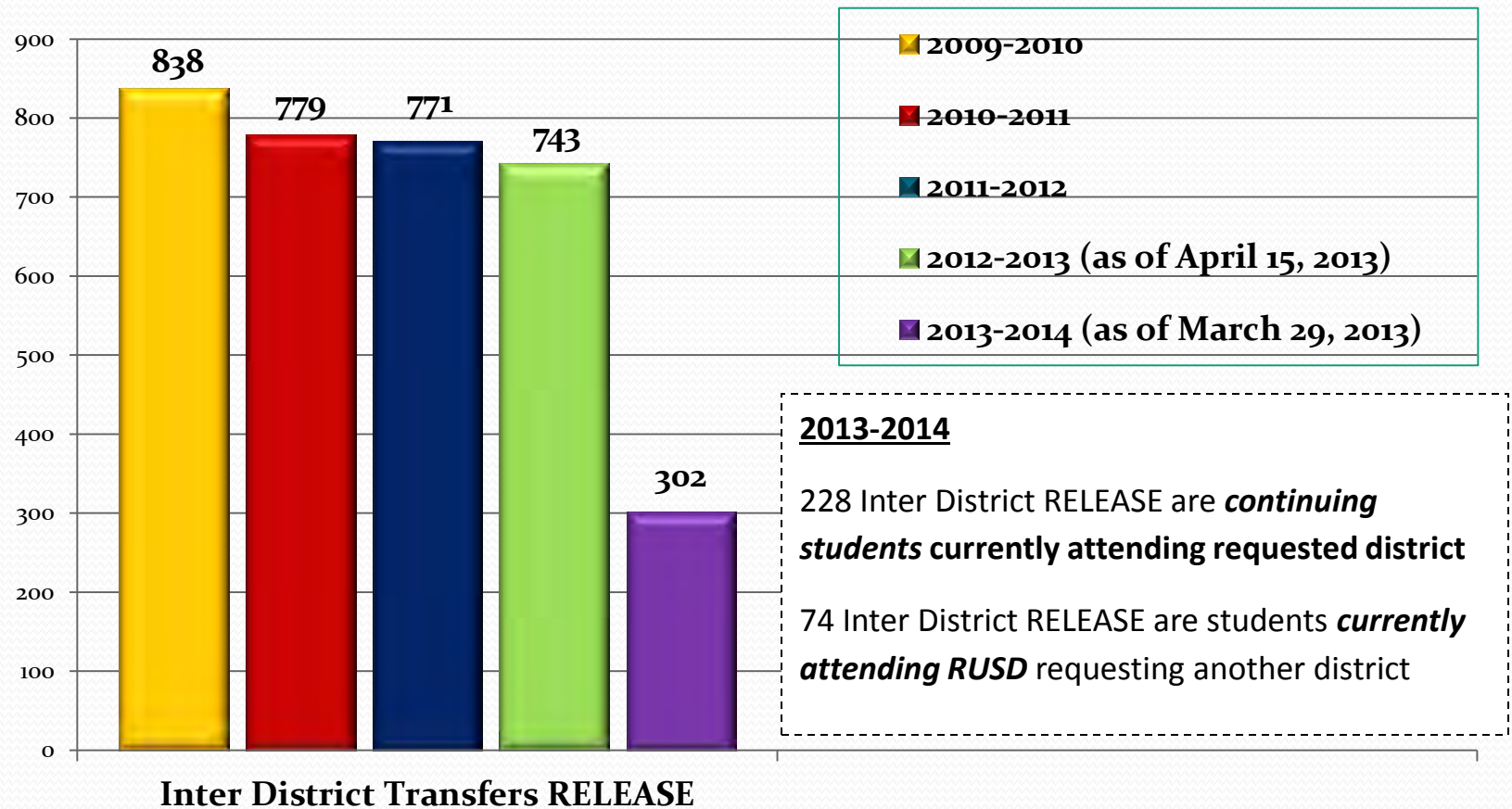


# Transfers DENIED Comparison by Intra and Inter-District transfers

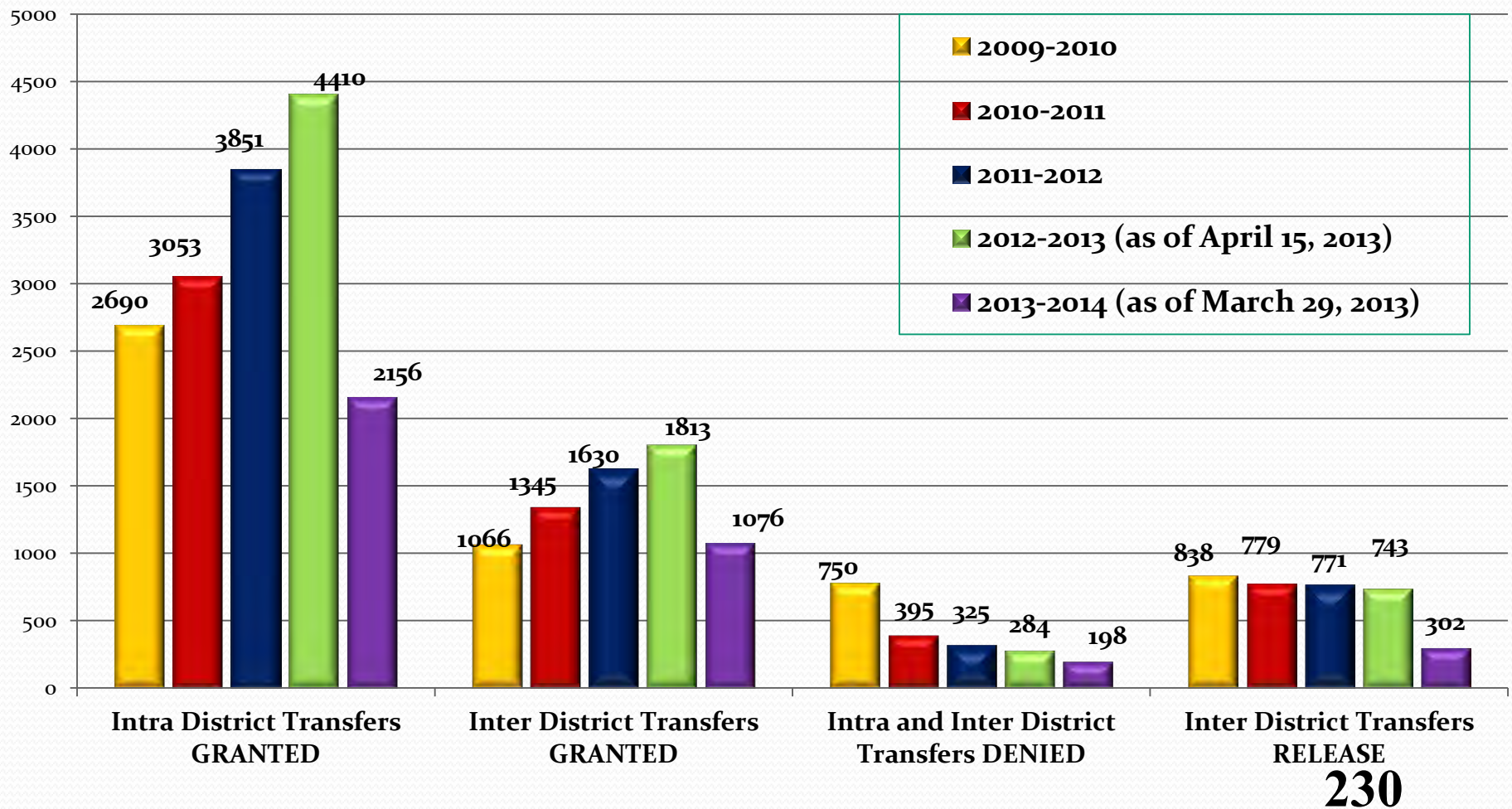
■ Intra-District ■ Inter-District



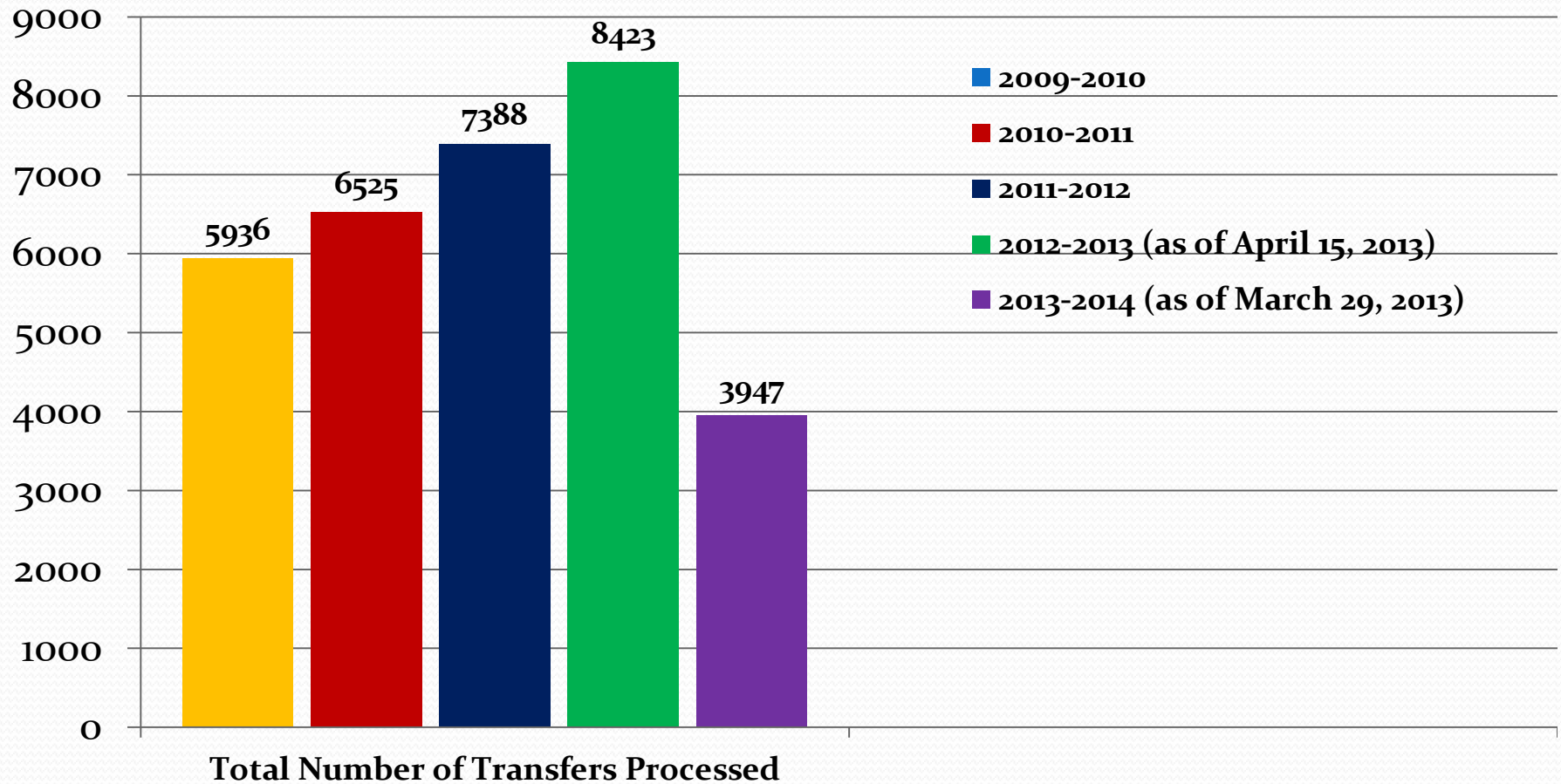
# Inter District Release Comparison



# Transfer Comparisons



# Total Number of Transfers Processed



# Enrollment and Inter-District Transfer Comparison

■ Inter-District RELEASE ■ Inter-District Transfers ■ Number of Enrollment



## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda May 6, 2013

Topic: Resolution No. 2012/13-48 – Resolution of the Board of Education of the Riverside Unified School District Approving the Layoff of Classified Personnel

Presented by: Susan Mills, Assistant Superintendent, Human Resources

Responsible  
Cabinet Member: Susan Mills, Assistant Superintendent, Human Resources

Type of Item: Action

Short Description: Staff recommends that the Board of Education adopt Resolution No. 2012/13-48 – Approving the Layoff of Classified Personnel.

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#### DESCRIPTION OF AGENDA ITEM:

Board approval is requested to adopt Resolution No. 2012/13-48 – Approving the Layoff of Classified Personnel.

The California Education Code requires that school districts notify employees of the possibility that their services will no longer be needed in the following school year. For classified employees, the Board of Education must find and determine that it is in the best interest of the Riverside Unified School District that, at the end of the 2012-2013 school year, that the following positions will be eliminated for a lack of work and/or lack of funds pursuant to Education Code Sections 45117 and 45308.

---

**FISCAL IMPACT:** To be determined

**RECOMMENDATION:** It is recommended that the Board of Education adopt Resolution No. 2012/13-48 – Resolution of the Board of Education of the Riverside Unified School District Approving the Layoff of Classified Personnel.

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**ADDITIONAL MATERIAL:** Resolution No. 2012/13-48 – Resolution of the Board of Education Approving the Layoff of Classified Personnel.

Attached: Yes



**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**Resolution No. 2012/13-48**

**RESOLUTION OF THE BOARD OF EDUCATION OF  
THE RIVERSIDE UNIFIED SCHOOL DISTRICT APPROVING  
THE LAYOFF OF CLASSIFIED PERSONNEL**

WHEREAS, that the Governing Board of the Riverside Unified School District hereby determines that the following positions be eliminated for lack of work and/or lack of funds pursuant to Education Code sections 45117 and 45308.

- Eliminate (1) eight (8)-hour per day Community Services Manager position.
- Eliminate two (2) three (3)-hour per day Instructional Assistant – Preschool positions.
- Eliminate one (1) eight (8)-hour per day Account Clerk I position.
- Eliminate one (1) eight (8)-hour per day Administrative Secretary I position.
- Eliminate one (1) thirty-seven (37)-hour per week Alternative Education Learning Lab Assistant position.
- Eliminate one (1) seven (7)-hour per day Alternative Education Learning Lab Assistant position.
- Eliminate one (1) thirty-three (33)-hour per week Alternative Education Learning Lab Assistant position.
- Eliminate three (3) eight (8)-hour per day Alternative Education Learning Lab Assistant-Electronics positions.
- Eliminate one (1) thirty-three (33)-hour per week Alternative Education Learning Lab Assistant-Medical/Dental position.
- Eliminate one (1) eight (8)-hour per day Assistant Principal Secretary's position.
- Eliminate one (1) twenty-eight (28)-hour per week Campus Supervisor position.
- Eliminate one (1) two and one-half (2.5)-hour, per day Community Assistant position.
- Eliminate one (1) four (4)-hour per day Community Assistant – Bilingual position.
- Eliminate two (2) four (4)-hour per day Custodian positions.
- Eliminate one (1) eight (8)-hour per day Guidance Technician position.
- Eliminate one (1) six and one half (6.5)-hour per day Instructional Assistant – Computer Resources position.
- Eliminate one (1) eight (8)-hour per day Middle/AACES School Principal's Secretary position.
- Eliminate one (1) eight (8)-hour per day Office Assistant I position.
- Eliminate one (1) three (3)-hour per day Projects Office Assistant position.
- Eliminate one (1) one (1)-hour per day Projects Office Assistant position.
- Eliminate one (1) twenty-one (21)-hour per week Resource Assistant position.
- Eliminate five (5) eight (8)-hour per day School Office Assistant positions.
- Eliminate two (2) six (6)-hour per day School Office Assistant positions.

Eliminate one (1) two and one-half (2.5)-hour per day School Office Assistant position.

Eliminate one (1) two (2)-hour per day School Office Assistant position.

Eliminate one (1) eight (8)-hour per day Senior Job Development Specialist position.

Eliminate one (1) six (6)-hour per day Translator position.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board as follows:

1. That due to a lack of funds and/or lack of work, the number of classified employees and the amount of service rendered shall be reduced by layoff as specified above, pursuant to Education Code Section 45308.
2. That the Superintendent is directed to give notice of layoff to the affected classified employees pursuant to the requirements of law.
3. That said layoff and reduction in hours shall become effective sixty (60) days after notice is given to affected employees subject to negotiations to the extent required by law.
4. That employees laid off pursuant to the Resolution shall be eligible for reemployment pursuant to Education Code Section 45298.

Adopted by the Governing Board of the Riverside Unified School District on Monday, May 6, 2013, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

ABSENT: \_\_\_\_\_

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Clerk of the Board

## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda

May 6, 2013

Topic: New High School Course Proposal: STEM Research Methodologies

Presented by: Dr. William E. Ermert, Assistant Superintendent Instructional Services

Responsible  
Cabinet Member: Dr. William E. Ermert, Assistant Superintendent Instructional Services

Type of Item: Action

Short Description: New High School Course Proposal: STEM Research Methodologies is being submitted for approval.

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#### DESCRIPTION OF AGENDA ITEM:

The following high school course has been reviewed by the Instructional Services Board Subcommittee and is being submitted for approval:

##### **STEM Research Methodologies**

This course will prepare students for laboratory research by teaching them the skills and methods required to properly design an experiment, implement procedures to collect and analyze relevant data, report on experimental results, and present conclusions in a sophisticated and structured argument, both written and oral. In addition, students will learn to develop a solution, device, or product to resolve a human need following an engineering design process. Details of scientific method, graphing, statistics and computer science, and engineering skills will be integrated in the curriculum that will support the STEM Capstone Research Project. Regular STEM guest speakers will be invited from universities and colleges along with local STEM industry and community institutions to give presentations on their research and professional STEM related activities as well as their career pathway regarding their schooling and choice of profession or interest area. STEM Research Methodologies will be submitted to UCOP Doorways for a-g approval.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended the Board of Education approve the STEM Research Methodologies course.

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**ADDITIONAL MATERIAL:** Course Proposal

**Attached:** Yes

# STEM Research Methodologies

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>	
Site Department Chairperson _____	Date _____
Principal <u><i>Dale Moore</i></u> Signature	Date <u>4/11/13</u>
Secondary Education Manager <u><i>[Signature]</i></u> Signature	Date <u>4/11/13</u>
Director, Secondary Education <u><i>Cheryl A. Simmons</i></u> Signature	Date <u>4-12-13</u>
Assistant Superintendent, Secondary Education <u><i>William E. Gant</i></u> Signature	Date <u>4/16/13</u>
Education Board Subcommittee Review	Date <u>4-17-13</u>
Adopted by Board of Education	Date _____
Title of Course <u>STEM Research Methodologies</u>	Course Number _____

Date April 8, 2013

Name of person submitting request Dale Moore

Position Principal School: Riverside STEM High School

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**Secondary Education**

**High School Course Proposal**

**COURSE TITLE:** STEM Research Methodologies

**DEPARTMENT:** Science

**HIGH SCHOOL SUBMITTING REQUEST:** Riverside STEM High School

**DATE OF SUBMISSION:** April, 2013

**COURSE NUMBER:**

**LENGTH OF COURSE:** 1 Year (2 Semesters)

**NUMBER OF CREDITS:** 10 Credits (5 credits for each semester)

**HIGH SCHOOL GRADUATION CREDIT:** Elective UC/CSU “g” credit

**TARGETED GRADE LEVELS:** Grades 9-12

**TARGETED STUDENT POPULATIONS:** Students that are in a STEM program and desire to produce a high-level science or engineering research project

**RECOMMENDED PREREQUISITE:**

Completed Algebra I, or equivalent, with a grade “C” or better: Geometry or equivalent is recommended

**SATISFACTION OF  
UC and/or CSU ENTRANCE REQUIREMENTS:**

Yes   X  

No

**Riverside Unified School District  
Instructional Services  
Secondary Education Department**

## **High School Course Proposal**

**I. Course Purpose:**

The purpose of this course is to train and expose students to research methods required by all science and engineering professionals in support of their success in STEM fields. This course will support the mentoring of each student by a local researcher or expert in the formation and culmination of a *STEM Research Capstone Project*. Students will develop the necessary skills in research methodology that will enhance their educational experience in high school and prepare them for collegiate level scientific and engineering research.

**II. Course Description:**

This course will prepare students for laboratory research by teaching them the skills and methods required to properly design an experiment, implement procedures to collect and analyze relevant data, report on experimental results, and present conclusions in a sophisticated and structured argument both written and oral. In addition, students will learn to develop a solution, device, or product to resolve a human need following an engineering design process. Details of scientific method, graphing, statistics and computer science and engineering skills will be integrated in the curriculum that will support the STEM Capstone Research Project. Regular STEM guest speakers will be invited from universities and colleges along with local STEM industry and community institutions to give presentations on their research and professional STEM related activities as well as their career pathway regarding their schooling and choice of profession or interest area.

**III. Course Goals and/or Major Student Outcomes:**

- Critical thinking by identifying issues, accessing and evaluating information, drawing conclusions and solving problems
- Effective communication by listening, speaking, and writing clearly and convincingly
- Working collaboratively by recognizing and respecting individual viewpoints and working together to accomplish goals
- A working knowledge of computer programming and the application of computer technologies in the STEM research process
- The application of the scientific method in the design of their STEM Capstone Research Project
- The application of graphing software to organize experimental data and communicate their findings
- The application of statistical analysis and tests to their research project



- Presentation and defense of the STEM Capstone Research Project

#### IV. **Course Objectives:**

<b>Objectives</b>	<b>Standards (optional)</b>
1. Students will prepare written laboratory reports showing the ability to apply the scientific method to solve problems	Investigation & Experimentation California Science Standards are incorporated into the course curriculum
2. Students will gain an understanding of experimental error	
3. Students will participate effectively in inquiry-based problem-solving activities	
4. Students will learn statistical analysis including Standard Deviation, Interquartile Range, Chi Squared test, ANOVA test, and T-test	
5. Students will learn how to prepare graphs to organize research data including histograms, box and whisker plots, scatter plots, and the use of IT-Nspire Software and TI-84	
6. Students will learn to use outlining tools such as EasyBib, NoteStar, and SpringNote	
7. Students will learn how to document their research in MLA format	
8. Students will incorporate computer programming skills into their STEM Capstone Research Project	
9. Students will complete an online safety training to be lab certified	
10. Students will be exposed to a wide variety of STEM fields of research through guest speaker presentations	
11. Students will be matched with STEM mentors from higher education institutions and local entities to work on their STEM Capstone Research Project	

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## V. **Course Outline:**

### A. Introduction to Engineering

- a. Engineering vs. Science research projects
- b. Engineering Process
- c. Careers in Engineering

### B. Lab Safety

- a. Lab equipment and glassware
- b. Toxic, flammable, explosive chemicals
- c. Toxic/Biological Waste Disposal
- d. Safety clothing and equipment
- e. Fire Extinguisher usage
- f. Fire Blanket
- g. Proper Eye Wash/Chemical Show
- h. Online safety certification will be completed by each student

### C. Ethical Issues

- a. Treatment of Vertebrates
- b. State regulations on acceptable behavior and treatment of Vertebrates - Animal Care and Use Committee (IAUC) forms
- c. Human Subjects as Research Entities - Consent Forms for human subjects/Parent Permission Forms

### D. Data Collection

- a. Laboratory Methods and Technologies of Data Collection
  1. Gas Chromatograph/High Pressure Liquid Chromatography
  2. Centrifuge
  3. Gel Electrophoresis
  4. Spectrophotometer
  5. Polymerase Chain Reaction
  6. Seismometer, Geiger Counter
  7. Hygrometer, Stream Flow Meter, Water Quality Test Kits

### E. STEM Professions

- a. Spectrum Identification
- b. Career Mapping
- c. Guest speakers in all STEM fields held once a week
- d. Job Shadowing and Mentoring by professionals and researchers.

### F. STEM Research Capstone Project

- a. Focus of personal research areas of interest
- b. Research Paper
  1. Researching Background Material and Identifying reliable scientific resources
  2. Research Journals and Searches Within Databases
  3. Outlining Method Tools: EasyBib, NoteStar, SpringNote
  4. Modern Language Association (MLA) documentation format
    - Citing sources within a page

- Works Cited List
  - Use of Quotations
  - 5. Avoiding Plagiarism
  - 6. Introductory Paragraph
  - 7. Body
  - 8. Conclusion
  - c. Purpose/Problem
  - d. Laboratory Experimentation Procedures and Photographs
  - e. Journal
    - 1. Active Voice
    - 2. Composition Notebook
    - 3. Data Tables
    - 4. Computer Generated Graphs
    - 5. Correspondence Records - Emails
  - f. Results Write Up
    - 1. Mathematical/Statistical Analysis of Data and Graphing
    - 2. Scientific Writing Voice – past tense (Active or passive voice?)
    - 3. Overview of Experimental Data
    - 4. Photographs
  - g. Conclusion
    - 1. Explanation of Results
    - 2. Correlation to Hypothesis (active or passive voice?)
    - 3. Explanation of procedural mistakes made
    - 4. Improvements that could be made
    - 5. Implication and future applications
    - 6. Final Paragraph
      - Topic sentence declares degree to which results support hypothesis
      - misuse of the word “prove”
  - h. Research Presentation Board
    - 1. Use of PowerPoint/Presentation Programs to Construct the Poster
    - 2. Organization of the Material
    - 3. Proper Display of Data, Graphs, Photos, Topographical Maps, etc.
  - i. Oral Presentation/Defense of Capstone Project
  - j. Submission to Science and Engineering Fairs
- G. Scientific Method
- a. Hypothesis – proper “If...then” construction to connect the manipulated changes made by the independent variable with the effects on the measurements of the dependent variable.
  - b. Determining the Independent Variable
  - c. Constants – Environmental Factors
  - d. Construction/Purpose of the Control
  - e. Data Collection of the Dependent Variable
  - f. Quantitative vs. Qualitative Data

## H. Mathematical Analysis

- a. Graphing
  - 1. Bar (qualitative)
  - 2. Histograms (quantitative)
  - 3. Line/ Box and Whisker plot
  - 4. Dot plots, Stem and Leaf plots, Scatter Plots
  - 5. TI-84 and TI-Nspire Software
- b. Statistical Analysis
  - 1. Mean
  - 2. Mode
  - 3. Median
  - 4. Range
  - 5. Statistical Variation
  - 6. Interquartile Range
  - 7. Outlier Data
  - 8. Standard Deviation
  - 9. Correlation
- c. Statistical tests
  - 1. T- Test
  - 2. Analysis of Variance (ANOVA)
  - 3. Chi-Square

## I. Professional Collaboration

- a. Matching of students to mentors
- b. Etiquette when addressing researchers and professionals through electronic communications
- c. Professional networking
- d. Mentorship relationships/group sessions

## J. Literature Reviews

- a. Journals on many different topics will be chosen, read, and outlined
- b. STEM librarians will teach online search strategies

## K. Computer Technology

- a. Lab aid technologies
- b. Data analysis
- c. Research presentation technologies

## L. Laboratory Write Ups

- a. Understanding a writing the purpose of a lab
- b. Data Table and proper collection of data
- c. Significant Figures in data collection
- d. Mathematical Analysis
- e. Conclusion paragraphs to summarize the findings and explanation of the lab

VI. **Texts and Supplemental Materials:**

A. Supplemental Material:

Title: STEM Student Research Handbook

Authors: Darci Harland

Publisher: NSTA Press

Copyright: 2011

ISBN 978-1-936137-24-4

VII. **Key Assignments:**

Topics/Units/Themes	Key Activities/Assignments
A. Scientific Method	Construction of Experimental Designs Given Hypotheses
B. Data Collection Methods	Water Quality of Box Springs Water Lab, Hygrometer, Stream Flow, Water Quality Test Kits, Centrifuge
C. Mathematical Analysis	TI-Nspire Training Project  Mean/Mode/Median Range Practice T-Test, Analysis of Variance (ANOVA), Chi Square  Initial Interview with mentor write up
D. Lab Safety	Map of classroom safety equipment Lab Safety Test UCR On-Line Lab Safety Qualification
E. Introduction to Engineering	Group engineering project  Science vs. engineering worksheet
F. Ethical Issues	Reading assignment on lab animals and research
G. STEM Professions	Weekly summary of guest STEM speaker  List of personal career areas of interest proposal  Research paper on an research/engineering/science

	field of their topic
H. STEM Research Capstone Project	<p>Research paper components by due dates</p> <ol style="list-style-type: none"> <li>1. Research Proposal</li> <li>2. Purpose</li> <li>3. Title</li> <li>4. Hypothesis</li> <li>5. Works Cited/Annotated Bibliography</li> <li>6. Research Paper (2000 words)</li> <li>7. Procedures</li> <li>8. Results</li> <li>9. Conclusion</li> <li>10. Abstract</li> <li>11. Journal</li> <li>12. Report</li> <li>13. Presentation Board</li> <li>14. Oral Presentation/Defense of Capstone Project</li> </ol>
I. Professional Collaboration	<p>Summaries of Research Journals and Abstracts</p> <p>Preliminary research proposal for their Capstone Project</p> <p>Final research proposal</p>
J. Literature Reviews	<p>MLA Annotated Bibliography</p> <p>STEM Capstone Research Paper (2000 words)</p>
K. Computer Science	<p>Programming</p> <p>Determination of Percent Copper in a Penny Spectrophotometer Lab</p>
L. Laboratory Write Ups	<p>Gel Electrophoresis Lab</p> <p>Percent Copper in a Post 1983 Penny Spectrophotometer Lab</p> <p>Iron in Spinach Spectrophotometer Lab</p> <p>Native Plant Population Dynamics Field Research Lab</p>

**VIII. Instructional Methods and/or Strategies:**

Course content will be delivered to students using multiple learner engagement strategies that include:

- Lectures/Guided Instruction
- Guest Speakers
- Classroom Activities/Discussions
- Group Work/Labs
- Tests and Quizzes
- Selected Research Journal Readings
- Field trips – University and college laboratories, local Public Utilities, private research labs, analytical labs
- Internet research for scientific journals
- Capstone Research Project
- Oral presentations/Defense of Capstone Research Project

**IX. Assessment Methods and/or Tools:**

- Exams and quizzes
- Homework assignments:
- Class work
- Capstone Project

**X. Pacing Guide:**

<b>California Earth Science Content Standards</b>	<b>Number of Teaching Days Allotted</b>	<b>Topic(s) to be Covered</b>	<b>Unit/Chapter/ Pages from Text</b>
1a,b, m	6	Planning personal research objectives Tools used in attaining data Lab Safety and Ethical Issues Human Subjects and Consent Vertebrate Subjects	Ch. 1 Pages 1 - 13
1b, c, d, f, j, k,	13	Scientific Method	Ch. 2 Pages 15 - 33
	5	Back Ground Research and Note Taking MLA Format Plagiarism Data Base Searches Real Simple Syndication Social Bookmarking Tools	Ch. 3 Pages 35 - 56
	3	Writing the Hypothesis	Ch. 4 Pages 57 - 65
	2	Proposal Writing	Ch. 5

			Pages: 67 – 76
	3	Organizing a Laboratory Notebook	Ch. 6 Pages: 77 – 92
	10	Descriptive Statistics Mean, Mode, Median, Interquartile Range, Standard Deviation,	Ch. 7 Pages: 93 - 109
	10	Graphs Histograms, Dot, Plots, Stem and Leaf Plots, Box and Whisker Plots, Line Graphs, Scatter Plots, Correlation, Tables and Narratives	Ch. 8 Pages: 111 - 129
	10	Inferential Statistics and Data Interpretation T-tests, Analysis of Variance (ANOVA), Chi Squared Data Interpretation	Ch. 9 Pages: 131 - 144
	6	Documentation and Research Paper Set Up MLA Documentation, Citing Within the Paper, Works Cited List, Quotations,	Ch. 10 Pages: 145 - 153
	5	Writing the STEM Research Paper Methods, Results, Tables and Figures, Conclusion	Ch. 10 Pages: 145 - 153
	3	Writing the STEM Research Paper Methods, Results, Tables and Figures, Conclusion	Ch. 11 Pages: 155 – 168
	2	Peer Editor of STEM Research Paper	Pages: 169 – 174
	4	Presentation of Research Project Oral Presentation	Ch. 12 Pages: 177 - 197



**Board Meeting Agenda**

May 6, 2013

Topic: New High School Course Proposals for Three Visual and Performing Arts Courses

Presented by: Dr. William E. Ermert, Assistant Superintendent  
Instructional Services

Responsible  
Cabinet Member: Dr. William E. Ermert, Assistant Superintendent  
Instructional Services

Type of Item: Action

Short Description: Three new high school Visual and Performing Arts (VAPA) Courses are being submitted for approval.

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**DESCRIPTION OF AGENDA ITEM:**

The following High School courses have been reviewed by the Instructional Services Board Subcommittee and are being submitted for approval:

**Music Technology and Composition 1**

The Music Technology and Composition 1 yearlong course will introduce students to music and help them to develop a creative outlet and means for artistic expression. Students will develop technological and creative skills as they learn music theory, how to compose using technologically enhanced methods, and recording techniques using industry standard software and equipment. Students will produce original compositions, arrangements and compilations. Music Technology and Composition 1 are aligned with the state standards for the Visual and Performing Arts and will be submitted to UCOP Doorways for a-g approval.

**Musical Theater**

This yearlong course is to provide a focused and specialized investigation into the genre of musical theater with public performance as a final result and scholarship in the earlier portion of the class. This tightly focused investigation will allow increased rigor and an authentic experience for the student actor who wishes to sing and dance in a dramatic context. This course is designed to provide students with a set of skills required of beginning musical theater performers, such as breathing techniques, common vocal exercises, basic dance positions and steps, scene study, stage mechanics and physical training from a variety of theorists. Along with the skills sets studied, students will explore musicals from different stages in American musical

Action Agenda — Page 1

theater. Musical Theater is aligned with the state standards for the Visual and Performing Arts and will be submitted to UCOP Doorways for a-g approval.

**Styles and Substance: Special Projects in Acting**

This yearlong course will offer intermediate and advanced students the opportunity to experience playwrights, historical styles and genres of performance not normally explored in-depth at the high school level. This course will better prepare students for the highly competitive audition and eventual admission to theatrical conservatories and specialized arts colleges and universities. Fall semester each year will be devoted to the development of a viable high level performance troupe of players. Second semester will focus on a different historical styles (i.e. Restoration Comedy, Greek Tragedy), playwright (i.e. Shakespeare, Moliere, Samuel Beckett) or genre (i.e. Theatre of the Absurd, Vaudeville, Melodrama). The culmination of each in-depth unit of study will be an ensemble production demonstrating skills and techniques learned. Styles and Substance: Special Projects in Acting is aligned with the state standards for the Visual and Performing Arts and will be submitted to UCOP Doorways for a-g approval.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended the Board of Education approve the Visual and Performing Arts courses: Music Technology and Composition 1, Musical Theater, and Styles and Substance: Special Projects in Acting.

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**ADDITIONAL MATERIAL:** Course Proposals – PowerPoint Presentation

**Attached:** Yes

# Music Technology And Composition 1

(Ref: Policy 6141 a-b)

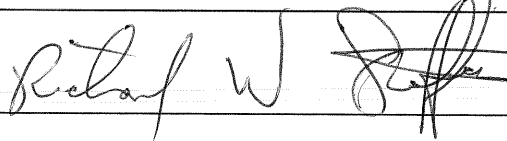

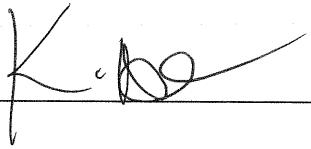
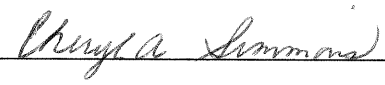

(Ref: Rules and Regulations #6141 a-g)

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**

**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson		Date <u>4/16/13</u>
Principal		Date <u>4/16/13</u>
Secondary Education Manager		Date <u>4/16/13</u>
Director, Secondary Education		Date <u>4-17-13</u>
Assistant Superintendent, Secondary Education		Date <u>4/22/13</u>
Education Board Subcommittee Review		Date <u>4-17-13</u>
Adopted by Board of Education		Date _____
Title of Course	<u>Music Technology and Composition</u>	Course Number _____

Name of person submitting request \_\_\_\_\_ Robert Habereder \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_ Teacher \_\_\_\_\_ School: \_\_\_\_\_ Riverside Poly High School \_\_\_\_\_

### High School Course Proposal

<b>1. Course Title</b>	Music Technology and Composition 1
<b>2. Transcript Title/Abbreviation</b>	Music Tech
<b>3. Transcript Course Code/Number</b>	
<b>4. Seeking Honors Distinction?</b>	No; Seeking a-g approval as VAPA course
<b>5. Subject Area</b>	Subject: VAPA; Seeking CTE Designation
<b>6. Grade Level(s)</b>	9, 10,11,12
<b>7. Unit Value</b>	10 (one year, 2 semesters equiv.)
<b>8. Previously Approved? Yes</b>	
<b>9. Is this course classified as a Career Technical Education course:</b> Seeking Classification Name of Industry Sector: Arts, Media, and Entertainment Name of Career Pathway: Performing Arts	
<b>10. Brief Course Description</b> The Music Composition and Technology 1 course will introduce students to music and help them to develop a creative outlet and a means for artistic expression. Students will develop technological and creative skills while composing and recording music. This course will meet or exceed standards in both the Visual and Performing Arts frameworks. Students will do this by learning about music theory and recording techniques. Students will learn how to compose using technologically enhanced methods and will learn how to record using industry standard software and equipment. This course is the start of a pathway that can lead to a career in the Music industry. By giving students this composition and technologic skills, this course will engage, inspire, and effect students in countless ways.	
<b>11. Pre-Requisites</b> A desire to create music. <b>12. Co-Requisites</b> None	
<b>13. Context for Course</b> The adoption of the Music Composition and Technology course description will coincide with the creation and implementation of a new Multimedia Center. This dedicated audiovisual recording studio was created through collaboration with school administration and the Music Composition and Technology and the Video Production departments. The course was also modeled after introduction courses offered in universities, colleges, and other postsecondary institutions. In addition, the course was updated to include current industry standard technology. Students will be able to take this course as a Visual and Performing Arts elective and also, pending approval, as a Career Technical Education elective in the industry sector of Arts, Media and Entertainment. This will be the first course in a new pathway that could lead to a career in the music industry.	

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#### **14. History of Course Development**

Music Composition and Technology was created with the support of colleagues, school and district administration, elected officials and philanthropists. It was created to engage unmotivated and disenchanted youth with education who need a creative outlet and means to express themselves artistically. This course was devised to legitimize students' interest in music and will help them to develop intellectual, technological and creative skills. Music Technology is currently meeting the needs of students ranging from severely disabled to those who are gifted. This course followed the Music Technology A and B course descriptions that were offered in the 2012-2013 school year. In addition, several of these students won awards for their compositions and everyone was able to create several original compositions.

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#### **15. Textbooks**

(None)

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#### **16. Supplemental Instructional Materials**

1. Music Theory for Computer Musicians by Dr. Michael Hewitt published by Course Technology PTR. ISBN: 978-1598635034.
  2. Sound and Recording: an Introduction (Music Technology) by Francis Rumsey and Fred McCormic published by Focal Press 5<sup>th</sup> edition. ISBN: 978-0240519968
  3. Protocols for Musicians and Songwriters by Gina Fant-Saez, published by Peachpit Press 1<sup>st</sup> edition. ISBN: 978-0321337030
  4. Practical Recording Techniques 7<sup>th</sup> edition by David Miles Huber and Robert E. Runstein, published by Focal Press. 978-0240810690
  5. Multi-platinum Protocols by Nathan Adam and Brady Barnett, published by focal press. ISBN: **ISBN-13:** 978-0240520230
  6. Supplemental materials include method books, magazines, instructional videos, audio and notation samples, composition exercises and recording sessions. Guest lecturers from different music industry professionals will also present information to the class.
  7. A wide variety of equipment will be used during the term of this course. This includes but is not limited to: Apple Computers, Audio Interfaces, Microphones, Instruments, Amplifiers, sound booths. Also, several software programs are used during the term of this course. They include but are not limited to Protocols, Garageband, and Finale.
- 

#### **Course Objective**

The course is intended to enlighten students on the art of music and the role it serves in world. Students will learn how to compose music and will use technology as a tool of artistic expression. Students will cover the state Performing Arts standards in music as well as Career Technical Education competencies. Through a deeper appreciation and a more comprehensive understanding of music students this course will enable students to become life-long learners who look at their world through the lens of the knowledgeable artist. Through this course, student creativity will be valued, legitimized, and fostered. Students will produce original compositions, arrangements and compilations. Students taking this course will also serve as and collaborate with man school groups and community members. Students will learn the career and legal aspects of the music industry and will be prepared for a job.

## Course Curriculum / Outline

### 1) Introduction

- a) Each student will either perform or present a piece of music. If music is presented student must say something about the artist/production, the style, and why they chose this song.
- b) Students will analyze their own understanding by answering these discussion questions
  - i) *What is music? What is not music? Why do we make music? Why is music important?*
  - ii) *What are the differences between different types of music? Vocabulary introduction.*

### 2) Introduction to the studio

- a) Studio defined: control room, sound booth, isolation, project, portable, mobile
- b) People involved: artist, studio musicians and arrangers, producer, engineer, mastering
- c) Studio management: Media Center and classroom policies- real world expectations
- d) Etiquette: studio hierarchy, equipment use, social norms, group expectations
- e) Recording process: preparation, recording, overdubbing, mixing, mastering, sequencing,
- f) Business: manufacturing, marketing, sales, management, different sources of revenue
- g) Law: synchronization, sampling, copyright, fair use, contracts, royalties, important cases
  - i) *Students will apply learning through beginning to use the studio and software.*
  - ii) *Students will also create a poster and will pass a test on several key terms.*

### 3) Song writing: form and analysis

- a) Students will present a piece of music they have chosen or recorded in class
- b) Discussion questions to be discussed in class and applied to
  - i) *What do these songs have in common? Introduce melody, harmony, rhythm*
  - ii) *What are the different parts of a song called? Verse, chorus, bridge, intro, endings*
- c) Artist Study Project 1: Students will present music of their own choosing.
  - i) The class will work together to model and analyze several the forms of these songs.
  - ii) Students will independently analyze the form of three additional songs.

### 4) Sound and Hearing

- a) What is sound? What is the difference between sound and music? Contemplate silence.
- b) Waveform: amplitude, frequency, velocity, wavelength, phase, envelope, harmonics
- c) Hearing: decibels, thresholds health, tinnitus, loss, interpretations, special effects
  - i) *Students will take notes and pass a test on several key term listed above.*
  - ii) *Students will make a track in Garageband demonstrating different waveforms.*
  - iii) *Students will continue to create music using Apple Loops to form a song.*

### 5) Basics of Music

- a) Pitch- frequency of an audible vibration; the highness or lowness of a note. Timbre
- b) Dynamics- the relative volume of a note: pp, p, mp, mf, f, ff, etc. Articulation
- c) Tempo- the speed of a piece of music; beats / minute: presto, allegro, andante, largo, etc.
- d) Rhythm- a repeated pattern of sound, types of meter, introduce sixteenth note patterns
- e) Melody- a musical phrase; a succession of single notes that forms a musical line
  - i) *Students will complete fill in the blank music theory exercises that require students to synthesize information and create music that will be analyzed for basics and form.*
  - ii) *Students will evaluate and the music they have created with Apple Loops.*

**6) Aesthetic value**

- a) What is good music? What are the differences between good styles of music?
- b) What are the differences in aesthetic value of contrasting music?
- c) Does bad music have value? Can you give a critique without criticizing?
  - i) *Students will begin presenting ideas for future recording projects.*
  - ii) *Students will choose a piece of music that is different from their own culture.*

**7) Rhythm**

- a) Note values whole, half, quarter, eighth, sixteenth, dotted, tied, etc.
- b) Simple meter: syllables up to sixteenth note patterns
- c) Compound Meter: syllables up to sixteenth note patterns
  - i) *Students will begin to use notation software such as Finale or Sebelius*
  - ii) *Students will complete listening, reading, composition, and performance exercises.*
  - iii) *Students will work on rhythms independently, in small groups and as a class,*

**8) Culture Study**

- a) What is culture? What are the cultural roots of most popular music?
- b) What are traits, instrumentation and techniques of music from different cultures?
  - i) *Students will present the music they choose from another culture*
  - ii) *Students will also emulate a second type of music from another culture.*
  - iii) *Students will also complete a project on their own musical and cultural identity.*

**9) Harmony**

- a) Scale: major minor, harmonic, melodic, Dorian, Phrygian, Locrian, Mixolydian, etc.
- b) Chord: major, minor, seventh chords, suspensions, harmonic cadences
- c) Consonance and dissonance- tension and release, harmonic analysis
  - i) *Students will complete fill in the blank music theory exercise that require students to synthesize information and create music that will be analyzed for basics and form.*
  - ii) *They will also record music following predetermined harmonic progressions.*
  - iii) *Students will also analyze a piece of music for harmony and start a new composition.*

**10) Advanced/ alternative techniques**

- a) Counterpoint, Quantize, Auto-tune, tab, improvisation, atonal and serial music, etc.
  - i) *Students will demonstrate these concepts through informal and formal assessment*
  - ii) *Students will also use these concepts in future compositions and performances.*
  - iii) *Students will complete and present the composition they started in the harmony lesson.*

**11) Composer study**

- a) Who are the great composers? What are the historic roots and impact of this music?
- b) What instrumentation and techniques are used? What are compositional styles?
  - i) *Students will present a composer and piece of music and apply discussion questions.*
  - ii) *Students will take notes and quizzes on many different composers throughout history.*
  - iii) *Students will analyze the differences between a composer's intention and recordings.*
  - iv) *Students will also emulate the music of a composer in a new composition*



## **12) Composition 1**

- a) *Students will work on three different recording projects, which will now include musicians*
- b) *Students will take on the role of assistant engineer, engineer, and composer/ performer.*
- c) *This composition project will require students to use traditional notation software*

## **13) Principals and History: Electronics and Recording**

- a) Early recording inventions, media transition, analogue recording, digital recording
- b) Physics of electricity, analogue to digital audio conversion, sample rate, bit depth
  - i) *Students will write a response to how recording has changed music through history.*
  - ii) *Students will choose one invention and discuss how the invention changed music.*
  - iii) *Students will demonstrate an understanding of electronic and recording theory through kinesthetic response. They will act out the different aspects of electronic physics and the process of digital and analogue recording from sound to product.*

## **14) Signal flow**

- a) Signal Flow for Recording, Signal Flow for Mixing, Sending from Aux bus to FX
- b) microphones, microphone placement, Setting up a headphone bus, amplifiers, monitoring
  - i) *Students will demonstrate their understanding of signal flow by solving puzzles.*
  - ii) *Students will be tested and retested individually in order to demonstrate signal flow.*
  - iii) *Students will also set up composition and recording sessions for a variety of situations*
  - iv) *Students' understanding of signal flow will be tested throughout the year.*

## **15) Artist study 2**

- a) Who are the best artists? What are the historic roots and impact of their music?
- b) What instrumentation, compositional, and technological techniques were used?
  - i) *Students will present the artist and piece of music to the class.*
  - ii) *Students will also emulate a second type of music from this composer.*

## **16) Composition 2**

- a) *Students will work on three different recording projects.*
- b) *Students will take on the role of assistant engineer, engineer, and composer/ performer*
- c) *Students will compose with traditional notation in Finale, Garageband, or Protools*

## **17) Editing and Mixing**

- a) Fader balance of individual instruments EQ and Compression,
- b) Effects and time based processing, Spectrum Analysis, Normalizing, Limiters, Converters
  - i) *Students will create examples of the above terms by completing composition exercises.*
  - ii) *Students will edit and remix earlier compositions and will begin an arranging project.*

## **18) Arranging**

- a), Rearranging, adding and removing parts, instrumentation, arranging for ensembles, jazz
- b) Registers, blend and balance, transcription, manipulating texture, dynamic contrast.
- c) Harmonies, chord voicing, melodic embellishment, timbre altering form, fair use sampling
  - i) *Students will study the work of different arrangers and evaluate style and techniques.*
  - ii) *Students will use their editing and mixing skills to arrange a popular piece of music.*

**19) Mastering**

- a) Level, frequency balance, effects, normalization, editing, monitors, converters, equalizers
- b) Mastering for CD's and MP3, surround, multichannel, perspective, testing, error checking
  - i) *Students will read and synthesize interviews from several mastering engineers.*
  - ii) *Students will master their previous recordings and arranging assignment.*
  - iii) *Students will reflect on their success at different mastering and composition exercises.*

**20) Producing**

- a) Leadership, human relations, personalities, staying positive, creativity, scheduling
- b) What the does the song need? What does the artist need? What does the mix need?
  - i) *Students will present information comparing two producers with contrasting styles.*
  - ii) *Students will compare the intention, production, recording, and use of music.*

**21) Production project 1**

- a) *Students will take on the role of producer and create a professional music product.*
- b) *Students will direct an assistant engineer, an engineer, and performers.*
- c) *This composition project will require students to use compositional software.*

**22) Music Business**

- a) Marketing, Legal, Financial
  - i) *Students will create with a marketing campaign for their music and research contacts.*
  - ii) *Students will research the different sources of distribution- online and offline sources*
  - iii) *Students will research standard contracts for real life music situations*
  - iv) *Students will go through the process of copyrighting a piece of work*
  - v) *Students will be presented with real life obstacles and reflect on legal protection*
  - vi) *Students will analyze several pieces of commercial music.*
  - vii) *Students will create real life production budgets/schedules for a music project.*

**23) Creating a Career**

- a) Product Creation, project studio, independent record labels, guerilla marketing
- b) Maintaining Artistic Integrity, creative vision and application.
- c) Music for video, film, and multimedia
  - i) *Students will identify and analyze the variety of jobs at each level in the music.*
  - ii) *Students will begin to plan a potential career pathway in the music industry.*
  - iii) *Students will begin to creating their portfolios and will market themselves.*

**24) Production project 2**

- a) *Students will take on the role of producer and create a music product.*
- b) *Students will direct as lead engineer, assistant engineer, and performers.*
- c) *This composition project will require students to use compositional software.*

**25) Final Project**

- a) *Students will be assigned a real world production and arranging assignment.*
- b) *This project will be created for one of our class, school, or community collaborations.*
- c) *Students will create a professional music product that will satisfy the collaboration.*

## **Key Assignments**

### **1. Composition, Arranging, and Production Assignments**

Students will engineer, perform, compose, produce, and arrange music with traditional notation and several types of technology. Students will reflect on the process, their role, and the end result for each project. Through the progression of these assignments, students will develop their musical expression and the technical ability that can make money and earn a job.

### **2. Artist Assignments**

Students will analyze music that each member of the class chooses. Students will explore issues of creativity, technique, and compositional techniques, as well as the cultural and historical impact and background. Students will individually present an artist and a piece of music to the class. They will also compose music that emulates a second piece of music from this artist.

### **3. Cultural Study Assignments**

Student will write a report and present the music that illustrates a cultural background and analyze traits, instrumentation and technique used by these musicians. They will also create music from a different culture than the presented music. Finally, Students will have the free use of technology to create an artifact of their own musical and cultural identity.

### **4. Composer Assignment**

Student will pick an important composer and will analyze the history and impact of their music. They will analyze instrumentation, technique, and style. Students will report on a composer and a piece of their music. They will take notes that will be presented in historic progression. Students will analyze the differences between a composer's intention, recordings, and use. Students will create music with the intent of emulating a composer and a composition.

### **5. Class Collaborations**

Students will work together to learn how to play music with guitars, basses, keyboards, and turntables. They will have the option of forming music groups, and they will also be assigned partners for many of the above assignments. These collaborations will foster student creativity, and will enable many small group learning opportunities.

### **6. School and Community Collaborations**

Students will also be assigned additional assignments to record the Orchestra, Band, Choir, the MUSE Club and other student and community groups and performers. Students will also be assigned projects to create music for Video Productions, Game Design, Drama, dance groups and athletic teams. In addition, the Art and Graphic Design classes can make album covers and posters, the Web Design class can create websites for musicians, bands, labels, and studios.

### **7. Student Composition Portfolio**

Student will have several composition assignments as well as the opportunity for creative freedom or expression. Student will explain what artistic qualities caused them to compose the music, and will give an in-depth explanation of the elements of music and composition. All choices and aesthetic decisions will be discussed in formal class critique. The composition portfolio will demonstrate their creativity and technical ability with a high level of quality.

## **8. Final Project**

Student will produce a high quality, artistically and professional music product. Students will be assigned a real world production and arrangement assignment. This project will be created for one of our class, school, or community collaborations. They will present their project, defend their concepts, receive criticism and rework their projects. Students will have a limited amount of time to demonstrate their creativity and satisfy the requirements and expectation of the collaboration.

## **9. Music Showcase**

Student will select music and will have music performed and or presented in concerts or listening events. Student will be responsible for the selection, the actual presentation and the setup of the Music Showcase and listening events. There is also a possibility of competition between other schools. The concerts and listening events will recognize and award student talent, success, effort, and improvement.

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## **Instructional Methods and/or Strategies**

This course uses a combination of direct instruction, demonstration, student discovery and cooperative learning. The instructor will provide direct instruction and demonstration. Student discovery will occur as the student completes assignments and create compositions. Students will also discover how the elements of music and the principles of composition apply to actual work. Group cooperative learning will take place through the discussion and constructive criticism forum through the presentation of assignments to the entire class. Student will be expected to do work outside of class and opportunities will be made available for students to collaborate with other student and community musicians.

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## **Assessment Methods and/or Tools**

The instructor and the students will do formal and informal assessments throughout the course. Students will be evaluated on their presentation of material and their participation. The instructor will create a summative assessment through the grading of key assignments. The instructor and students and will work as a class, group, and one on one to teach aesthetic values and to engage the practice of composition. Students will learn to critique their own work and that of their classmates using terms and phraseology that is both music industry recognized and that fosters an encouragement for the student's own goals for growth in the project and in music in general. Teacher led discussions and student reports will further enhance the study of the music. The instructor will be looking for the application of the element of music and the principles of composition and career technology and to see advancement in the student's capabilities as the course progresses. Written assignments will need to follow MLA format and have references annotated. Key assignments will be presented and critiqued, and will be graded by rubric.

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## **Visual And Performing Arts Standards**

### **Artistic Perception:**

Music Technology and Composition students will increase their artistic perception through listening, reading, and composition projects. They will understand, apply, analyze, evaluate, and

create music through the language and skills unique to music. Students will learn the vocabulary of music through theory and technique lessons and will demonstrate this through composition and listening projects. Students will understand this vocabulary and will apply it towards music analysis, evaluation, and the creation of original compositions. Students will learn how to read, transcribe, and compose with a multitude of scores and technology. Through this course, students will have the ability to respond to music through intelligent and artistic thought and will have quality recordings of many different types of compositions that demonstrate this perception. All key assignments will highlight Artistic Perception. (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

**Creative Expression:**

Music Technology and Composition students will participate in reading, composition, and performance assignments that will allow them to express themselves creatively. Students will use the computer as a creative instrument and have the ability to express themselves vocally. They will learn the techniques necessary for a high level of harmonic and rhythmic expression and will compose and record a many performances. Every student will learn the musical skills and techniques involved in performing and a varied repertoire of music from many different cultures. They will compose and arrange music, improvise melodies, variations, and accompaniments, and utilize industry standard composition al and recording software. Students will have a quality recorded compositions that demonstrate of their creative expression. All key assignments will highlight Creative Expression. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)

**Historical and Cultural Context:**

Music Technology and Composition students will analyze, synthesize and evaluate the historical contributions and cultural dimensions of music. Students will analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, the lives and works of great musicians, and composers, and the varying instrumentation. They will utilize a newly acquired music vocabulary in order to analyze and compose and perform traditional and nontraditional art music. Students will use this education to compare and contrast the stylistic features of music popular and North American and South America and music with multiple cultural traditions. Students will have a quality recorded record that demonstrates a historical and cultural context. Key assignments that highlight Historical and Cultural Context are: the Cultural, Composer, and History. (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 2.7, 3.8)

**Aesthetic Valuing:**

Music Composition and Technology students will respond to, analyze, and make judgments about works of music. Students will critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses. Students will analyze music's intention and will have direction throughout the course. They will also explore the relationship of cultural responses to music and the variety of the cultural specific techniques of emotional and expressive evocation. Students will broaden their knowledge of music from different cultures, artists, composers, producers, and arrangers. They will learn to value the aesthetics of music on a much deeper level. All key assignments will address this standard. (4.1, 4.2, 4.3)

**Connections, Relationships, and Applications:**

Students will connect and applying they have learned to other art forms, subject areas and especially to careers. Besides a deeper knowledge of and creative ability in music, students will broaden their intellectual and analytical skills, as well as their expressive ability and vocabulary. They will also have a greater understanding of electronics, the physics of sound, mathematical patterns, digital theory, computer skills, and professionalism. Students will apply what they learn in music across subject areas. They will also develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. In particular, they will also learn about how to start a successful career in the music industry. (5.1, 5.2, 5.3)

**Career Technology Education Competencies:****I. Career Planning and Management**

A. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

1. Students will identify skills needed for job success.
2. Students will identify the education and experience required for moving along a career ladder.

B. Understand the scope of career opportunities and know the requirements for education, training, and licensure.

1. Students will describe how to find a job.
2. Students will select two jobs in the field and map out a timeline for completing education, certification or licensing requirements.
3. Students will describe career opportunities in the industry sector specifically including teaching.

C. Develop a career plan that is designed to reflect career interests, pathways and postsecondary options.

1. Students will conduct a self-assessment and explain how professional qualifications affect career choices.

D. Understand the role and function of professional organizations, industry

associations, and organized labor in a productive society.

1. Contact two professional organizations and identify the steps to become a member.
- E. Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
1. Students will describe careers in business.
  2. Students will identify work-related cultural differences to prepare for a global marketplace.
  3. Students will relate the importance of the business management to the California economy.
- F. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio.
1. Students will write and key a resume, cover and portfolio.

## II. Technology

- A. Understand past, present and future technological advances as they relate to a chosen career pathway.
- B. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.
1. Students will demonstrate the ability to complete simple tasks on the computer, including word processing, and desktop publishing software.
- C. Understand the influence of current and emerging technology on selected segments of the economy.
- D. Use appropriate technology in the chosen career pathway.

## III. Problem Solving and Critical Thinking

- A. Apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks.
- B. Use critical thinking skills to make informed decisions and solve problems.

## IV. Health and Safety

- A. Know policies, procedures, and regulations, regarding health and safety in the workplace.
- B. Use tools and machines safely and appropriately.
- C. Know how to both prevent and respond to accidents in the industry.

## V. Responsibility and Flexibility

- A. Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- B. Understand the importance of accountability and responsibility in fulfilling personal, community, and work place roles.
- C. Understand the need to adapt to varied roles and responsibilities.

#### VI. Ethics and Legal Responsibilities

- A. Know the major local, district, state and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- B. Understand the concept and application of ethical and legal behavior consistent with workplace standards.
  - 1. Contact a business and obtain a copy of their rules for employment.
  - 2. Role play different ethical scenarios.
- C. Understand the role of personal integrity and ethical behavior in the workplace.

#### VII. Leadership and Teamwork

- A. Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

#### VIII. Technical Knowledge and Skills

- A. Understand the aims, purposes, history, and structure of various professional graphic organizations, and know the opportunities they make available.



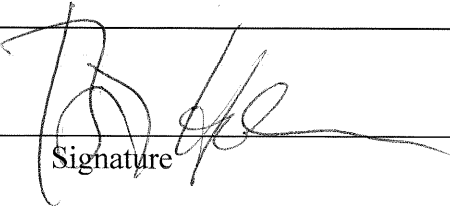

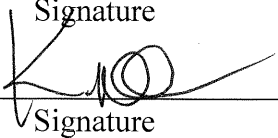

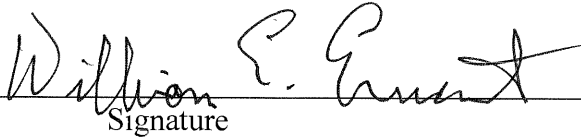
# Musical Theater

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**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>		
Site Department Chairperson	 Signature	Date <u>4/9/13</u>
Principal	 Signature	Date <u>4/10/13</u>
Secondary Education Manager	 Signature	Date <u>4/16/13</u>
Director, Secondary Education	 Signature	Date <u>4-17-13</u>
Assistant Superintendent, Secondary Education	 Signature	Date <u>4/22/13</u>
Education Board Subcommittee Review		Date <u>4-17-13</u>
Adopted by Board of Education		Date _____
Title of Course <u>Musical Theater</u>		Course Number _____

Date 4/17/13

Name of person submitting request: Patricia Scarborough

Position: Teacher- Theater Arts School: Martin Luther King High School

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education**

**High School Course Proposal**

<b>COURSE TITLE:</b>	<b>Musical Theater</b>
<b>DEPARTMENT:</b>	<b>Performing Arts</b>
<b>HIGH SCHOOL SUBMITTING REQUEST:</b>	<b>Martin Luther King High School</b>
<b>DATE OF SUBMISSION:</b>	<b>4/8/13</b>
<b>COURSE NUMBER:</b>	
<b>LENGTH OF COURSE:</b>	<b>1 year</b>
<b>NUMBER OF CREDITS:</b>	<b>10</b>
<b>HIGH SCHOOL GRADUATION CREDIT:</b>	<b>Yes</b>
<b>TARGETED GRADE LEVELS:</b>	<b>9-12</b>
<b>TARGETED STUDENT POPULATIONS:</b>	<b>All</b>
<b>RECOMMENDED PREREQUISITE:</b>	<b>None. An interest in singing and dancing required.</b>
<b>SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:</b>	<b>Yes <u>  X  </u> No <u>          </u></b>

**Riverside Unified School District  
Instructional Services  
Secondary Education Department**

## **High School Course Proposal**

- I. **Course Purpose:** This course is to provide a focused and specialized investigation into the genre of musical theater with public performance as a final result of the study and scholarship of the early portion of the class. This tightly focused investigation will allow increased rigor and an authentic experience for the student actor who wishes to sing and dance in a dramatic context. This course is intended as an extension or companion of the study begun in the classroom in theater 1-4, with the focus on proper breathing for singing, vocal care, using the body as an interpretive tool through dance, and putting song, dance, and acting together as a performance art form.
  
- II. **Course Description:** This course is designed to provide students with a set of skills required of beginning musical theater performers, better enabling them to be cast and perform effectively in a school or community theater with an emphasis on public performance.  
Students will be taught and practice breathing technique (Bel Canto technique), Vocalise (vocal exercises), basic dance positions and steps (ballet and musical theater), scene study (script and character analysis), and stage mechanics (stage position, movement, and relationships), and physical training from a variety of theorists.  
Along with the skills sets studied for singing and dance/movement, students will explore 4 different musicals from different stages of American musical theater: reading, watching recorded performances, responding to the recordings, and finally performing scenes and songs from the show.  
In addition the students will learn about physical and vocal anatomy, and health maintenance and practice exercises designed to promote performance health. Final student scenes will be performed for other classes and some for the public in the departmental “Actor Cabaret” informal end of year showcase.
  
- III. **Course Goals and/or Major Student Outcomes:**
  - A. Students will demonstrate that they can identify the basic components of a musical play through discussion and written work.
  - B. Students will become lifelong playgoers using skills of evaluation and analysis to recognize the value of the theatergoing experience.  
Students will evaluate theater experiences effectively when creating theater critiques and giving intelligent, sensitive reactions to live/recorded productions as well as the source literary work.
  - C. Data from The College Board show that students who take four years of arts and music classes while in high school score 91 points better on their SATs than students who took only one-half year or less (scores of 1070 vs. 979, respectively). Based on this data we expect to see general improvement in testing levels for students enrolled for a full year or more.
  - D. Students will develop the ability to think creatively and apply specific theater vocabulary when responding to literature of any kind.

- E. Students will acquire the skills to become performers of musical theater capable of joining in the creation and presentation of a musical work for public, not just classroom consumption.
- F. Students will learn the skills necessary to audition for an educational or community level production.
- G. Students will gain poise and become capable of addressing the public, not only as a character in a dramatic context, but as a member of a performance group greeting and welcoming, giving instructions to, and generally interacting with the public, readying for a small ensemble performance.
- H. Students will identify an audition song in their own range in the proper key, and be prepared to sing it completely, without stopping, and while performing staging appropriate to the song and genre.

#### IV. Course Objectives:

Objectives	Standards
Students will learn and be able to demonstrate vocal and breathing techniques for singing/acting in musical theater, by successfully performing a song and a scene.	5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts
Students will be able to engage in classroom discussions/write critiques identifying the role of sets, props, costumes, and lighting in theater production.	1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences. 1.2 Document observations and perceptions of production elements.
Students will participate in casting, directing, and acting in scenes from an historic work from the musical theater canon demonstrating their command of song, dance, and acting techniques as exemplified by musicals from a specified era.	1.2 Research, analyze, or serve as the dramaturge for a play in collaboration with the director, designer, or playwright. 1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions. 2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution. 3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.
Students will utilize proper theater vocabulary in classroom discussions, classroom debate, and written critiques of theater experiences.	1.1 Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.
Students will create a production schedule which includes the creation of a script, as well as the creation of sets, costumes, and props for a small traveling production.	2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights. 5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene. 5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills. 5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.
Students will critique the work of actors performing in a traditional production of the work studied through recorded media. Critique will be done both verbally and through written work.	4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature. 4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the

	basis of intent, structure, and quality of the work. Derivation of Meaning from Works of Theatre 4.2 Report on how a specific actor used drama to convey meaning in his or her performances. Derivation of Meaning from Works of Theatre 4.3 Develop a thesis based on research as to why people create theatre.
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V. **Course Outline:** Each semester of the course is broken into two units which divide the work of investigating the chosen theatrical genre (ex: musicals of “The Golden Age”) historically, as literature, as a performance problem for the actor, and as a production project for the company. Each stage will provide an opportunity for students to learn vocabulary both specific to that genre and general to the discussion of dramatic literature and performance. All modules include the study of one piece of musical theater literature and the performance of that literature by the students themselves. Each unit includes watching recorded performances of the studied text, allowing the student to experience the literature as the playwright intended – as a performance. Parallel to the investigation of one particular musical, (i.e. Oklahoma) students will regularly practice vocal, breathing, and physical exercises designed to give the student a basic vocabulary of music and dance, and basic knowledge of performance techniques particular to the musical theater genre. The unit will end with performances of scenes from the chosen musical for students from outside classes or at a “brownbag lunch” casual performance.

VI. **Texts and Supplemental Materials:** Due to the changing titles explored during the course, there will be no single textbook . Instead the students will keep a notebook with handouts on anatomy, breath technique, and musical notation, as well as using copies of scenes from the department and instructor libraries. Handouts are instructor generated or are used with permission from performance texts and web sites.

VII. **Key Assignments:**

Topics/Units/Themes	Key Activities/Assignments (optional)
Basic breath technique	Warm up exercises taught and practiced daily. Theory of breath in singing and anatomy-Lecture and demo and applied exercises. Lecture/Demo-Guidelines for maintaining vocal health.
Basic physical warm up	Exploring movement/fitness modalities: Yoga, Pilates, Dance- exercises and practice.
Basic Music Theory: Reading music for the performer.	Introduction to the staff line and notes. Lecture followed by worksheets and exercises. Students will read through music to test knowledge. Key signatures and meter. Keys and what they mean.
My voice: What is my range and what does that mean to my singing?	Exploring your voice: scales and vocalise. Lecture, demo, and practice. Vocal placement. Singing repertoire in your key.
Basic Dance	Demo/practice- Ballet positions, basic steps and jumps/leaps/turns.
Musical One: Oklahoma (topic will change in subsequent years to allow repetition of class) - The Emergence of the modern	Oklahoma: historical context and Broadway in 1943. Effects of Oklahoma on the genre. Oklahoma in performance- recorded performance.

musical.	Trevor Nunn production. Lecture, Students will watch performance and respond to it verbally and in written form.
Singing the Songs	What is my range and type? What material is appropriate for my range? Choosing a song. Learning a song. Performing Musical Theater vs. other music.
Casting in a musical play	What are the criteria for playing a part? What does the audition process consist of? Casting the scenes- students will audition for and be cast in scenes from Oklahoma.
Rehearsal: What skills are needed and how are they applied in rehearsal?	Students create rehearsal schedules, learn lines, learn music, learn dances, and rehearse scenes.
Evaluating musical theater	Students will attend a discovery theater production at Performance Riverside and write a critique using the criteria learned in class.
Performance skills	Students will perform and be critiqued on the way to a final graded performance.

VIII. **Instructional Methods and/or Strategies:** Demonstrations and exercises performed by the students. Direct instruction through lecture, video, and audio recordings, guided practice and evaluated performance.

IX. **Assessment Methods and/or Tools:** Daily practice with immediate feedback by instructor, written and graded critiques, written materials, such as character analysis, rehearsal schedule, self-evaluations, scene performances.

Participation and attendance:	30%
Scene work	20%
Critiques and written work	20%
Written assessments	20%
Professional demeanor	10%

X. **Pacing Guide:**

California Content Standards	Number of Teaching Days Allotted	Topic(s) to be Covered	Unit/Chapter/Pages from Text
Theater-Development of Theatrical Skills 2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.	10	Performance Basics: Your Instrument	Breath technique Vocal warm up Physical warm- up
Music-Read and Notate Music 1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used. 1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).	15	Introduction to the staff line and notes. Key signatures and meter. Keys and what they mean. Time signature. Reading a piece of music for the singer.	Basic music theory

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles	10	Exploring your voice: scales and vocalise. Lecture, demo, and practice. Vocal placement. Singing repertoire in your key. Articulation in song. Pitch matching and relative pitch improvement.	My voice: Range and type.
Music-2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles	6	Students will be given and learn a song for their vocal range and type. Students will memorize and create movement choices for the performance of the song. Class Members will give feedback and assist in improving the blocking, dance moves, and interpretive choices made in the song performance.	Singing the musical theater repertoire.
Development of Motor Skills and Technical Expertise 1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).	10 days	Demo/practice- Ballet positions, basic steps and jumps/leaps/turns.	Basic Dance
History of Theatre 3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.	5	Oklahoma: historical context and Broadway in 1943. Effects of Oklahoma on the genre. Oklahoma in performance- recorded performance. Trevor Nunn production. Lecture, Students will watch performance and respond to it verbally and in written form.	Musical One: Oklahoma (topic will change in subsequent years to allow repetition of class). Musical Two: My Fair Lady- The Golden Age Musical Three: Company-A Sea Change. Musical Four: Thirteen- Contemporary Literature.
5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.	5	What are the criteria for playing a part? How to know your part. How to audition. Materials needed, skills needed.	Casting in a musical play
Development of Theatrical Skills 2.1 Make acting	6	What is my range and type? What material is	Singing the Songs



choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.		appropriate for my range? Choosing a song. Learning a song. Performing Musical Theater vs. other music.	
2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism. 2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.	15	Students create rehearsal schedules, learn lines, learn music, learn dances, and rehearse scenes.	Rehearsal: What skills are needed and how are they applied in rehearsal?
Development of the Vocabulary of Theatre  1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences. Comprehension and Analysis of the Elements of Theatre  1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.	2	Students will attend a discovery theater production at Performance Riverside and write a critique using the criteria learned in class.	Evaluating musical theater
2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.	3	Students will perform and be critiqued in a feedback session. Final graded performance.	Performance skills

- XI. Notes:** Class is repeatable as the plays studied will change to provide a range of material which students may study and perform. Source plays and materials will repeat after a four year cycle. The class requires no previous experience or audition.

# Styles and Substances: Special Projects in Acting

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>	
Site Department Chairperson _____ Signature	Date <u>4/9/13</u>
Principal _____ Signature	Date <u>4/10/13</u>
Secondary Education Manager _____ Signature	Date <u>4/16/13</u>
Director, Secondary Education _____ Signature	Date <u>4-17-13</u>
Assistant Superintendent, Secondary Education _____ Signature	Date <u>4/22/13</u>
Education Board Subcommittee Review	Date <u>4-17-13</u>
Adopted by Board of Education	Date _____
Title of Course <u>Styles &amp; Substance: Special Projects in Acting</u>	Course Number _____

Date 3/7/13

Name of person submitting request Roberta Pipitone

Position Teacher School: MLK

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education**

**High School Course Proposal**

<b>COURSE TITLE:</b>	<b>Styles and Substance: Special Projects in Acting</b>
<b>DEPARTMENT:</b>	<b>Performing Arts</b>
<b>HIGH SCHOOL SUBMITTING REQUEST:</b>	<b>King High School</b>
<b>DATE OF SUBMISSION:</b>	<b>4/8/13</b>
<b>COURSE NUMBER:</b>	
<b>LENGTH OF COURSE:</b>	<b>1 Year</b>
<b>NUMBER OF CREDITS:</b>	<b>10</b>
<b>HIGH SCHOOL GRADUATION CREDIT:</b>	<b>10</b>
<b>TARGETED GRADE LEVELS:</b>	<b>10-12</b>
<b>TARGETED STUDENT POPULATIONS:</b>	<b>All</b>
<b>RECOMMENDED PREREQUISITE:</b>	<b>Theatre Arts 1/2</b>
<b>SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:</b>	<b>Yes <u>xxxx</u> No _____</b>

**Riverside Unified School District  
Instructional Services  
Secondary Education Department**

## **High School Course Proposal**

- I. **Course Purpose:** Most high school theatre graduates find themselves inadequately prepared to tackle the rigors of a college BFA program or acting conservatory, such as AMDA or PCPA. The current curriculum focuses on modern realism and conservative American playwrights of the last one hundred years. While this is an adequate introduction to the art, it does not prepare a young actor to enter this highly competitive career field.
- II. **Course Description:** *Styles and Substance: Special Projects in Acting* will offer intermediate and advanced students the opportunity to experience playwrights, historical styles and genres of performance not normally explored in-depth at the high school level. The research, practice and production of historically important works will open up eyes and hearts to endless possibilities. The culmination of each in-depth unit of study will be an ensemble production demonstrating skills and techniques which these actors will carry with them to enhance their work long after high school.
- III. **Course Goals and/or Major Student Outcomes:**
- A. Students will develop a working vocabulary of historical theatre terms and styles.
  - B. Students will conduct independent research into a specific area of personal interest within the subject, and present an oral report or a one-person performance to demonstrate findings.
  - C. Students will demonstrate their ability to put the studied styles and genres into practice through ensemble performance of the same.
  - D. Students will acquire the skills and knowledge necessary to apply studied techniques to performances outside the classroom and beyond high school.
  - E. The King High School Theatre Department will be better able to develop an ongoing tradition of touring performers presenting accurate historical entertainment to neighboring schools and community groups.

IV. **Course Objectives:**

Objectives	Standards
Students will learn and be able to demonstrate movement and vocal techniques pertinent to historical styles of theatrical performance.	5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts
Students will be able to engage in classroom discussions/write critiques identifying the role of historical context, social norms and political climates on acting styles and play production and vice versa.	1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences. 1.2 Document observations and perceptions of production elements.
Students will participate in casting, directing, and acting in scenes from an historic work or style of theatre.	1.2 Research, analyze, or serve as the dramaturge for a play in collaboration with the director, designer, or playwright. 1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions. 2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises,

	climax, and resolution. 3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.
Students will utilize proper theater vocabulary in classroom discussions, classroom debate, and written critiques of theater experiences.	1.1 Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.
Students will create a production schedule which includes the creation of a script, as well as the creation of sets, costumes, and props for a small traveling production.	2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights. 5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene. 5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills. 5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.
Students will critique the work of actors performing in a traditional production of the work studied through recorded media. Critique will be done both verbally and through written work.	4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature. 4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work. Derivation of Meaning from Works of Theatre 4.2 Report on how a specific actor used drama to convey meaning in his or her performances. Derivation of Meaning from Works of Theatre 4.3 Develop a thesis based on research as to why people create theatre.

V. **Course Outline:** Each semester of the course will focus on one historical style/theatrical genre for research, study and production. Fall semester each year will be devoted to the development of a viable Commedia dell'Arte troupe of players. Units leading to this goal will include:

- a. Historical context and the birth of acting as a profession
- b. Aristotle's Poetics and Renaissance Neo-classical Rules
- c. Commedia Scenarios and basic plot structure
- d. Stock character masks and movement
- e. Comic stage combat
- f. The Tech of Commedia: Selecting and incorporating music and live sound effects
- g. Commedia Style for a modern audience

The second semester will focus on a different historical style each year (i.e. Restoration Comedy, Greek Tragedy), Playwright (i.e. Shakespeare, Moliere, Samuel Beckett), or Genre (i.e. Theatre of the Absurd, Vaudeville, Melodrama). Units leading up to production will vary according to requirements of the focus of study.

#### VI. **Texts and Supplemental Materials:**

Because of the organic nature of this course, no single textbook will be utilized. Instead, a number of resources -- texts, internet websites, dvds, visiting artists -- will be available as reference materials. Among the texts: Playing Commedia by Barry Grantham; The Italian Comedy by Pierre Louis Duchartre; Commedia dell'Arte: An Actor's Handbook by John Rudlin, and Scenarios of the Commedia dell'Arte edited by Henry F. Salerno. Internet websites currently devoted to the subject include <http://shane-arts.com/commedia-stock->

[characters.htm](#) and [http://www.theatrehistory.com/italian/commedia\\_dell\\_arte\\_001.html](http://www.theatrehistory.com/italian/commedia_dell_arte_001.html). DVDs currently held in this department include Commedia by Fava and the American Conservatory Theatre's production of The Taming of the Shrew performed in Commedia style.

# **VII. Key Assignments:**

Topics/Units/Themes	Key Activities/Assignments
Origins of Commedia dell'Arte	Students will select from a list of events and people of the late Medieval to mid-Renaissance period to research. The focus of their research must be the event or person's influence on the development of Commedia or vice versa. Their findings may be presented as a simple oral report or an original monodrama.
Stock Characters of the Commedia	Examining movement, masks and costumes associated with each of the stock characters, students will examine the social implications of its origin and explore modern comparisons and contrasts. Students will practice movements specific to each character. Students will select one character upon which to concentrate their efforts, based upon their own particular skills and talents. Each will then find three pictures of their character in costume and mask to place in their Commedia notebook for future reference.
Lazzi (comic business)	Students will research classic lazzi from movies and television. Working in pairs, they will recreate these classic pieces, then discuss with the class the elements of each lazzo which have made it stand the test of time. The same pairs of students will then create an "original" lazzo to present to the class, justifying their choices based on the previous research and conclusions.
Scenarios of the Commedia dell'Arte	The class will be divided into smaller performance groups, based on the characters they have chosen to become. Each group will read three original Commedia scenarios, translated by Henry F. Salerno in his book, <i>Scenarios of the Commedia dell'Arte</i> . They will examine them for patterns and similarities and then discuss their findings with the whole class and compare notes. Each group will attempt to create its own scenario based on the examples they have read and shared, and involving the characters they have chosen to become. Finished scenarios will be graded, revised and kept in the Commedia notebook for future performance.
No-Contact Combat	This short activity will expose students to simple acrobatics and tricks to create comical, no-contact battles. Students will practice the safe and effective use of the slapstick, ratchet, foam bat and wooden sword. Students will choreograph a simple fight sequence aimed at drawing a laugh from the audience.
Mask Making	Each student will create a papier-mache mask specific to his or her character based on previous research.
Tech of Commedia	Performance groups will develop a simple, portable set design to be built by our Technical Theatre Class. Performance groups will create props, piece together costumes and select music and sound effects for their performance.
Rehearsal	Working with the previously written scenarios, theatre games, improvisation, classic and original lazzi,

	performance groups will rework and refine their performance until they are satisfied with their work. Group manager (selected at the beginning of the rehearsal process, will create a <i>Platte</i> (a simplified scenario to hang backstage during actual performances, which are greatly improvised, to ensure that all performers know where they are in the story).
Class Performance	Troupes perform their scenario for each other and are critiqued.
Public Performance	Successful troupes are scheduled to perform for other schools and the community.
Self-Evaluation	Each student completes a written evaluation of the class, his or her performance group, and his or her own rehearsal process and performance skills.

VIII. **Instructional Methods and/or Strategies:** Demonstrations and exercises performed by the students. Direct instruction through lecture, video, and audio recordings, guided practice and evaluated performance.

IX. **Assessment Methods and/or Tools:** Daily practice with immediate feedback by instructor, written and graded critiques, written materials, such as research report or monologue, group scenario, self-evaluations, Commedia performances.

X. **Pacing Guide:**

California Theatre Content Standards	Number of Teaching Days Allotted	Topic(s) to be Covered	Unit/Chapter/Pages from Text
<p>Role and Cultural Significance of Theatre 3.1 Identify and compare how film, theatre, television and electronic media productions influence values and behaviors.</p> <p>History of Theatre 3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.</p> <p>History of Theatre 3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.</p>	10	Origins of Commedia dell'Arte	<p><u>The Italian Comedy</u> by Pierre Louis Duchartre</p> <p><a href="http://www.theatrehistory.com/italian/commedia_dell_arte_001.html">www.theatrehistory.com/italian/commedia_dell_arte_001.html</a></p> <p>Research projects created by students.</p>



<p>History of Theatre 3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods</p> <p>History of Theatre 3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.</p> <p>Development of Motor Skills and Technical Expertise 1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).</p>	12	Stock Characters of the Commedia	<p>Commedia by Fava – DVD</p> <p>Handout on Commedia Characters.</p> <p>Teacher demonstration and practice. <a href="http://shane-arts.com/commedia-stock-characters.html">http://shane-arts.com/commedia-stock-characters.html</a></p>
<p>Development of the Vocabulary of Theatre</p> <p>1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences. Comprehension and Analysis of the Elements of Theatre</p> <p>History of Theatre 3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.</p>	8	Lazzi (comic business)	<p>A Day at the Races – Marx Brothers DVD</p> <p>Berth Marks and The Music Box – Laurel and Hardy DVD</p> <p>Disorder in the Court – The Three Stooges DVD</p> <p>The Taming of the Shrew – ACT DVD</p> <p>Student research and performance.</p>
<p>Creation/Invention in Theatre 2.2 Improvise or write dialogues and scenes,</p>	10	Scenarios of the Commedia dell'Arte	<p><u>Scenarios of the Commedia dell'Arte</u> edited by Henry F Salerno</p>

applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.			
Development of Theatrical Skills 2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.	10	No-Contact Combat	<u>Combat Mime</u> by J.D. Martinez and Caren Caraway  Teacher demonstration and practice.
Careers and Career Related Skills 5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.	5	Mask Making	Handout.  Teacher demonstration.  Sample Commedia masks purchased with REEF Grant in 2010
Creation/Invention in Theatre 2.2 Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action. 2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.	5	Tech of Commedia	Handout.  <u>Technical Theatre for Non-Technical People</u> by Drew Campbell  Various instrumental music CDs from Theatre Stock.
Development of Theatrical Skills 2.1 Make acting choices, using script analysis, character research, reflection,	15	Rehearsal	Student-written Scenarios.  Playing Commedia by Barry Grantham  <u>Commedia dell'Arte: An Actor's Handbook</u> by John Rudlin

<p>and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.</p> <p>2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.</p> <p><b>Careers and Career-Related Skills</b></p> <p>5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.</p> <p>5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.</p> <p>5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.</p>			
<p>Development of the Vocabulary of Theatre</p> <p>1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.</p> <p>Comprehension and Analysis of the Elements of Theatre</p> <p>1.2 Document observations and perceptions of</p>	5	Class Performance	Performance.

production elements, noting mood, pacing, and use of space through class discussion and reflective writing.			
2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.	5	Public Performance	Theater-Development of Theatrical Skills
<p>Critical Assessment of Theatre</p> <p>4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.</p> <p>4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.</p> <p>Derivation of Meaning from Works of Theatre</p> <p>4.2 Report on how a specific actor used drama to convey meaning in his or her performances.</p>	2	Self-Evaluation	Handout Evaluation

XI. **Notes:** Second semester will follow the same basic pacing guide, modified to fit the historical style, genre or playwright studied. Class is repeatable as returning students will act as mentors to new students. \_\_\_\_\_

# **Visual & Performing Arts**

## **COURSE PROPOSALS**

# Courses Proposed

- **Music Technology & Composition** submitted by Poly HS  
*Robert Habereder, course author*
- **Musical Theater** submitted by King HS  
*Patricia Scarborough, course author*
- **Styles and Substance: Special Projects in Acting**  
submitted by King HS  
*Roberta Pipitone, course author*

# Common to All Courses

- Seeking A-G approval
- Broaden elective offerings in RUSD
- Aligned with California standards for the Visual and Performing Arts
- Enhance student opportunities after high school
- Depth and extension of current courses
- 21<sup>st</sup> century skills (i.e. critical thinking, collaboration, creativity, innovation)

# Music Technology and Composition

*Pre-requisite: None*

Will offer students

- All facets of music production using current technology (i.e. ProTools, Finale, GarageBand software)
- Ability to create their own music
- Deeper knowledge of important music composers and music theory
- Skills useful *immediately* after high school (excellent pay!)



# Why Music Technology and Composition?

- Music theory embedded (paced for varied learning styles)
- Process is as important as the product
- Will enhance musical and technological experiences on campus (for band, choir, and other computer-based courses)



# Musical Theater

*Pre-requisite: None*

Will offer students:

- Vocal training
- Theoretical background for acting in musicals
- Basic dance steps and choreography
- Combined elements for performances
- Conservatory model

**Students can better prepare for performance in musicals and *beyond!***



# Why this Musical Theater?

- Exposes students to deeper, more specific skills
- Enhances, but does not duplicate music & dance curriculum (synthesized experience)
- Provides additional skills and practical application in performing arts departments as well as college/community groups



# Special Projects in Acting

*Recommended pre-requisite: Theater Arts 1/2*

Will offer students:

- Preparation for highly competitive college auditions (Juilliard, AMDA, PCPA)
- Deeper historical context for acting
- Increased rigor in the theatrical arts
- Performance opportunities at RUSD elementary and middle schools



# Why Styles & Substance: Special Projects in Acting

- Deep authentic experiences
- Prepares students for highly competitive college auditions
- Students experience strong collaboration and problem solving
- Students will perform at a much higher level, extending other courses (i.e. Theater 1/2, Theater 3/4, or Advanced Theater)
- Fun and physical as well as scholarly



## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda

May 6, 2013

Topic: New High School Course Proposals for Two Mathematics Courses

Presented by: Dr. William E. Ermert, Assistant Superintendent  
Instructional Services

Responsible  
Cabinet Member: Dr. William E. Ermert, Assistant Superintendent  
Instructional Services

Type of Item: Action

Short Description: Two new high school mathematics courses are being submitted for approval.

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### DESCRIPTION OF AGENDA ITEM:

The following high school courses have been reviewed by the Instructional Services Board Subcommittee and are being submitted for approval:

#### **Multivariable Calculus**

Multivariable Calculus provides an alternative to Advanced Placement (AP) Statistics for seniors who wish to pursue their study of calculus beyond Calculus BC. This course may be more suitable for some students depending upon their future interests. Students that complete this course will be well prepared for the rigors of college, having completed first and second year calculus in high school. This course begins with a review of integration techniques, L'Hopital's Rule, Improper Integrals, Infinite Series, and parametric and polar equations, which are taught in AP Calculus BC. It then moves into multivariable calculus concepts, exploring the rectangular coordinate system in three-dimensional space, vectors, and operations with vectors. Lines, planes, quadric surfaces, spherical and cylindrical coordinates, vector-valued functions, curvature, Kepler's Laws of Planetary Motion, partial derivatives, relative extrema of functions of two or more variables, centroid, Lagrange Multipliers, and multiple integrals in different coordinate systems are introduced. At the end, students will learn integrals of functions over a curve or a surface, Green's theorem, the divergence theorem, and Stoke's theorem. Multivariable Calculus will be submitted to UCOP Doorways for a-g approval.

#### **Probability and Statistics**

This course is an introduction to the study of statistics and probability. Students will learn how to collect, analyze, and draw conclusions from data. Specific topics in statistics will include

Action Agenda — Page 1

tables and graphs (frequency tables, histograms, line and bar graphs, stem and leaf displays, and box and whisker plots), univariate statistics (mean, median, mode, variance, standard deviation, and skewness), and bivariate statistics (correlation, line fitting and least squares). Topics in probability will include independence, random variables, probability functions, standard distributions (normal, binomial, and exponential), and the Central Limit Theorem. The ultimate focus of the course will be statistical inference, covering the links between statistics, probability, sampling, tests of significance, hypothesis testing, type I and type II errors, and experimental design. Data sets from games of chance, business, medicine, policymaking, and the natural and social sciences will be explored. Use of the graphing calculator will expose students to the power and simplicity of statistical software for data analysis. The primary emphases of this course are critical thinking and educated interpretation of results, with a focus on statistical ideas and reasoning and on their relevance to such fields as medicine, education, environmental science, business, psychology, sports, politics, and entertainment. Probability and Statistics will be submitted to UCOP Doorways for a-g approval.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended the Board of Education approve the mathematics courses: Multivariable Calculus and Probability and Statistics.

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**ADDITIONAL MATERIAL:** Course Proposals

**Attached:** Yes

# Multivariable Calculus



**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>	
Site Department Chairperson _____ Signature	Date <u>4/16/13</u>
Principal <u>Wade K. Lee</u> _____ Signature	Date <u>4/16/13</u>
Secondary Education Manager <u>Chae Min Hong</u> _____ Signature	Date <u>4/16/13</u>
Director, Secondary Education <u>Cheryl A. Summa</u> _____ Signature	Date <u>4-17-13</u>
Assistant Superintendent, Secondary Education <u>William E. Egan</u> _____ Signature	Date <u>4/24/13</u>
Education Board Subcommittee Review	Date <u>4-17-13</u>
Adopted by Board of Education	Date _____
Title of Course <u>Multivariable Calculus</u>	Course Number _____

Date April 15, 2013

Name of person submitting request Eric Oravets

Position Math Teacher School: Poly High School

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education**

**High School Course Proposal**

**COURSE TITLE:** Multivariable Calculus

**DEPARTMENT:** Math Department

**HIGH SCHOOL SUBMITTING REQUEST:** Poly High School

**DATE OF SUBMISSION:** April 17, 2013

**COURSE NUMBER:** None

**LENGTH OF COURSE:** 2 Semesters

**NUMBER OF CREDITS:** 5 credits per semester

**HIGH SCHOOL GRADUATION CREDIT:** Yes

**TARGETED GRADE LEVELS:** Juniors and Seniors

**TARGETED STUDENT POPULATIONS:** All students

**RECOMMENDED PREREQUISITE:** Successful completion of AP Calculus AB or AP Calculus BC

**SATISFACTION OF  
UC and/or CSU ENTRANCE REQUIREMENTS:**

Yes (pending UCOP approval)

No \_\_\_\_\_

**Riverside Unified School District**  
**Instructional Services**  
**Secondary Education Department**  
  
**High School Course Proposal**

**I. Course Purpose:**

Multivariable Calculus provides an alternative to AP Statistics for seniors who wish to pursue their study of calculus beyond Calculus BC and might be more suitable for some depending upon their future interests. Students that complete this course will be well prepared for the rigors of college, having completed first- and second-year calculus in high school. Students who complete this course will be prepared to move onto the higher levels of mathematics upon entering their post-secondary courses of study.

**II. Course Description:**

Multivariable Calculus begins with a review of Integration techniques, L'Hopital's Rule, Improper Integrals, Infinite Series, and parametric and Polar equations, which are taught in AP Calculus BC. IT then moves into multivariable calculus concepts, exploring the rectangular coordinate system in three-dimensional space, vectors, and operations with vectors. Lines, planes, quadric surfaces, spherical and cylindrical coordinates, vector-valued functions, curvature, Kepler's Laws of Planetary Motion, partial derivatives, relative extrema of functions of two or more variables, centroid, Lagrange Multipliers, and multiple integrals in different coordinate systems are introduced. At the end, students will learn integrals of functions over a curve or a surface, Green's theorem, the divergence theorem, and Stoke's theorem.

**III. Course Goals and/or Major Student Outcomes:**

In addition to being able to apply calculus content, students will be able to:

- demonstrate comprehension and understanding in the topics of the course through symbolic, numeric, graphic, and verbal methods
- demonstrate the use of proper mathematical notation
- use technology when appropriate and know the limitations of technology
- work with others towards the completion of a common goal
- use deductive reasoning and critical thinking to solve problems

**IV. Course Objectives:**

For all of the objectives of the course, students will gain conceptual understanding and be able to communicate their thinking thoroughly and precisely – mathematically, in writing, and in oral form. Students will be able to synthesize connected ideas in order solve problems that require it.

Upon successful completion of this course, students will be able to:

- integrate using various techniques
- find limits using L'Hopital's
- evaluate sequences
- determine the convergence or divergence of series using various tests
- create Taylor polynomials
- represent functions by power, Taylor, and Maclaurin series
- determine tangent lines and arc length for parametric equations
- find the area of a polar region
- convert between rectangular, spherical, and cylindrical coordinate systems
- sketch three-dimensional surfaces
- find dot products, cross products, and projections using vectors
- form and work with parametric equations of lines
- distinguish the forms of the quadric surfaces
- differentiate and integrate vector valued functions
- find the arc length of a vector valued function
- find the unit tangent, normal, and binormal vectors
- find the curvature
- sketch the graph of multi-variable functions
- determine the limits of a multi-variable function
- find partial derivatives
- use the chain rule for derivatives with multi-variable functions
- determine directional derivatives and apply the gradient
- find the maximum and minimum of a multi-variable function, identify saddle values
- use the method of Lagrange multipliers to determine the extrema of a multi-variable function
- set up the regions and integrate double integrals in rectangular and polar coordinates
- set up and evaluate triple integrals
- use the Jacobian to change variables to ease integration
- find the divergence and curl
- evaluate line integrals
- determine whether a vector field is conservative and use Green's theorem
- find surface integrals
- apply Stoke's theorem

## V. Course Outline:

### Integration Techniques, L'Hopital's Rule and Improper Integrals

- Basic Integration Rules
- Integration by Parts
- Trigonometric Integrals
- Trigonometric Substitution
- Partial Fractions
- Indeterminate Form and L'Hopital's Rule
- Improper Integrals

### Infinite Series

- Sequences
- Series and Convergence
- Integral and P-Series
- Comparison Series

- Alternating Series
- Ratio and Root Tests
- Approximations with Taylor Series
- Power Series
- Taylor and Maclaurin Series

### Parametric Equations and Polar Coordinates

- Parametric Equations and Calculus
- Polar Coordinates and Polar Graphs
- Area and Arc Length in Polar Coordinates
- Polar Equations of Conics

### Vectors and Geometry of Space

- Vectors in 2D and 3D Space
- Dot Products, Cross Products, Projections
- Lines and Planes
- Surfaces
- Cylindrical and Spherical Coordinates

### Vector Valued Functions

- Vector Valued Functions
- Differentiation and Integration
- Velocity and Acceleration
- Arc Length and Change of Parameters
- Unit Tangent, Normal, and Binormal Vectors
- Curvature, Motion along a Curve
- 

### Multivariable Functions

- Multivariable Graphs, Contour Plots
- Limits and Continuity
- Partial Derivatives, Differentials
- The Chain Rule
- Directional Derivatives and Gradients
- Tangent Planes and Normal Vectors
- Maxima and Minima, Lagrange Multipliers

### Multiple Integration

- Iterated Integrals and Area
- Double Integrals in Rectangular and Polar Coordinates
- Center of Mass and Moments of Inertia
- Parametric Surfaces and Surface Area
- Triple Integrals in Rectangular, Spherical, and Cylindrical Coordinates
- Jacobians and Change of Variables

### Topics from Vector Calculus

- Vector Fields, Divergence, and Curl
- Line Integrals

- Independence of Path, Conservative Vector Fields, and Green's Theorem
- Parametric Surfaces
- Surface Integrals, Flux, Divergence Theorem
- Stoke's Theorem

## VI. **Texts and Supplemental Materials:**

*Multivariable Calculus, 6th edition.* Ron Larson, Bruce Edwards. Copyright 1998, Houghton Mifflin Company.

## VII. **Key Assignments:**

### ***Projects***

Key assignments include quarterly projects including but not limited to:

#### Roller Coaster Project 1

Students will create a 3-D paper roller coaster. They will use their creation to apply tests of continuity and differentiability. Students will find at least five piecewise functions showing a possible roller coaster, which then must be rendered as a 3-D model. (Concepts: Continuity and Differentiability)

#### Calculus Carols

This activity is pertinent to the winter season when songs are sung about various winter holidays and winter weather. The students come up with calculus songs that tell of certain lessons and the songs must be to the tune of a known song. The class could then walk around the school singing Calculus Carols to the other math classes in the school. For example, the original carol "Twelve Days of Christmas" can be turned into "Twelve steps of Integrals." They are graded based on their ability to completely explain any mathematical concept taught in the 2<sup>nd</sup> Quarter. (Concept: Any 2<sup>nd</sup> Quarter concept, no repetition of concepts)

#### Roller Coaster Project 2

Students revisit the roller coaster models they created previously, and use them to study and apply the mathematical concepts of Velocity, Acceleration, Speed, Projectile Motion, and Tangent and Normal Components of Acceleration. Students will race marbles along the various roller coasters. (Concepts: Velocity, Acceleration, Speed, Projectile Motion, Tangent and Normal Acceleration)

#### Create a Centroid

A centroid of an area correlates to the center of mass of an object. It is equal to the center of gravity if the area's density is consistent. Draw a coordinate system on foam board. Using that system, accurately draw areas of space on the board. Use an integration formula to determine the centroid of those areas, and then cut them out to test your calculations. If the area lies flat when suspended in the air, you have calculated correctly if it leans, your calculations are off. (Concepts: Double and Triple Integration, Center of Mass, Moments of Inertia)

*These projects will be evaluated and modified as necessary in order to provide the best possible experiences for student learning.*

## VIII. Instructional Methods and/or Strategies:

Instructional strategies include:

- Lecture – Direct Instruction
- Group Work and Class Discussion – Students will work together on assignments and in-depth problems related to lesson topics
- Research – Students will research and investigate concepts and topics using the internet and the textbook in order to build on the basic concepts taught in the class to complete their Projects.
- Project-Based Learning – Students will expand understanding of and apply course topics to their Projects at least once per quarter

## IX. Assessment Methods and/or Tools:

- There will be a cumulative assessment at the end of each semester, covering all topics covered in the semester.
- There will be a test at the end of each chapter; the chapter tests are directly related to the content of the chapter.
- There will be two quizzes in each chapter; they will test their knowledge of the chapter up to the point at which they take the quiz.
- The homework will be collected regularly.
- Projects, as described in Key Assignments section, will be assigned at least once during each quarter.

## X. Pacing Guide:

Topic	Pacing
<b>Integration Techniques, L'Hopital's Rule and Improper Integrals</b> Review the basic Integration Rules that students learned in their previous math class. Apply four advanced techniques of integration, which are Integration by Parts, Trigonometric Integrals, Trigonometric Substitution, and Partial Fractions. Integration by parts is a theorem that relates the integral of a product of functions to the integral of their derivative and antiderivative, Trigonometric Integration is the substitution of trigonometric functions for other expressions in order to allow the function to be integrated, while Partial Fractional Integration is when the function must be broken into parts in order to integrate it. Finally they will use Improper Integration when the limit of a definite integral as an endpoint of the interval(s) of integration approaches either an unreachable real number or $\infty$ or $-\infty$ , in doing so students might use L'Hopital's Rule in the final evaluation of the problem.	17 days
<b>Infinite Series</b> Sequences of numbers and determining limits, whether they are bounded, monotonic, etc. In mathematics, a series is the sum of the terms of a sequence of numbers and it is said to converge if the sequence of its partial sums converge, students will explore numerous techniques to test the convergence of series. The tests are Integral, P-Series, Comparison Series, Alternating Series, Ratio, and Root Tests, they all serve the same purpose, but based	20 days

on the type of series you must select the appropriate test. Students will learn to create polynomials called Taylor and Maclaurin Series, which can represent functions as infinite sums of terms that are calculated from the values of the function's derivatives at a single point. Taylor's theorem gives quantitative estimates on the error in this approximation of the function. Power Series are infinite series that contain an $x$ variable that centers on $c$ , they will only converge on an interval centered on $c$ , and so you must use the Ratio Test to determine the Interval of Convergence.	
<b>Parametric Equations and Polar Coordinates</b> The unit deals with Conics, which are the intersection of a plane and a double-napped cone; the curves that are form are Parabolas, Ellipses, and Hyperbolas. Students will learn the various properties and their applications in the real world, such as parabolic dishes and satellite television. Then they will explore parametric equations, which is a representation of a curve through equations expressing the coordinates of the points of the curve as functions of a variable called parameter. The book explores how to find the slope of tangent lines to the parametric curve and how to find the equation of the tangent line. Also finding the length of a segment of a parametric curve and the area of a Surface of Revolution is explored. After Parametric equations then an investigation into polar equations and their coordinate systems, which is a two-dimensional coordinate system in which each point on a plane is determined by a distance from a fixed point and an angle from a fixed direction. The book requires that students are able to convert points and equations between polar and Cartesian systems, then it explores how calculus is used in the Polar system to find the area between curves and the arc length of polar curve segments. Finally Polar Equations of Conics are studied with an application using Kepler's Law, which is used to investigate the orbits of planets about the sun.	15 days
<b>Vectors and Geometry of Space</b> Students will learn about vectors in a plane, which is a review of material learned in PreCalculus, including vector operations, Unit vectors, and finding the length of a scalar multiple. Next they will explore vectors in space, how the vector which is a ray consisting of magnitude and direction is not limited to a plane; it can exist in multiple planes (space). Angles between vectors, Dot Products, Cross Products, Projections, and Work are some of the concepts that will be applied to the vectors in a plane or space. Lastly students will investigate lines, planes, surfaces, cylindrical, and spherical coordinates in space.	19 days
<b>Cumulative review and First Semester assessment</b> – once per semester	6 days
<b>Vector Valued Functions</b> A <i>vector valued function</i> , also referred to as a vector function, is a mathematical function of one or more variables whose range is a set of multidimensional vectors or infinite-dimensional vectors. A common example of a vector valued function is one that depends on a single real number parameter $t$ , often representing time, producing a vector $\mathbf{v}(t)$ as the result. Students will differentiate and integrate Vector Valued functions, which are vectors in component form, using previously known techniques. Velocity, Acceleration, and Projectile Motion are applications of the previous concepts; projectile motion allows us to derive parametric equations (horizontal and vertical) to represent the path of a projectile. Unit Tangent, Normal, and Binormal Vectors is the study of vectors that are parallel (tangent), perpendicular (normal), and orthogonal to both the tangent and normal vectors (binormal) to a curve in space. Students will take another look at finding the arc length, but this time it is a curve in space, as well as a look at motion along the curve.	14 days
<b>Multivariable Functions</b> Students will be introduced to curved surfaces in space, which necessitates multiple variable functions. In order to represent a graph in space, multiple variables are need, so this leads to Multivariable Graphs and Contour Plots. The concepts that are addressed in this chapter have already been taught in previous chapters, now they will be applied to curved surfaces in space expressed by multivariable functions. Students will investigate Limits, Continuity, Partial Derivatives, Differentials, Chain Rule, Directional Derivatives, Gradients, Tangent Planes,	23 days



Normal Vectors, Extrema, and Lagrange Multipliers in the multivariable context. (Solving Optimization Problems without the need to explicitly solve the conditions and use them to eliminate extra variables.)	
<b>Multiple Integration</b> Students learn about Iterated Integrals, which is the result of applying integrals to a function of more than one variable in a way that each of the integrals considers some of the variables as given constants. Area is then addressed using double integration, which is also used to find Double Integrals in Rectangular and Polar Coordinates; this leads to Triple Integration, which can be applied to find volume. In this unit it is necessary to find the center of mass or centroid of a thin plate with uniform density $\rho$ . The center of mass or centroid of a region is the point in which the region will be perfectly balanced horizontally if suspended from that point. The Center of Mass is what's called the first moment; the second moment is the Moment of Inertia of a lamina about a line. Parametric Surfaces and Surface Area is the representation of a surface and finding the area of a surface using double integration. Triple Integrals will find the volume of a solid bounded region, and also Rectangular, Spherical, and Cylindrical Coordinates. Jacobians for a scalar valued multivariable function is the gradient and that of a scalar valued function of scalar is simply its derivative and can also be thought of as describing the amount of "stretching" that a transformation imposes. Change of Variables is used to help make the integration easier.	19 days
<b>Topics from Vector Calculus</b> Vector Fields are introduced. Vector fields assign vectors to points in a plane or to points in space, and can be used to find gravitation fields and electrical force fields. In vector calculus, the curl is a vector operator that describes the infinitesimal rotation of a 3-dimensional vector field, while Divergence represents the volume density of the outward flux of a vector field from an infinitesimal volume around a given point. Line Integrals help in finding the work done on moving an object in a force field. Conservative Vector Fields have the property that the line integral from one point to another is independent of the choice of path connecting the two points: it is path independent; while Green's Theorem states that the value of a double integral over a simple connected plane region is determined by the value of the line integral around the boundary. Students will learn how to represent a surface in space by a vector-valued function. Students will also learn about finding the area of 3-D surfaces (surface integrals) and how to find the volume of fluid crossing a surface (flux integrals). The Divergence Theorem gives the relationship between triple integral over a solid region and the surface integral over the surface. Stoke's Theorem gives the relationship between the surface integral over the orientated surface $S$ and a line integral along a closed space curve $C$ forming the boundary $S$ .	18 days
<b>Cumulative review and Second Semester assessment</b> – once per semester	6 days
<b>Projects</b> Additional days are inserted for projects at least once per quarter. Five days per quarter are allotted for Projects	20 days
<b>Total # Days</b>	<b>177 Days</b>

The number of days allotted allows a small cushion to add/lengthen projects, reteach, or delve deeper into any of the concepts taught in Multivariable Calculus.


# Probability and Statistics


**RIVERSIDE UNIFIED SCHOOL DISTRICT**

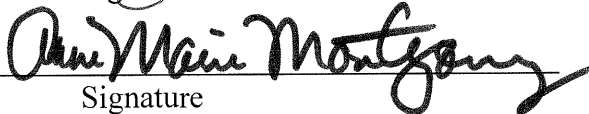
**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

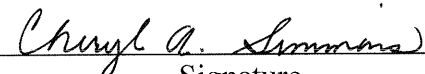
Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

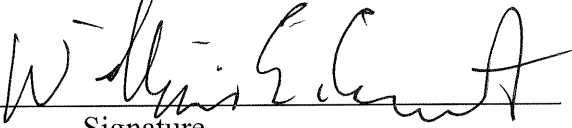
**Approved by:**

Site Department Chairperson  Date 4/15/13  
Signature

Principal  Date 04/15/13  
Signature

Secondary Education Manager  Date \_\_\_\_\_  
Signature

Director,  
Secondary Education  Date 4-15-13  
Signature

Assistant Superintendent,  
Secondary Education  Date 4/15/13  
Signature

Education Board Subcommittee Review Date \_\_\_\_\_

Adopted by Board of Education Date \_\_\_\_\_

Title of Course Probability + Statistics Course Number \_\_\_\_\_

Date April 15, 2013

Name of person submitting request Annabelle Porter

Position Math Teacher School: Ramona High School

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**Secondary Education**

**High School Course Proposal**

**COURSE TITLE:** Probability and Statistics

**DEPARTMENT:** Math

**HIGH SCHOOL SUBMITTING REQUEST:** Ramona

**DATE OF SUBMISSION:** April 17, 2013

**COURSE NUMBER:**

**LENGTH OF COURSE:** 1 year

**NUMBER OF CREDITS:** 10 credits

**HIGH SCHOOL GRADUATION CREDIT:** Yes

**TARGETED GRADE LEVELS:** 10, 11, 12

**TARGETED STUDENT POPULATIONS:** This course is designed for students who have completed a minimum of Algebra 2 and wish to continue their mathematics education, but do not wish to take Pre-Calculus or AP Statistics.

**RECOMMENDED PREREQUISITE:** Completion of Algebra 2 with a C or better.

**SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:** Yes   x    
No           

Pending UCOP  
approval

**Riverside Unified School District  
Instructional Services  
Secondary Education Department**

## **High School Course Proposal**

- I. **Course Purpose:** Students will focus on statistical ideas and reasoning and on their relevance to such fields as medicine, education, environmental science, business, psychology, sports, politics, and entertainment. Upon completion of this class, students will be able to gather a set of unbiased data and evaluate it using the appropriate statistical test. The students will understand which tests are appropriate and which are not. They will be able to draw real and practical conclusions about the given data set.
- II. **Course Description:** This course is an introduction to the study of statistics and probability. Students will learn how to collect, analyze, and draw conclusions from data. Specific topics in statistics will include tables and graphs (frequency tables, histograms, line and bar graphs, stem and leaf displays, and box and whisker plots), univariate statistics (mean, median, mode, variance, standard deviation, and skewness), and bivariate statistics (correlation, line fitting and least squares). Topics in probability will include independence, random variables, probability functions, standard distributions (normal, binomial, and exponential), and the Central Limit Theorem. The ultimate focus of the course will be statistical inference, covering the links between statistics, probability, sampling, tests of significance, hypothesis testing, type I and type II errors, and experimental design. Data sets from games of chance, business, medicine, policymaking, and the natural and social sciences will be explored. Use of the graphing calculator will expose students to the power and simplicity of statistical software for data analysis. The primary emphases of this course are critical thinking and educated interpretation of results.
- III. **Course Goals and/or Major Student Outcomes:**
- Demonstrate the ability to effectively communicate ideas, opinions, and information.
  - Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.
  - Better understand the world they live in through reasoning and critical thinking.
- IV. **Course Objectives:**

<b>Objectives</b>	<b>Standards (optional)</b>
Students will understand the practices necessary to gather data that will provide reliable, non-biased data that can be effectively analyzed to answer a question about a population.	
Students will effectively organize data graphically,	CA Math AP Statistics Standard 14.0 (Common Core Standards 6-SP.4;

summarize it numerically, and describe its characteristics.	S-ID.1; S-ID.5; S-ID.6; S-CP.1; S-CP.4)
Students will compare distributions and summarize their findings utilizing correct statistical language understandable to a layperson.	CA Math AP Statistics Standards 10.0, 11.0, 15.0, 16.0 (Common Core Standards 6-SP.3; 6-SP.5c; 6-SP.5d; S-ID.2; S-ID.4; S-IC.1; S-IC.2; S-IC.4)
Students will calculate probabilities by utilizing basic probability rules and formulas.	CA Math AP Statistics Standard 14.0 (Common Core Standards 6-SP.4; S-ID.1; S-ID.5; S-ID.6; S-CP.1; S-CP.4)
Students will incorporate their understanding of probability to develop the understanding of shape, center, and spread of sampling distributions of sample proportions and sample means.	CA Math AP Statistics Standards 8.0, 9.0 (Common Core Standards S-MD.3; S-IC.1)
Students will use the concept of sampling distribution to create and interpret confidence intervals and run tests of significance on sample means and proportions.	CA Math AP Statistics Standard 17.0, 18.0 (Common Core Standards S-IC.1)

## V. Course Outline:

- Students familiarize themselves with the layout of the book (Think-Show-Tell, TI Tips, Math Box, Step-By-Step, Just Checking, What Can Go Wrong, What Have We Learned, Exercises).
- Students describe data in context using “Who, What, When, Why, Where, and How.”
- Students define categorical and quantitative data, statistics, variables (both univariate and bivariate).
- Students create pie charts and bar graphs to describe data.
- Students construct comparative graphs and discuss conditional distributions in two-way tables.
- Students examine and create visual displays for quantitative data (histograms, stem-and-leaf plots, dotplots, and timeplots).
- Students describe the important features of a distribution (shape, center, spread, and unusual features).
- Students use their calculators to create and compare displays.
- Students create and use the 5-number summary (max, 3<sup>rd</sup> quartile, median, 1<sup>st</sup> quartile, min) to evaluate and compare data sets.
- Students use mean and standard deviation to evaluate and compare data sets in the cases of symmetric distributions.
- Students use their calculators to create and compare data sets using the 5-number summary and/or the mean and standard deviation.

- Students determine the effects of shifting and scaling on summary statistics (mean, median, max, min,).
- Students calculate and use the standard deviation as a yardstick for measuring variables.
- Students use the Normal curve as a useful model for some variables whose distribution is unimodal and symmetric.
- Students use their calculators to create Normal probability plots to establish the appropriateness of using a Normal model to describe data sets.
- Students draw scatterplots and look for patterns.
- Students describe the association between two variables in terms of direction, form, and strength.
- Students calculate the correlation if the association between two variables appears linear.
- Students use correlation to quantify the strength of the linear association between variables.
- Students use their calculators to create scatterplots and find correlations.
- Students use correlation to create a line that models the association between two variables.
- Students calculate the “line of best fit” or line of regression from summary statistics and correlation.
- Students calculate the “line of best fit” or line of regression from computer-generated outputs.
- Students calculate the “line of best fit” or line of regression using their calculators.
- Students look at pattern changes in scatterplots that indicate that regression may be unwise.
- Students discover the dangers of extrapolation, the possible effects of outliers, higher leverage and influential points, the problem of regression of summary data, and the dangers of inferring causation.
- Students generate and use random numbers as a means for remaining “unbiased” and for investigating real-world phenomena.
- Students create and evaluate simulation models.
- Students use their calculators to generate random numbers.
- Students discuss to how use representative samples to collect useful data about the population.
- Students consider polls, surveys, and other means of gathering data.
- Students become familiar with terminology and notation about populations and parameters.
- Students examine the importance of random selection and sample size.
- Students discuss several sampling designs, and discover the many kinds of bias that can render results meaningless.
- Students consider observational studies and experiments, establishing their differences and purposes.
- Students learn the importance of controlled randomized experiments in establishing cause-and-effect relationships.
- Students learn the principles of control, randomization, replication, and blocking.
- Students informally discuss the concept of statistical significance.

- Students evaluate and create completely randomized done-and two-factor designs, as well as blocked and matched designs.
- Students discuss the importance of control treatments, blinding, placebos, and confounding variables.
- Students learn about the Law of Large Numbers.
- Students apply basic probability rules to complementary events, unions of disjoint events, and intersections of independent events.
- Students generalize and expand the Addition and Multiplication Rules of probability.
- Students calculate conditional probability, using it to define independence and to find probabilities when events are not independent.
- Students create Venn diagrams, two-way tables, and tree diagrams to help organize complex probability questions.
- Students calculate expected values and standard deviations of random variables as described by probability models.
- Students determine the effects of shifting and scaling on mean and variance of random variables. Students learn the critical concept that when adding or subtracting random variables, the variances are added.
- Students use Bernoulli trials to generate two probability models: Geometric and Binomial.
- Students learn what assumptions and conditions must be checked before using these models.
- Students apply the Normal model to estimate the Binomial model under certain conditions.
- Students use their calculators to calculate Geometric and Binomial probabilities.
- Students discover the concept of sampling distributions.
- Students use the Normal model to approximate the sampling distributions of sample proportions.
- Students learn the assumptions and conditions that support the use of the Normal model to approximate sampling distributions.
- Students use opinion polls to derive a confidence interval for a proportion, and then explore wider applications.
- Students correctly interpret a confidence interval.
- Students explore the connections between the interval width, level of confidence, margin of error, and sample size.
- Students determine how to determine the size of sample required to achieve a desired margin of error at a specified level of confidence.
- Students use their calculators to create confidence intervals.
- Students learn the general strategy and logic of hypotheses tests (hypotheses, model, mechanics, and conclusion).
- Students learn the meaning and proper interpretation of P-values.
- Students use their calculators to test hypotheses.
- Students use t-models to describe distributions where the population standard deviation is unknown.
- Students correctly interpret a confidence interval.
- Students use their calculators to create confidence intervals and hypothesis tests about a mean.
- Students use the chi-square technique to test for goodness of fit, independence, and homogeneity for distributions of categorical variables.



- Students learn the assumptions and conditions required to use chi-square tests.

## VI. Texts and Supplemental Materials:

Title: Stats Modeling the World

Edition: 2<sup>nd</sup>

Publication Date: 2007

Publisher: Pearson Education, Inc.

Author(s): Bock, Velleman, DeVaux

Usage: Primary Text

Read in entirety or near entirety

## VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
○ Chapter 1: Stats Starts Here	Class Survey
○ Chapter 2: Data	
○ Chapter 3: Displaying and Describing Categorical Data	Smoking and Education, Race and the Death Penalty Investigative Task
○ Chapter 4: Displaying Quantitative Data	Dollars for Students Investigative Task
○ Chapter 5: Describing Distributions Numerically	Mooseburgers and McTofu, Auto Safety Investigative Task
○ Chapter 6: The Standard Deviation as Ruler and the Normal Model	Normal Models Investigative Task
○ Chapter 7: Scatterplots, Association, and Correlation	Correlation, Regression, Prediction Worksheet
○ Chapter 8: Linear Regression	Fuel Economy Investigative Task
○ Chapter 9: Regression Wisdom	Graduating Classes, The Wandering Point, Olympic Long Jumps Investigative Task
○ Chapter 11: Understanding Randomness	ESP Investigative Task

<ul style="list-style-type: none"> <li>○ Chapter 12: Sample Surveys</li> <li>○ Chapter 13: Experiments and Observational Studies</li> <li>○ Chapter 14: From Randomness to Probability</li> <li>○ Chapter 15: Probability Rules!</li> </ul>	<p>Jelly Blubbers</p> <p>Backhoes &amp; Forklifts Investigative Task</p>
<ul style="list-style-type: none"> <li>○ Chapter 16: Random Variables</li> <li>○ Chapter 17: Probability Models</li> <li>○ Chapter 18: Sampling Distribution Models</li> <li>○ Chapter 19: Confidence Intervals for Proportions</li> <li>○ Chapter 20: Testing Hypotheses about Proportions</li> <li>○ Chapter 23: Inferences for Means</li> <li>○ Chapter 26: Comparing Counts</li> </ul>	<p>Greedy Pig</p> <p>Tossing Thumbtacks, Simulated Coin Investigative Task</p> <p>SAT Performance Investigative Task</p> <p>M&amp;Ms, '97 AP Stat Scores Investigative Task</p>

VIII. **Instructional Methods and/or Strategies:**

- Reading the text and writing up notes.
- Lectures that clarify their notes.
- Class discussions on the material involving student-generated data and calculators.
- Working together in groups to complete problems from the exercises.
- Working together in groups to complete complex Investigative Tasks with the grading rubric as their guide.
- Completing daily Haiku Assessments on their reading, and weekly Haiku Assessments on the material for the chapter.
- Research on the Internet to help generate examples for class discussions.

IX. **Assessment Methods and/or Tools:**

- Exams
- Quizzes
- Homework

- Investigative Tasks
- Online Assessments through Haiku (Quizzes)
- Participation

X. **Pacing Guide:**

<b>AP Probability and Statistics California Math Content Standards</b>	<b>Common Core Standards</b>	<b>Number of Teaching Days Allotted</b>	<b>Topic(s) to be Covered</b>	<b>Unit/Chapter/Pages from Text</b>
1.0	S-CP.1; S-CP.2; S-CP.6; S-CP.7 S-CP.8; S-MD.5; S-MD.6; S-MD.7	8	Probability Rules	Chapter 14 P 326-343
2.0	S-CP.3; S-CP.5; S-CP.6 S-MD.5; S-MD.6; S-MD.7	10	Conditional Probability	Chapter 15 P 344-367
3.0	7-SP.6; S-IC.1; S-IC.2; S-MD.1; S-MD.2; S-MD.2; S-MD.3; S-MD.4;	10	Random Variables	Chapter 16 P 368-385
5.0	S-MD.2; S-MD.3; S-MD.4	3	Mean of Random Variables	Chapter 16 P 368-385
6.0	6-SP.3; 6-SP.5c	3	Variance of Random Variables	Chapter 16 P 368-385
7.0	S-MD.3; S-CP.9	8	Binomial and Geometric Models	Chapter 17 P 386-401
8.0	S-MD.3	8	Normal Model	Chapter 17 P 386-401
9.0	S-IC.1	2	Central Limit Theorem	Chapter 17 P 386-401
10.0	6-SP.3; 6-SP.5c; 6-SP.5d; S-ID.2; S-ID.4	15	Mean, Median, Mode	Chapter 6 P 102-130
11.0	S-ID.2; S-ID.4; S-ID.3	12	Variance and Standard Deviation	Chapter 5 P 73-101
12.0	S-ID.1; S-ID.6; S-ID.6a; S-ID.6b; S-ID.6c; S-ID.7; S-ID.8	6	Linear Regression	Chapter 7 P 142-167
13.0	S-ID.8; S-ID.9	15	Correlation	Chapter 8 P 168-197 Chapter 9 P 198-219
14.0	6-SP.4; S-ID.1; S-ID.5; S-ID.6; S-CP.1; S-CP.4	22	Displaying Data	Chapter 2 P 7-19 Chapter 3 P 20-44

				Chapter 4 P 45-72
15.0	S-IC.1; S-IC.2	10	Sampling Distributions	Chapter 18 410-431
16.0	S-IC.2; S-IC.4	10	Mean and Variance of Sampling Distributions	Chapter 23 P 520-546
17.0	S-IC.4	15	Confidence Intervals	Chapter 19 P 432-450
18.0		8	P-values	Chapter 20 451-472
19.0	S-IC.6	10	Chi-square Distribution and Test	Chapter 26 P 606-633