

ROCKLIN UNIFIED SCHOOL DISTRICT
2615 Sierra Meadows Drive Rocklin, CA 95677

Greg Daley, *President*
Camille Maben, *Vice President*
Susan Halldin, *Clerk*
Todd Lowell, *Member*
Wendy Lang, *Member*



OCTOBER 19, 2016
REGULAR MEETING AGENDA — 6:30 P.M.

1.0 **CALL TO ORDER**

2.0 **ROLL CALL**

3.0 **PLEDGE OF ALLEGIANCE**

4.0 **SPECIAL RECOGNITIONS/PRESENTATIONS**

- 4.1 RUSD Family Partners in Education – (Presenter: Diana Capra)
- 4.2 Honoring Rocklin Police Chief Ron Lawrence – (Presenter: Roger Stock)

5.0 **AUDIENCE/VISITORS PUBLIC DISCUSSION** – This agenda item is included to give anyone in attendance an opportunity to ask questions or discuss non-agenda items with the Board of Trustees. The Board is not permitted to deliberate or take action on non-agenda items, but may refer the matter to a staff member for follow up. There is a three-minute time limit per person. A complaint about a specific employee of the District shall be made to that employee's immediate supervisor or the principal as required by Administrative Regulation 1312.1.

6.0 **COMMENTS FROM STUDENT REPRESENTATIVE**

7.0 **COMMENTS FROM BOARD AND SUPERINTENDENT**

8.0 **ACTION ITEMS - CONSENT CALENDAR** (*REQUIRES SINGULAR ROLL CALL VOTE*) – All matters listed under the Consent Calendar are to be considered routine and will be enacted by one motion followed by a roll call vote. There will be no separate discussion of these items unless the Board of Trustees, audience, or staff request specific items to be removed from the Consent Calendar for separate discussion and action. Any agenda items removed will be voted upon following the motion to approve the Consent Calendar.

- 8.1 **APPROVE BOARD MINUTES** – Request to approve Board minutes.
 - 8.1.1 September 21, 2016
- 8.2 **APPROVE CLASSIFIED PERSONNEL REPORT** – Request to approve personnel items included on the Classified Personnel Report. (Colleen Slattery)
- 8.3 **APPROVE BILL WARRANTS** – Request to approve Bill Warrants. (Barbara Patterson)
- 8.4 **APPROVE MONTHLY ACCOUNT SUMMARIES** – Request to approve monthly account summaries. (Barbara Patterson)
- 8.5 **ACCEPT DONATIONS** – Request to accept District donations. (Barbara Patterson)
- 8.6 **BUDGET REVISIONS** – Request to approve budget revisions. (Barbara Patterson)

- 8.7 **APPROVE THIRTEEN SPECIAL EDUCATION MEMORANDUMS OF UNDERSTANDING (MOU)** – Request to approve thirteen special education Memorandums of Understanding. (Tammy Forrest)
- 8.8 **APPROVE MEMORANDUM OF UNDERSTANDING (MOU) FOR SPECIAL EDUCATION AIDE** – Request to approve Special Education Memorandum of Understanding for Special Education aide. (Tammy Forrest)
- 8.9 **APPROVE TEXTBOOK ADOPTION REQUEST FOR ADVANCED PLACEMENT (AP) TEXTBOOKS** – Request to approve textbook adoption request for Advanced Placement textbooks. (Kathy Pon)
- 8.10 **APPROVE QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS** – Request to approve Quarterly Report on Williams Uniform Complaints for the quarter ending in September 30, 2016. (Kathy Pon)
- 8.11 **APPROVE STRATEGIC PLANNING CONTRACT**– Request to approve contract with The Cambrian Group for Strategic Planning services. (Roger Stock)
- 8.12 **APPROVE STIPULATED EXPULSION(S)** – Request to approve agreement and stipulated expulsion(s) for Student No. 101916-01 and Student No. 101916-02. (Kathy Pon)
- 9.0 **ACTION ITEMS – REGULAR AGENDA** – Protocol for action items include a staff presentation, questions from the Board, public input, closing of public input, deliberation by the Board, and voting by the Board. During public input there will be a three-minute time limit per person.
- 9.1 **HOLD PUBLIC HEARING AND APPROVE EQUITY OF TIME GENERAL WAIVER REQUEST FOR TRANSITIONAL KINDERGARTEN** - Request to hold public hearing and approve general waiver for submission to the California State Board of Education. (Kathy Pon)
- 9.2 **APPROVE BOARD POLICIES (BP) & ADMINISTRATIVE REGULATIONS (AR)** – Request to approve revisions to the following Board Policies and Administrative Regulations. (Barbara Patterson)
- | | | |
|-------|---------|---|
| 9.2.1 | BP 3000 | Concepts and Rules – Revised |
| 9.2.2 | AR 3310 | Purchasing Procedures – Revised |
| 9.2.3 | BP 3311 | Bids – Revised |
| 9.2.4 | AR 3311 | Bids – Revised |
| 9.2.5 | BP 3312 | Contracts – Revised |
| 9.2.6 | AR 3314 | Payment for Goods and Services – Revised |
| 9.2.7 | AR 3320 | Claims and Actions Against the District – Revised |
| 9.2.8 | BP 3452 | Student Activity Funds – Revised |
- 10.0 **INFORMATION AND REPORTS**
- 10.1 **CALIFORNIA’S NEW ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT SYSTEM** – (Kathy Pon)
- 11.0 **PENDING AGENDA** – This is the time to place future items on the Pending Agenda.
- 12.0 **CLOSED SESSION** – The Board will adjourn to closed session regarding the following matters.
- 12.1 *Conference with Legal Counsel – Anticipated and Existing Litigation* as authorized by Government Code section 54956.9
- 12.2 *Public employee discipline/dismissal/release pursuant to Government Code section 54957*

- 12.3 *Conference with Labor Negotiators* as authorized by Government Code Section 54957.6
District Representative(s): Roger Stock, Superintendent
Barbara Patterson, Deputy Superintendent, Business and
Operations
Colleen Slattery, Assistant Superintendent, Human Resources

- 12.1 *Public Employee Performance Evaluation* as authorized by Government Code 54957.
Position: Superintendent

13.0 **RECONVENE TO OPEN SESSION**

14.0 **REPORT OF ACTION TAKEN IN CLOSED SESSION**

15.0 **ADJOURNMENT**

Meeting Procedures: Per Board Bylaw 9323, the Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

Accommodating Those Individuals with Special Needs – In compliance with the Americans with Disabilities Act, the Rocklin Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need, in order to allow you to attend or participate in our public meetings, please contact our office at Brenda Meadows, Executive Assistant, (916) 624-2428 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you including auxiliary aids or services.

NEXT REGULARLY SCHEDULED BOARD MEETING: NOVEMBER 16, 2016, 6:30 P.M.



DECLARATION OF POSTING

ROCKLIN UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

REGULAR MEETING AGENDA

I am a citizen of the United States and a resident of the County of Placer. I am over the age of eighteen years; my business address is 2615 Sierra Meadows Drive, Rocklin, CA 95677.

On the date and the address shown below, I posted the ***ROCKLIN UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES REGULAR MEETING AGENDA*** by placing a true copy thereof in the following public place:

Date of Posting:

October 14, 2016

Place Posted:

2615 Sierra Meadows Drive
Rocklin, CA 95677

I, Brenda Meadows, certify under penalty of perjury that the foregoing is true and correct.

Executed on the 14th day of October 2016 in Rocklin, California.

Brenda Meadows
Executive Assistant
Rocklin Unified School District

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: RUSD Family Partners in Education

DEPARTMENT: Office of the Chief of Communications and Community Engagement

Background:

The Rocklin Unified School District recognizes that family engagement and involvement equals student success. We value each and every one of our families at RUSD and we started this special recognition program to honor one at each school during our Board of Trustee meetings.

Status:

The Mazon family has been an active and supportive part of the Cobblestone community for the past 7 years. Both Darren and Kylee have attended Cobblestone since kindergarten and are students who throughout their school career have been recognized as kind, respectful, polite, charming and positive role models! While Kylee has graduated from elementary school, Cobblestone Principal Kathy Goddard says "We often think that Darren could be an incredible school ambassador with his outgoing and personable demeanor!"

Not only are Darren and Kylee amazing kids, their stay-at-home-dad, Dave Mazon, has volunteered hundreds if not thousands of hours to support our school and students. He helps in the office preparing our first day packets, chaperones field trips, assists in classrooms reading with students and encourages students every week. He even dressed up as a Lion to make Art Docent lessons something Cobblestone students and staff really look forward to and even served as a substitute instructional aide. In addition, Dave served as PTC president for two years and organized fun, community-building events including welcome back picnics, jogathon, movie nights, daddy/daughter dances, and mother/son activities. Under his leadership, funds raised by PTC have provided additional instructional materials to our classrooms, field trip scholarships for students in need, special assemblies and two new chromecarts! Staff describe Mr. Mazon as positive, dependable, devoted, kind, respectful, generous, and a real helping hand serving ALL students and ALL staff at our school! The Mazon family has made a real difference to Cobblestone School and we are so appreciative of their ongoing support!

Presenter(s):

Diana Capra, Chief of Communications and Community Engagement
Kathy Goddard, Principal, Cobblestone Elementary

Financial Impact:

Current year: Donated gifts include passes to Studio Movie Grill, Dozen cookies from Cookie Connection and Ice Cream certificates to Leatherby's.

Future years: N/A

Funding source: N/A

Materials/Films:

None

Other People Who Might Be Present:

David Mazon (dad), Casey Mazon (mom), Darren Mazon (5th grade), Kaylee Mazon (7th grade).

Allotment of Time:

Check one of the following: Special Recognition Consent Calendar Action Information Item

Packet Information:

None

Recommendation:

Special Recognition Item Only

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Honoring Rocklin Police Chief Ron Lawrence

DEPARTMENT: Office of the Superintendent

Background:

The Rocklin Unified School District (RUSD) has closely partnered with the Rocklin Police Department, under the leadership of Rocklin Police Chief Ron Lawrence, since 2011. His modeling of empathy, compassion and values has been critical to his success. In addition, he has been demonstrated a strong commitment and partnership with the Rocklin Unified School District has been a key advocate for the youth of Rocklin.

Status:

Lawrence will conclude his five-year tenure as Rocklin's Police Chief at the end of this October to assume the title of Police Chief in Citrus Heights. Lawrence has been with Rocklin Police Department since 2006, and was appointed chief in April 2011 after the retirement of his predecessor. Lawrence has twenty-seven years of law enforcement experience in the Sacramento and Bay Area regions have earned him an excellent reputation with law enforcement professionals industry-wide, and in the agencies and communities he has served.

Presenter(s):

Roger Stock, Superintendent

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Materials/Films:

None

Other People Who Might Be Present:

Allotment of Time:

Check one of the following: Special Recognition Consent Calendar Action Information Item

Packet Information:

None

Recommendation:

Special Recognition Item Only

ROCKLIN UNIFIED SCHOOL DISTRICT
2615 Sierra Meadows Drive Rocklin, CA 95677

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Wendy Lang, *Member*



SEPTEMBER 21, 2016
SPECIAL RECOGNITION, RUSD EMPLOYEE YEARS OF SERVICE — 4:30 P.M.
CLOSED SESSION — 5:30 P.M.
REGULAR MEETING AGENDA — 6:30 P.M.

1.0 **CALL TO ORDER** – President Greg Daley called the meeting of the Rocklin Unified School District Board of Trustees to order at 5:30 P.M., September 21, 2016, in the District Administration Office located at 2615 Sierra Meadows Drive, Rocklin, CA, 95677. A quorum was established.

2.0 **ROLL CALL**

Trustees Present:

Greg Daley, *President*
Camille Maben, *Vice President*
Susan Halldin, *Clerk*
Wendy Lang, *Member*
Todd Lowell, *Member*

Student Representative:

Kourtney Nham, *Whitney High School*

Administrative Staff: Roger Stock, *Superintendent*; Kathleen Pon, *Deputy Superintendent Educational Services*; Barbara Patterson, *Deputy Superintendent Business and Operations*; Colleen Slattery, *Assistant Superintendent, Human Resources*; Craig Rouse, *Senior Director Facilities and Operations*; Karen Huffines, *Director Elementary Programs and School Leadership*; Marty Flowers, *Director Secondary Programs and School Leadership*; Tammy Forrest, *Director of Special Education and Support Programs*; Matt Sanchez, *Director Transportation*; Mike Fury, *Chief Technology Officer*; Jay Holmes, *Principal Granite Oaks Middle School*; Chuck Thibideau, *Principal, Breen Elementary*; Shari Anderson, *Principal, Valley View Elementary*; Hannah Anderson, *Principal, Sierra Elementary*; Amanda Makis, *Principal, Rocklin Elementary*; Mark Williams, *Principal, Rock Creek Elementary*; Skott Hutton, *Assistant Principal, Rocklin Independent Charter Academy*; Brenda Meadows, *Recorder*.

3.0 **PUBLIC COMMENT ON CLOSED SESSION AGENDA ITEMS** - No public comment.

4.0 **CLOSED SESSION (5:30 P.M.)** – The Board adjourned to closed session regarding the following matters:

4.1 *Conference with Legal Counsel – Anticipated and Existing Litigation* as authorized by Government Code section 54956.9

4.2 *Conference with Legal Counsel – Review of Settlement Agreement, Anticipated Litigation* pursuant to Government Code section 54956.9 Matter of A.K. and Rocklin Unified School District

4.3 *Public employee discipline/dismissal/release* pursuant to Government Code section 54957

4.4 *Conference with Labor Negotiators* as authorized by Government Code Section 54957.6
District Representative(s): Roger Stock, Superintendent

Barbara Patterson, Deputy Superintendent, Business and Operations
Colleen Slattery, Assistant Superintendent, Human Resources

4.5 *Public Employee Performance Evaluation* as authorized by Government Code 54957.
Position: Superintendent

5.0 **RECONVENE TO OPEN SESSION**

6.0 **REPORT OF ACTION TAKEN IN CLOSED SESSION** – The Board voted to approve the terms of a settlement agreement with a classified employee and to authorize the Superintendent to execute the agreement on behalf of the District. The vote was unanimous.

The Board also voted to approve the terms of a settlement agreement with M.K. and S.K. on behalf of a student and authorize the Superintendent to execute the agreement on behalf of the District. The vote was unanimous.

7.0 **PLEDGE OF ALLEGIANCE** – Kourtney Nham and the Whitney High School AFJROTC Color Guard led the Board and audience in the Pledge of Allegiance.

8.0 **SPECIAL RECOGNITIONS/PRESENTATIONS**

8.1 RUSD Family Partners in Education – Diana Capra, Chief of Communications and Community Engagement, and Chuck Thibideau, Principal Breen Elementary, introduced the Dace family and recognized the family’s strong support of the Breen Elementary community and the impact they have had on the school by giving of their time, energy, and passion. The Rocklin Unified School District and Board of Trustees recognizes that family engagement and involvement equals student success and expressed gratitude for their service.

8.2 Patriot Day Art and Essay Contest Recognition – Board of Trustees recognized students winners from the Annual Patriot Day Art and Essay Contest, held on September 11, 2016, to honor “Those Who Serve.” Trustees thanked the Rocklin Police Department for their work on the Patriot Day program and partnership with the Rocklin Unified School District.

9.0 **AUDIENCE/VISITORS PUBLIC DISCUSSION** – Greg Daley welcomed all visitors and invited them to speak on agenda items at the conclusion of the Board’s discussion. He also invited visitors to speak at this time regarding non-agenda items, noting a three minute time limit per person.

Public Comment: Colleen Crowe, RTPA President and Rocklin High School teacher, thanked the District for holding the RUSD Employee Years of Service event earlier in the evening and for recognizing the contribution of employees. Crowe also thanked Trustee Wendy Lang and Mike Holmes for participating in Voter Register day at RHS.

10.0 **COMMENTS FROM STUDENT REPRESENTATIVE** – Student Representative Kourtney Nham provided a report on events happening at elementary and secondary schools.

11.0 **COMMENTS FROM BOARD AND SUPERINTENDENT** – Susan Halldin shared that she recently participated in Whitney High School’s Mock Interview event for all senior class students, allowing students to practice interviewing and resume writing in efforts to build college and career readiness. Wendy Lang thanked the Reserve Officer’s Training Corps (ROTC) leaders, Colonel Michael A. Fernandez, USAF [Ret] and Senior Master Sergeant Terry J. Barber, USAF [Ret], for their recent participation at Rocklin’s “Hot Chili and Cool Cars” community event. Lang also shared that she attended the Rocklin High School (RHS) Voter Registration day and enjoyed seeing students get interested and ask questions about government. Lang also visited Rocklin Independent Charter

Academy (RICA) and Victory High School (VHS) recently and expressed gratitude for the continued socioemotional student counseling supports being implemented there and across the District to support students with emotional needs. Lang also congratulated Brett Hunter from Whitney High School for being appointed to the City of Rocklin Appeals Board. In addition, Wendy Lang congratulated Trustee Camille Maben, on her recent recognition by the Child Care Resource Center (CCRC) on receiving the “Champions for Children Award,” recognizing Maben’s life long dedication and advocacy to children and families. Greg Daley shared that he enjoyed the annual RUSD Employee Recognition event honoring teachers and staff for their contribution to the District. Superintendent Stock thanked all who were involved in coordinating the recent successful Quarry Bowl, an amazing event that brings students, staff and community together.

12.0 **ACTION ITEMS - CONSENT CALENDAR**

- 12.1 **APPROVE BOARD MINUTES** – Request to approve Board minutes.
12.1.1 September 7, 2016
- 12.2 **APPROVE CERTIFICATED PERSONNEL REPORT** – Request to approve personnel items included on the Certificated Personnel Report. (Colleen Slattery)
- 12.3 **APPROVE CLASSIFIED PERSONNEL REPORT** – Request to approve personnel items included on the Classified Personnel Report. (Colleen Slattery)
- 12.4 **APPROVE SUPERINTENDENT EMPLOYMENT CONTRACT ADDENDUM** – Request to approve Superintendent employment contract addendum. (Colleen Slattery)
- 12.5 **APPROVE MEMORANDUM OF UNDERSTANDING (MOU) WITH PROJECT IMPACT, SAN JOAQUIN COUNTY OFFICE OF EDUCATION** – Request to approve agreement with Project IMPACT, San Joaquin County Office of Education. (Colleen Slattery)
- 12.6 **APPROVE RESOLUTION 16-17-05 APPROVING LISTED TEACHERS TO TEACH SPECIFIED COURSES OUTSIDE THEIR CREDENTIAL AUTHORIZATIONS IN DEPARTMENTALIZED SETTING PER EDUCATIONAL CODE SECTIONS 44258.3, 44263 AND 44256(b)** – Request to approve Resolution 16-17-05 approving listed teachers to teach specified courses outside their credential authorizations in departmentalized setting per Educational Code Sections 44258.3, 44263 and 44256(b). (Colleen Slattery)
- 12.7 **APPROVE CITRIX MAINTENANCE/SUPPORT 5 YEAR AGREEMENT**– Request to approve Citrix Maintenance/Support 5 Year Agreement. (Mike Fury)
- 12.8 **APPROVE OPENING OF NEW BUSINESS ACCOUNTS FOR RUHKALA ELEMENTARY SCHOOL AND PARKER WHITNEY ELEMENTARY SCHOOL** – Request to authorize new business account at Bank of America branch (Sunset Park) for Ruhkala Elementary School and Parker Whitney Elementary School. (Barbara Patterson)
- 12.9 **APPROVE AMENDED SOUTHERN PLACER SCHOOL TRANSPORTATION AUTHORITY AGREEMENT** – Request to approve amended Southern Placer School Transportation Agreement. (Barbara Patterson)
- 12.10 **APPROVE STRS/PERS DIRECT AUTHORIZATION PROGRAM FOR INSURANCE PREMIUM DEDUCTION SERVICE FOR RETIREES** – Request to approve Direct Authorization Program for insurance premium deductions for STRS and PERS for retirees. (Barbara Patterson)

Following this a **MOTION** was made by Wendy Lang and seconded by Camille Maben to approve the Consent Calendar. Motion passed by the following roll call vote: Student Representative– aye, Lowell – aye, Maben – aye, Lang – aye, Halldin – aye, Daley – aye.

13.0 **ACTION ITEMS – REGULAR AGENDA**

- 13.1 **HOLD PUBLIC HEARING AND APPROVE RESOLUTION 16-17-06 AFFIRMING SUFFICIENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS FOR 2016-17** - Kathy Pon, Deputy Superintendent Educational Services, requested to hold public hearing and approve Resolution 16-17-06 affirming sufficient textbooks and instructional materials for 2016-17.

Following this, a Public Hearing was held. Hearing no comments from the public, President Daley closed the Public Hearing.

Following this a **MOTION** was made by Susan Halldin and seconded by Todd Lowell to approve Resolution 16-17-06 affirming sufficient textbooks and instructional materials for 2016-17. Motion passed by the following roll call vote: Student Representative– aye, Lowell – aye, Maben – aye, Lang – aye, Halldin – aye, Daley – aye.

14.0 **INFORMATION AND REPORTS**

- 14.1 **SPECIAL EDUCATION SUPPORTS AND SERVICES REPORT** – Tammy Forrest, Director, Special Education and Kathy Pon, Deputy Superintendent, Educational Services, shared a special education supports and services update including information on RUSD’s efforts to continue implementing recommendations from the WestEd Special Education Supports and Services Report to improve its provision of special education instruction. This presentation was the first update from the Special Education Department for the 2016-17 school year. Special Education support staff (Jennifer Boettger, *Special Education Teacher on Special Assignment*; Heather Conn, *Behavior Specialist*; Nicole Duggan, *Mental Health Specialist*; Anne Freeman, *Inclusion Specialist*; Elisabeth Hedenland, *Behavior Specialist*) also shared with Trustees, special education efforts to strengthen programs and support by utilizing new special education positions as the District builds capacity.

Comments: Wendy Lang asked how parent forums are communicated. Forrest stated that invitations are sent via phone message as well as are posted on the RUSD Website. Stock stated that key information like these meeting dates is something the District is actively working on to make easily accessible to the public as part of the ongoing efforts to make the District website user friendly (with key information just a few clicks away for families). Lang also asked how the District was working with Transitional Kindergarten (TK) and Kindergarten (K) teachers in identifying behaviors early. Karen Huffines, Director of Elementary Program and School Leadership, stated that the District is working with the Placer County Office of Ed (PCOE) on TK training and on quality transitional programs, including behavior support for Special Education. Jessica Gilmore, Special Education Program Specialist, shared with Trustees that the District is continuing to implement “Training of Trainers” practices (ie: NCI training) so that information can be brought back to sites to each share (principals have been asked to send 2 employees from their site to be trained). Camille Maben thanked the Special Education Team for their work and asked how students from TK to K are being supported in the transition. Forrest stated that the District is looking closely at TK transitions for Special Education students and continues to place resources in that area to assist students in that transition. Susan Halldin thanked the Special Education Team for their work and expressed gratitude for the added staff and capacity that will lead the District towards placing students in the least restrictive environment, meet student needs, and help the District better measure success (data points). Halldin asked that the District continue to look carefully at academic measurement data as well

as inclusion programs to ensure that the District is reaching “all levels” of special education students including students with midrange academic deficits.

- 14.2 **NEXT STEPS IN THE PROCESS OF CONSIDERING LATER START FOR HIGH SCHOOLS** – Kathy Pon, Deputy Superintendent, Educational Services, presented information that Trustees requested at May 2016 Board meeting, exploring the possibility of a later start for high school students. Information shared included a draft survey to measure community interest in an initiative as well as possible steps to move forward with further exploration and possible implementation should research demonstrate parent/staff/student interest. A timeline was provided for collecting and reporting survey/research results to the Board and the Board was asked for direction on whether or not to move forward in taking additional steps to gather specific input on logistics on a later start time prior to implementation.

Comments: Student Board Representative, Kourtney Nham, asked if the survey would be sent to both students and parents at the same time and if the questions would be the same. Pon responded that “both would receive the survey at the same time, but questions would be modified slightly for the audience (most questions would offer a drop down menu for responses).” Nham asked how a later start time would impact students who attend sports/extracurricular activities. Pon responded “students would be definitely be impacted, would miss more school, and need to attend practices before school or later after school.” Todd Lowell stated that he’s anxious to hear what the survey reveals as far as interest and shared that it will be critical to be clear on the survey that a later start for high schools will affect the entire district (K-12). Maben stated that the information shared be easily assessable for parents/students/staff (ie: front page of website) to encourage as much participation in the survey as possible. Wendy Lang expressed the need for “all parents” (including hearing impaired) to have the opportunity to take the survey, with the survey modified for different groups (ie: High School, etc). Lang also requested information on the “gain” for students if District moves to a later start time, since many students will still need to be up early to participate in sports and extracurricular activities. Susan Halldin shared that she appreciates the survey process and the chance to educate families on the research that clearly states the benefits of later start times for students. Halldin asked staff to consider carefully survey language and to appropriately highlight framing the option as positive. Halldin also shared that the District should clearly communicate multiple early start options (ie: 30 min early start, drop off zones, etc). Greg Daley, on behalf of all Trustees, asked that staff work on implementing survey and bring the item back for future discussion at the November 16, 2016 Board Meeting.

- 15.0 **PENDING AGENDA** – No items were placed on the Pending Agenda.
- 16.0 **CLOSED SESSION** – President Daley adjourned the meeting to return to closed session at 8:40 P.M., to continue discussion of items under item 4.0 above.
- 17.0 **RECONVENE TO OPEN SESSION** – President Daley reconvened the meeting to open session.
- 18.0 **REPORT OF ACTION TAKEN IN CLOSED SESSION** – No action was taken in Closed Session.
- 19.0 **ADJOURNMENT**– President Daley adjourned the meeting at 9:27 P.M.

Please note that additional information distributed to the Board of Trustees before or during the meeting and not included in the agenda packet can be obtained by calling the District Office at (916) 630-2230

**ROCKLIN UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING 6:30 P.M.**

ATTENDANCE SIGN-IN SHEET

Wednesday, September 21, 2016

NAME	AFFILIATION <small>(site name/position, parent, community organization, etc.)</small>	CONTACT INFORMATION <small>(email and/or phone)</small>
Leah Seabrook	GOMS - teacher	LSeabrook-Rocha@ ^{Rocklin} used.org
Sheetal Patel	Parent - Valley View	patelsheetaln@gmail.com
Lisa Hedenlund	Behavior specialist	ehedenlund@rocklin.k12.ca.us
Kate Lynch	Student	
Marnie Leavitt	Teacher - Ruhkala	
Grace McCarty	Teacher - Breen	
Julie Wright	Teacher - Breen	
Winter Hungerford	Teacher - Breen	
Ashley Eckenburg	Breen	
Amanda Makas	RES	
Weather Conn	DO / beh	
Shan Anderson	VV - Principal	
Mark Williams	Rock Creek Principal	
Sara Gardner	VVES	
Savannah Mahaffey	Rocklin High Student	
Greg Mahaffey	Parent	

Completion of any portion of this sign-in sheet is voluntary and will be included as part of the permanent minutes.

ROCKLIN UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING 6:30 P.M.

ATTENDANCE SIGN-IN SHEET

Wednesday, September 21, 2016

NAME	AFFILIATION <small>(site name/position, parent, community organization, etc.)</small>	CONTACT INFORMATION <small>(email and/or phone)</small>
Colleen Crowe	RTPA/RTS Parent	RTS
JAY Holmes	GOMS	
Chaunte Martin	Rock Creek	
Jessica Lyons	William Jessup University student teacher	916 667 2964
Kathy Turner	Parent	
Stan Taylor	CSEA	
Hannah Anderson	SE	
Matt Sanchez	Transportation	

Completion of any portion of this sign-in sheet is voluntary and will be included as part of the permanent minutes.

CLASSIFIED PERSONNEL REPORT

RESIGNATIONS/RETIREMENT:

1. Lynn Harsch, Special Ed Instructional Aide II, Antelope Creek, Resigned, 10/14/16
2. Christine Hulse, Occupational Therapist, District-wide, Resigned, 9/30/16
3. Cristina Kendrick, Special Ed Instructional Aide I, Whitney High School, Resigned, 10/3/16
4. Wolete Ruty, Special Ed Instructional Aide II, Breen Elementary, Resigned, 9/23/16
5. Deborah Foster, School Clerk, Rocklin Elementary, Retiring, 1/20/17

LEAVE OF ABSENCE:

6. Shawn McQueary, Health Aide, Whitney High School, 10/1/16 – 4/1/17

NEW HIRES FOR 2016-17:

7. Wendy Turner, Special Ed Instructional Aide II, Transition Program, 10/3/16
8. Donna Holmes, Administrative Assistant III, District Office, 9/13/16
9. Pascale Eid, Instructional Aide, Sunset Ranch Elementary, 9/14/16
10. Alyssa Garcia, Special Ed Instructional Aide I, Twin Oaks Elementary, 9/22/16
11. Regina "Gina" Rupert, Special Ed Instructional Aide I, Valley View Elementary, 9/27/16
12. Sushma Boyapati, Instructional Aide, Sunset Ranch Elementary, 9/28/16
13. Amie Grishman, Special Ed Instructional Aide I, Spring View Middle School, 10/3/16
14. Janelle Thomas, Special Ed Instructional Aide II, Valley View Elementary, 10/4/16
15. Cherie Baser, Special Ed Instructional Aide I, Spring View Middle School, 10/7/16
16. Lauren Hasty, Special Ed Instructional Aide II, Granite Oaks Middle School, 10/5/16
17. Tammy Scott, Special Ed Instructional Aide II, 3rd Street Transition Program, 10/5/16
18. Jennifer Aring, Special Ed Instructional Aide I / Instr. Aide, Rock Creek Elementary, 10/7/16

RECLASSIFICATIONS/CHANGE IN HOURS:

19. Christi Galela, Special Ed Instructional Aide II, Rocklin High School, Increase in hours, 9/12/16

ROCKLIN UNIFIED SCHOOL DISTRICT HUMAN RESOURCES

20. Denise DeLucchi, Instructional Aide – PE, Cobblestone Elementary, Increase in hours, 8/26/16
21. Melissa Poehlke, Special Ed Instructional Aide I, Spring View, Increase in hours, 9/19/16
22. Stephanie Loureiro, Special Ed Instructional Aide II, Sunset Ranch, Increase in hours, 9/16/16
23. Ivette Cheap, Instructional Aide, Twin Oaks Elementary, Increase in hours, 9/19/16
24. Christina Dominguez, Library Aide, Rock Creek Elementary, 9/23/16
25. Kelly Leach, Computer Center Tech, Antelope Creek Elementary, Decrease in hours, 8/26/16
26. Marissa Goodnough, Discipline Tech, Victory High School, Decrease in hours, 9/21/16
27. Marissa Goodnough, School Clerk, RICA / Victory, 9/21/16
28. Shilpa Chitre, Special Ed Instructional Aide I, Spring View Middle School, 9/22/16
29. Dina Lombardo, Special Ed Instructional Aide II, Whitney High School, 9/28/16
30. Amy Miller, Instructional Aide – PE, Sunset Ranch Elementary, 9/27/16
31. ThuAnn Joe, Instructional Aide, Sunset Ranch Elementary, Increase in hours, 9/23/16
32. Patricia Chatelain, Instructional Aide, Parker Whitney Elementary, Increase in hours, 9/26/16
33. Andrea Mahodil, Instructional Aide, Parker Whitney Elementary, Increase in hours, 9/26/16
34. Nicole Blackwell, Instructional Aide, Parker Whitney Elementary, Decrease in hours, 9/26/16
35. Selena Ueltzen, Instructional Aide – PE, Parker Whitney Elementary, Increase in hours, 8/17/16
36. Nicole Warner, Instructional Aide, Valley View Elementary, Increase in hours, 9/26/16
37. Martha Brown, Instructional Aide, Valley View Elementary, Increase in hours, 9/26/16
38. Rose Harris Bender, Instructional Aide, Antelope Creek Elementary, Increase in hours, 9/26/16
39. Beth Meurer, Instructional Aide – PE, Antelope Creek Elementary, Increase in hours, 8/26/16
40. Beth Meurer, Instructional Aide, Antelope Creek Elementary, Increase in hours, 8/26/16
41. Brandy Wright, Instructional Aide, Antelope Creek Elementary, Decrease in hours, 11/7/16
42. Christina Wright, Instructional Aide, Antelope Creek Elementary, Decrease in hours, 11/7/16
43. Elaine Gazzolo, Instructional Aide, Antelope Creek Elementary, Increase in hours, 8/17/16
44. Lisa Cadoret Lewis, Special Ed Instructional Aide II, Sunset Ranch Elementary, 10/3/16
45. Bridget Green, Special Ed Instructional Aide I / Instr. Aide, Granite Oaks, 10/5/16

**ROCKLIN UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES**

46. Rebecca Schrader, Instructional Aide, Ruhkala Elementary, Decrease in hours, 8/26/16

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Accept Donations
DEPARTMENT: Office of the Deputy Superintendent, Business & Operations

Background:

The District receives donations from various individuals and companies throughout the year.

Status:

It is the practice of the District to bring all donations to the Board on a monthly basis.

Presenter:

Barbara Patterson, Deputy Superintendent, Business & Operations

Financial Impact:

Current year: \$4,166.44
Future years:
Funding source: Local sources

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

List of donations

Recommendation:

Staff recommends accepting donations.

DONATIONS /October 19,2016

Date	Donor	Donation	Comment/Purpose	School Site
9/15/2016	Katya & Nelson Quiroga	9,000 tickets	Tickets to Circus Vargas for students	District Office
7/20/2016	Gap, Inc.	\$300.00	Gap Matching Volunteer Hours	Antelope Creek
8/4/2016	Wells Fargo Matching Program	\$195.00	On behalf of Tracy Gorman	Antelope Creek
8/2/2016	K.C. Wuelfing	\$30.00	Through PG&E Employee Giving Program	Breen
8/2/2016	PG&E	\$60.00	Payroll Match from PG&E employees	Breen
8/25/2016	Kristi Hoisington	\$480.00	Through PG&E in honor of MacKenzie Almeida	Cobblestone
8/25/2016	Eva Olivares	\$200.00	Through PG&E for Isabella Olivares' class	Cobblestone
8/25/2016	Rowan Dow/Dow Family	\$138.40	Through PG&E Employee Giving Program	Cobblestone
8/25/2016	PG&E	\$730.00	Payroll Match from PG&E employees	Cobblestone
9/18/2016	Wells Fargo	\$300.00	Wells Fargo Matching Gifts Program	Ruhkala
8/30/2016	Grant Kageta	\$41.52	PG&E Employee giving Program	Sierra
8/30/2016	PG&E	\$41.52	Payroll Match from PG&E employees	Sierra
8/30/2016	PG&E Corporation Foundation	\$1,500.00	Science Lab/STEM Expo	Valley View
8/29/2016	Andrea Pearce	Used Printer		Spring View MS
8/25/2016	Audra Dill	Refrigerator	For the ILS cooking curriculum	Spring View MS
8/29/2016	Theodore & Heidi Pefferman	\$100.00	School Supply Drive	Whitney HS
8/29/2016	Jeff & Gina Wheeler	\$50.00	School Supply Drive	Whitney HS
	Total	\$4,166.44		

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approval of Budget Revisions
DEPARTMENT: Office of the Deputy Superintendent, Business & Operations

Background:

It is standard practice for changes to be made to the budget throughout the year. These budget revisions will be routinely brought to the Board for approval.

Status:

Budget changes are summarized in the attachment. Major changes in the General Fund include an increase in LCFF revenue due to enrollment growth; decrease in one time Mandated Cost reimbursement revenue; increase for award of Career Technical Education Incentive Grant; increase in donations & billings for services; increase in maintenance & facilities projects; increase in salaries and benefits and increase in expenditure budgets due to the posting of carryover.

Major changes in other funds include a decrease in LCFF revenue due to decrease in enrollment and an increase in salaries and benefits in the Charter Fund; increase for project costs in the Deferred Maintenance Fund; and an increase in projected developer fee revenues and project costs in the Developer Fee Fund.

Presenter:

Barbara Patterson, Deputy Superintendent, Business & Operations

Financial Impact:

Current year: General Fund (\$2,176,038), Charter Fund \$146,483, Cafeteria Fund \$18,320, Deferred Maintenance (\$263,015), Developer Fee Fund \$892,985 and Mello Roos Capital Projects \$79,511 and Mello Roos Debt Service Fund (\$110,000).

Future years: N/A

Funding source: N/A

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Budget revisions are included in the agenda packet.

Recommendation:

Staff recommends approval of the budget revisions.

Rocklin Unified School District
Budget Revision #1
October 19, 2016

FUND 01 - GENERAL FUND		
Beginning Excess of Revenues over Expenditures		\$ 1,894,005
Revenues		
Increase LCFF Revenue due to an increase of 75.53 projected ADA offset by a decrease in the gap percentage of .66% (54.84% at May revise and 54.18% at adopted)	\$ 544,015	
Decrease in 1x Mandated Cost Reimbursement revenue (\$237/ADA at May revise and \$214/ADA at adopted)	(251,167)	
Increase in unrestricted lottery due to an increase in the rate of \$4 per ADA (was \$140 at adopted and increased to \$144) offset by a decrease of 11.63 ADA (prior year actual annual ADA)	43,967	
Increase in restricted lottery due to an increase in the rate of \$4 per ADA (was \$41 at adopted and increased to \$45) offset by a decrease of 11.63 ADA (prior year actual annual ADA)	45,169	
Increase in funding for award of Career Technical Education Incentive Grant	763,108	
Increase in federal revenues due to carryover and adjustment to awards	89,598	
Increase in LEA Medi-Cal Billing Option reimbursement	40,823	
Decrease for SELPA Special Education allocation	(54,004)	
Increase for Special Ed interagency services	49,065	
Decrease in Special Ed State Mental Health Program revenues	(4,559)	
Increase in local unrestricted donations	28,022	
Increase in local restricted donations	28,315	
Increase in SIG Wellness Program revenues	8,675	
Increase in revenue for to be billed expenses	58,194	
Increase in unrestricted other local revenues	8,803	
Increase in salary abatements	4,610	
Increase for billings to charter schools for services	12,861	
Increase in miscellaneous State and Federal revenues	(1,004)	
Total Increase in Revenues	\$ 1,414,491	
Expenditures		
Increase for change in unrestricted salaries and benefits due to an increase FTE and substitute costs, net of vacancy savings	354,675	
Increase for carry over from prior year - unrestricted	1,611,168	
Increase for carry over from prior year - restricted	564,481	
Increase for the Career Technical Education Incentive Grant program	706,758	
Increase for the CTE ROP program	13,155	
Increase in federal expenditures due to increase in awards	19,712	
Decrease special education expenses dues to vacancy savings and redistribution of salaries and benefits per time allocations	(156,005)	
Increase in Medi-Cal Reimbursement expenditures	40,823	
Increase in support for an additional combination class at PW	4,000	
Increase for mandated costs contract	16,200	
Increase for classroom media program budget	5,765	
WHS field and turf project from 2015-16 being completed in 2016-17 RE 8150	83,383	
Increase to replace the HVAC in the Technology Services' server room RE 8150	36,000	
Increase to replace the playground equipment at AC RE 8150	8,589	
Increase in legal fees	9,000	
Increase for facilities use software	8,000	
Increase for Administrative Credentialing costs for new hires	7,000	
Increase for ADA incentive allocations to sites	11,467	
Decrease in Clean Energy Jobs Act expenditures at WHS	(24,980)	
Increase in local unrestricted donations	31,021	
Increase in local restricted donations	30,559	
Increase in SIG Wellness Program	8,675	
Increase in restricted RDA expenditures for deferred maintenance projects	104,259	
Increase in direct charges to other funds	5,330	
Increase for e-rate consultant agreement	10,000	
Increase for interpreting services	4,000	
Increase for software contract increases	4,736	
Increase in to be billed expenses	33,194	
Increase in transportation materials and services expenses	25,560	
Increase in services to charter schools	12,861	
Decrease in miscellaneous expenditures	1,143	
Total Increase in Expenditures	\$ 3,590,529	
Revised Excess of Expenditures over Revenues		\$ (282,033)
Revised Beginning Fund Balance		19,594,531
Revised Ending Fund Balance		\$ 19,312,498

Rocklin Unified School District
Budget Revision #1
October 19, 2016

FUND 09 CHARTER SCHOOL		
Beginning Excess of Revenues over Expenditures		\$ 118,842
Revenues		
Decrease LCFF Revenue due to a decrease of 10.36 projected ADA and a decrease in the gap percentage of .66% (54.84% at May revise and 54.18% at adopted)	\$ (91,560)	
Decrease in 1x Mandated Cost Reimbursement revenue (\$237/ADA at May revise and \$214/ADA at adopted)	(3,197)	
Increase in unrestricted lottery due to an increase 2.82 ADA (prior year actual annual ADA)	1,026	
Increase in restricted lottery due to an increase 2.82 ADA (prior year actual annual ADA)	735	
Total Decrease in Revenues		<u>(92,996)</u>
Expenditures		
Increase for counseling by .20 FTE	\$ 21,991	
Increase for office support by .25 FTE	8,967	
Decrease in other salaries and benefits	(4,876)	
Increase for educator effectiveness expenditure plan	11,586	
Increase for supplemental carry over	13,887	
Increase for miscellaneous expenses	1,932	
Total Increase in Expenditures		<u>53,487</u>
Revised Excess of Expenditures over Revenues		\$ (27,641)
Revised Beginning Fund Balance		246,654
Revised Ending Fund Balance		<u>\$ 219,013</u>

FUND 13 CAFETERIA		
Beginning Excess of Revenues over Expenditures		\$ 27,721
Expenditures		
Decrease in salaries (mostly due to vacancy savings)	\$ (12,374)	
Decrease in expense due to increase in direct costs	(5,330)	
Decrease in indirect costs due to a decrease in overall expenditures	(616)	
Total Decrease in Expenditures		<u>(18,320)</u>
Revised Excess of Revenues over Expenditures		\$ 46,041
Revised Beginning Fund Balance		657,538
Revised Ending Fund Balance		<u>\$ 703,579</u>

FUND 14 DEFERRED MAINTENANCE		
Beginning Excess of Revenues over Expenditures		\$ 551,180
Expenditures		
Increase for carpet repair projects at AC, SE, RE, VV, SVMS	\$ 59,970	
Painting projects at RC and VHS from 2015-16 being completed in 2016-17	13,580	
Asphalt projects at GO and RHS from 2015-16 being completed in 2016-17	85,807	
RHS lecture hall project from 2015-16 being completed in 2016-17	12,029	
Asphalt design costs at AC, RC, GO, and RHS from 2015-16 being completed in 2016-17	8,758	
Increase for woodshop floor replacement project at SV	12,762	
Increase for chain link fence replacement at RHS	4,945	
Increase for roof replacement at RE	14,434	
Increase for HVAC replacement at PW	13,236	
Increase for software upgrade for locks at SR	18,959	
Increase for pool heater replacement at WHS	19,757	
Decrease for miscellaneous deferred maintenance projects	(1,222)	
Total Increase in Expenditures		<u>263,015</u>
Revised Excess of Revenues over Expenditures		\$ 288,165
Revised Beginning Fund Balance		1,085,185
Revised Ending Fund Balance		<u>\$ 1,373,350</u>

Rocklin Unified School District
Budget Revision #1
October 19, 2016

FUND 25 DEVELOPER FEES		
Beginning Excess of Revenues over Expenditures		\$ 1,207,069
Revenues		
Increase in developer fee revenue		1,000,000
Expenditures		
Increase for Ed Specs architect services	\$ 45,000	
GO expansion project from 2015-16 being completed in 2016-17	32,962	
Increase for miscellaneous projects	29,053	
Total Increase in Expenditures		<u>107,015</u>
Revised Excess of Revenues over Expenditures		\$ 2,100,054
Revised Beginning Fund Balance		<u>6,165,318</u>
Revised Ending Fund Balance		\$ 8,265,372

FUND 49 MELLO-ROOS CAPITAL PROJECTS		
Beginning Excess of Revenues over Expenditures		\$ 414,590
Transfers In		
Increase of tax revenues transferred from Fund 52		110,000
Expenditures		
GO expansion project from 2015-16 being completed in 2016-17	\$ 11,066	
SR portable project from 2015-16 being completed in 2016-17	18,819	
Increase for miscellaneous adjustments	604	
Total Increase in Expenditures		<u>30,489</u>
Revised Excess of Revenues over Expenditures		\$ 494,101
Revised Beginning Fund Balance		<u>14,252,127</u>
Revised Ending Fund Balance		\$ 14,746,228

FUND 52 MELLO-ROOS DEBT SERVICE		
Beginning Excess of Revenues over Expenditures		\$ 189,173
Transfers Out		
Increase of tax revenues transferred to Fund 49		<u>110,000</u>
Revised Excess of Revenues over Expenditures		\$ 79,173
Revised Beginning Fund Balance		<u>7,830,428</u>
Revised Ending Fund Balance		\$ 7,909,601

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approval of Thirteen Special Education Memorandums of Understanding (MOUs)

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

Thirteen students attend Rocklin Unified School District programs from other resident districts. These students have significant special education needs that other districts in our Special Education Local Plan Area (SELPA) cannot accommodate. Rocklin has accepted these students via MOUs with excess cost calculations.

Status:

Students on MOUs within our special education programs include: ten students from Western Placer Unified School District that attend Rocklin Unified's 18-22 Transition Program; two students from Western Placer Unified School District attending the Independent Living Skills (ILS) program at Rocklin High School; and one student from Placer Union High School District attending the Severely Multiply Disabled (SMD) program at Rocklin High School.

Presenter(s):

Tammy Forrest, Director of Special Education and Support Services

Financial Impact:

Current year (revenue): ADA for thirteen students plus approximately \$176,381.00 in excess cost reimbursement from districts of residence (DOR)

Future years: N/A

Funding source: DOR

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Executed MOUs and table showing details of number of students, districts of residence and related costs.

Recommendation:

Approval of thirteen Special Education Memorandums of Understanding (MOUs)

2016-17 MOU Excess Cost Estimate

<u>Number of Students</u>	<u>District of Residence</u>	<u>Estimated Costs</u>
1	Placer Union High School District	\$ 64,496.00
1	Western Placer School District	\$ 63,483.00
1	Western Placer School District	\$ 48,402.00
10	Western Placer School District	<u>\$ 0.00</u>
	Total	\$ 176,381.00

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approval of Memorandum of Understanding (MOU) for Special Ed Aide

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

Ten students attend Rocklin Unified's 18-22 Transition Program from Western Placer School District. These students have special education needs that Western Placer cannot accommodate. Since Rocklin has accepted these students via MOUs, Western Placer has agreed to pay for a 3.17 hour (3.9625 FTE) Level II special education instructional aide to assist with the extra students in the Transition program.

Status:

One 3.17 hour (3.9625 FTE) Level II special education instructional aide to assist ten students on MOUs from Western Placer Unified School District attending Rocklin Unified's 18-22 Transition Program.

Presenter(s):

Tammy Forrest, Director of Special Education and Support Services

Financial Impact:

Current year (revenue): \$15,552.00
Future years: N/A
Funding source: District of residence

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Executed MOU from Western Placer

Recommendation:

Approval of Special Education Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING


**Between the
Rocklin Unified School District
and
Western Placer Unified School District**

This is a Memorandum of Understanding (MOU) regarding the placement of 10 students in a Special Day Class (SDC) with focus on independent living skills at District Transition class. Services currently included are those provided by the SDC teacher and support staff.

The Rocklin Unified School District agrees to provide these services in accordance with administrative guidelines provided in the Placer County SELPA Local Plan Policy #111 and as described in the attached agreement.

The receiving LEA will notify the sending LEA if the student is absent for a total of ten (10) days during a three-month period of time. The receiving LEA district will notify the sending LEA district when a student has accumulated five (5) days of suspension.

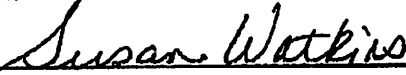
The Rocklin Unified School District will invoice the Western Placer Unified School District for excess costs based on the actual program costs, per pupil, and all costs of individualized services specific to 3.17 hour Aide II (e.g., one-to-one aides, behavior support, etc.). The invoice will be provided by June 30, 2017. The excess cost is estimated to be \$15,552.00.



Barbara Patterson, Deputy Superintendent/Business
Rocklin Unified School District

9/23/16

Date



Susan Watkins, Director of Special Education
Western Placer Unified School District

8-24-16

Date

**PLACER COUNTY SELPA
AGREEMENT
FOR
EXCESS COSTS OF SPECIAL EDUCATION PLACEMENT**

Agreement Date: August 22, 2016
 Service Dates: August 17, 2016 to June 8, 2017
 Sending LEA: Western Placer Unified School District
 Receiving LEA: Rocklin Unified School District
 Pupil: 10 WPUSD Trans. Students Age: 18+ DOB: _____
 Pupil's Address: 5540 Third Street, Rocklin, CA 95677

Services Provided:

Service	Sessions/Duration
<u>3.17 hr Special Ed Aide II</u>	<u>18-22 Transition class</u>

Transportation: LEA Rocklin Unified

Rationale for Placement: We are serving 10 WPUSD special education students since no program available in Western Placer Unified School District.

Estimated Cost: _____ Actual Cost: _____

RUSD Worksheet

SDC Teacher Name: Holly Gotwals/Janine Faelz PC # 1424 (3.17) Level II
 Speech Pathologist: _____
 Psychologist: _____
 School Nurse: _____
 OT: _____
 PT: _____
 A.P.E.: _____
 Low Incidence: _____
 Class Enrollment - Projected: 23 As of: 2/1 Average: _____
 Class Enrollment - As of: 12/1 As of: 4/1 Average: _____
 Supplies/Conferences: _____ Indirect Cost Rate: 3.48% Admin. Hours (Site & DO): _____

16-17 Western Placer Aide

District:
Worksheet For Excess Costs

Western Placer School District						
CLASS TYPE:	Transition Program	2016-17 School Year	Aide II Position # 1424	Andrea Poore		
EXPENSES:	<u>Annual Salaries:</u> Paraprofessional (FTE 3.9525 / 3.17 hours)		Salary \$12,621	Benefits \$2,931	Salary & Benefits \$ 15,552	Total \$15,552
				Total Cost	\$ 15,552	\$15,552

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Textbook Adoption Request - Advanced Placement (AP) Textbooks

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

After careful review, research and collaborative discussions, staff and administration have identified the following textbooks to update the current Advanced Placement (AP) curriculum:

- Environmental Science for AP 2e; W.H. Freeman & Company, W.H., 2015
- Biology in Focus, AP Edition; Pearson, 2016
- College Physics, AP Edition; Pearson, 2014

These textbooks once approved for adoption by the Board of Trustees will be the district adopted textbooks for both Rocklin High School (RHS) and Whitney High School (WHS).

Status:

The textbooks were on display in the Educational Services Department at the Rocklin Unified District Office, 2615 Sierra Meadows Drive, Rocklin, from September 14, 2016 to October 12, 2016. In addition, the information was published in the Placer Herald. No public comments regarding the textbooks have been received.

Presenter(s):

Kathy Pon, Ed. D., Deputy Superintendent, Educational Services

Financial Impact:

Current year: \$5,752.91 (RHS) - Environmental Science for AP 2e
\$38,373.88 (RHS - \$14,540.18 and WHS - \$23,833.70) - Biology in Focus, AP Edition
\$1,074.02 (RHS) - College Physics, AP Edition
Future years: N/A
Funding source: General Fund - Instructional Materials

Materials/Films:

None

Other People Who Might Be Present:

Marty Flowers, Director of Secondary Programs and School Leadership

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

None

Recommendation:

Staff recommends approval to adopt the aforementioned Advanced Placement textbooks.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Quarterly Report on Williams Uniform Complaints

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

Williams v. State of California was a statewide class action lawsuit about California's duty to provide every public school student with instructional materials, safe and decent school facilities, and qualified teachers. After four years of litigation, the parties in the case reached a Settlement Agreement on August 13, 2004. The Settlement Agreement provided for a package of legislative proposals designed to ensure that all students will have books in specified subjects and that their schools will be clean and in safe condition.

Status:

One component of the Williams Settlement Legislation requires each district's designee to submit a quarterly report to the County Superintendent and the Governing Board on the nature and resolution of complaints addressing insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues. Contents of the report must be reported publicly at a governing board meeting.

Presenter(s):

Kathleen Pon, Deputy Superintendent, Educational Services

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Quarterly Report on Williams Uniform Complaints

Recommendation:

Staff recommends approval of the Quarterly Report on Williams Uniform Complaints, for the quarter ending September 30, 2016

Quarterly Report on Williams Uniform Complaints
 [Education Code § 35186(d)(e)]

District: Rocklin Unified School District

Person completing this form: Donna Holmes

Title: Administrative Assistant

- Quarterly Report Submission Date: April Due: April 30th
 (Check one) July Due: July 31st
 October Due: October 31st
 January Due: January 31st

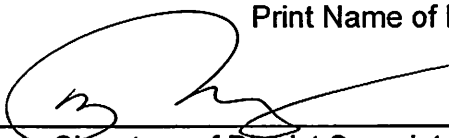
Date quarterly report was or will be reported publicly at a regularly scheduled board meeting: 10/19/2016

- No complaints were filed with any school in the district or with a district official during the quarter indicated above.
- Complaints were filed with a school(s) in the district or with a district official during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
CAHSEE Intensive Instruction & Services	N/A		
TOTALS	0		

Roger Stock

Print Name of District Superintendent


 Signature of District Superintendent

10-6-16
 Date

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Contract for Strategic Planning Services with Cambrian Group

DEPARTMENT: Office of the Superintendent

Background:

The Board adopted Rocklin Unified School District's (RUSD) Strategic Plan in May 2014. The Strategic Plan was developed with extensive input from RUSD stakeholders including: students, staff, parents, and community members. This plan has allowed the District to have a multi-year vision and work to align resources and efforts to achieve the vision of the District. This alignment has fostered coherence in the District as public education in California is undergoing the biggest changes in decades. This current Strategic Plan process was facilitated by the Cambrian Group.

Status:

While the RUSD Strategic Plan is a relevant and active document, it needs to be regularly updated/refreshed. The process to do so, pending Board approval, would begin in February and result in an updated RUSD Strategic Plan being brought to the Board in May 2017 for approval.

The update/refresh process would allow for:

- Students, employees, parents, community, and Trustees to recommit to the plan through the refresh/update process.
- Keeping the Strategic Plan fresh and dynamic.
- Take into account changing circumstances such as Local Control and Accountability Plan (LCAP) and new state accountability system.
- Deeper alignment of the RUSD Strategic Plan and LCAP.

Schools will go to a three cycle of update/refresh of their school site plan for the same reasons. The first group of schools would be scheduled to do this in the 2017-18 school year, therefore updating/refreshing the District plan first would allow for those updates/refresh to align to any changes in the District plan.

Presenter:

Roger Stock, Superintendent

Financial Impact:

Current year: \$22,500
Future years: N/A
Funding source: Unrestricted General Fund

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

None

Recommendation:

Staff recommends Board approval of contract with Cambrian Group for Strategic Planning Services.

PROPOSAL
Rocklin USD

STRATEGIC PLANNING ANNUAL UPDATE (Continuous Creation)

The process and discipline are based on the book **STRATEGICS: The Art and Science of Holistic Strategy**, and its three areas of emphasis – Strategic Thinking, Strategic Planning, and Strategic Action. The update will be a condensed version of the process that we have been using for several years. The theory, protocol, language, involvement, and expectations will remain virtually the same. The process follows the familiar pattern and will include:

Assessment and Evaluation of Current Plan by Cambrian

First Planning Session (2 days) – (To Be Scheduled)

The Planning Team will meet and follow a slightly modified version of its first planning session. The same components are addressed; the major difference is that the components are developed in a different order. Typically, the update proceeds as follows:

- Internal analysis
- External analysis
- Critical Issues
- Review of beliefs
- Review of mission
- Review and revision of parameters
- Review and revision of objectives
- Review of current strategies
- Drafting of new strategies

Action Plan Development (1-2 days) – Not included.

As before, an action team will be formed for each strategy. Each team will reflect a cross-section of the school system and the community. The Superintendent will designate a leader for each team. Once the team leaders are chosen, a Cambrian Associate will conduct action team leader training. This is an intensive one-day session that prepares the leaders to facilitate the development of action plans. Detailed action planning guidebooks will be provided, resources identified, and communication/support protocols established.

This activity will require two to three months. A Cambrian facilitator will conduct, in addition to the initial training, regular review sessions with the action team leaders and internal facilitators. Their progress will be assessed, support and assistance provided as needed. The intent is to insure that they develop action plans that are not only relevant to their strategy, but also positive in terms of return on investment. All plans, must be implementable – not merely plans to plan. And each must be accompanied by a cost-benefit analysis.

Second Planning Session (1.5 days) – To be schedule.

The Planning Team meets to listen to presentations by each Action Team Leader. Decisions are made regarding the status of each and the plan is finalized to take to the Board for Approval.

Mutual Commitments and Expectations (2 days) – *Optional*

If a strategic plan is to be carried into action, there are two major commitments that must be made: 1) the development of the capacity to insure implementation and 2) organizational alignment with the district's strategic intent. Both can be accomplished through Mutual Commitments and Expectations that:

- Align all jobs and programs within the district with the strategic intent;
- Determine best use of time for all administrators, and
- Infuse the action plans into the specific job accountabilities of individual administrators.

This will be accomplished under the direction of a Cambrian facilitator. The session will include principals, assistant principals, and district office personnel. The group will attend a two-day session, with follow-up by correspondence. Each administrator will re-conceptualize his/her job responsibilities in terms of the strategic plan, identify results, and establish specific objectives within the context of district support. The format and process establish the basis for continuous evaluation of performance.

PROPOSED BUDGET* – Rocklin USD

**Fees include materials, communication, document preparation (as needed), consultation and coaching. Travel and lodging expenses will be billed to the client as incurred.*

Strategic Planning Annual Update

(Assessment, First Session, Action Planning and
Second Planning Session)

\$22,500.00

Mutual Commitments and Expectations – Optional
2 days @ \$3,500 \$7,000.00

AGREEMENT

We agree to the proposal for the Annual Update as outlined on the preceding pages.

Rocklin USD

Signature

Title

Date

The Cambrian Group



Signature

William J. Cook, Jr. Ph.D., President

Title

October 20, 2016

Date

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Agreement and Stipulation for Expulsions
DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

When a pupil violates section(s) of the California Education Code, Rocklin Unified School District Board Policy and/or Administrative Regulation, site administration may decide to recommend the pupil for expulsion from the Rocklin Unified School District (based on recommended or mandatory infractions).

Status:

Site administration recommended and the District has concurred that sufficient evidence exists to expel Student 101916-01 and Student 101916-02 from the Rocklin Unified School District. All parties have signed the *Agreement and Stipulation for Expulsion* certifying that they have been made fully aware of their rights afforded by law and have freely executed the Agreement.

Presenter(s):

Martin Flowers, Director of Secondary Programs and School Leadership

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Materials/Films:

None

Other People Who Might Be Present:

Kathleen Pon, Ed. D., Deputy Superintendent, Educational Services

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Confidential student expulsion packets for the Board of Trustees.

Recommendation:

Staff recommends approval of the Agreement and Stipulation for Expulsion for Student 101916-01 and Student 101916-02.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Hold Public Hearing and Approve Equity of Time General Waiver Request for Transitional Kindergarten

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

California Education Code (EC 37202) requires that a General Waiver be submitted to the California Department of Education (CDE) if instructional minutes for Transitional Kindergarten (TK) and Kindergarten (K) are not equal. The General Waiver requires notification be given to the local bargaining unit and Board approval. The waiver is submitted online.

The District wishes to submit a Waiver Request to the CDE as Rocklin Unified School District (RUSD) K classes are in session Tuesday through Friday for sixty minutes longer (full-day) than District TK classes (Extended Day). The Waiver Request was reviewed and approved by Rocklin Teachers Professional Association on September 30.

Status:

CDE was consulted regarding the current discrepancy in instructional minutes between our full-day Kindergarten classes and our extended day Transitional Kindergarten classes. In order to be in compliance with CDE requirements for instructional minutes, the District must hold a Public Hearing and submit a Board approved General Waiver to CDE requesting it waive the requirements of Education Code 37202. Currently both TK and K classes exceed the required minimum for instructional minutes. The waiver will go to the California State Board of Education during their January 13-14, 2017 meeting.

Presenter(s):

Kathy Pon, Ed. D., Deputy Superintendent, Educational Services

Financial Impact:

Current year: None

Future years: None

Funding source: N/A

Materials/Films:

None

Other People Who Might Be Present:

Karen Huffines, Director, Elementary Programs and School Leadership

Allotment of Time:

Check one of the following: [] Consent Calendar [X] Action Item [] Information Item

Packet Information:

Attachment: Sample of General Waiver Request

Recommendation:

Staff recommends holding a Public Hearing and approving the General Waiver for submission to the California State Board of Education.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Board Policies (BP) and Administrative Regulations (AR)
BP 3000 Concepts and Rules
AR 3310 Purchasing Procedures
BP 3311 Bids
AR 3311 Bids
BP 3312 Contracts
AR 3314 Payment for Goods & Services
AR 3320 Claims and Actions Against the District
BP 3452 Student Activity Funds

DEPARTMENT: Office of the Deputy Superintendent, Business & Operations

Background:

District departments update Board Policies (BP), Administrative Regulations (AR), and Exhibits (E) as advised by California School Board Association (CSBA). Revisions, updates, deletions and additions are the result of legislation to change in Education Code, Government Code and Public Contract Code. In addition, staff reviewed, revised and updated policies and procedures to reflect current practices in consultation with legal counsel.

Status:

BP 3000 Concepts and Rules (Revised)
AR 3310 Purchasing Procedures (Revised)
BP 3311 Bids (Revised)
AR 3311 Bids (Revised)
BP 3312 Contracts (Revised)
AR 3314 Payment for Goods & Services (Revised)
AR 3320 Claims and Actions Against the District (Revised)
BP 3452 Student Activity Funds (Revised)

Presenter:

Barbara Patterson, Deputy Superintendent, Business & Operations

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Material/Films:

Other People Who Might Be Present:

Allotment of Time: Consent Calendar Action Item Information Item

Packet Information Item:

Board policies and Administrative Regulations are included in your packet.

Recommendation:

Staff recommends approval of revisions to Board Policies and Administrative Regulations.

Rocklin USD

Board Policy

Concepts and Roles

BP 3000

Business and Noninstructional Operations

The Governing Board of Trustees recognizes that ~~prudent financial decisions are crucial to the district's ability to provide a high-quality education for students~~ the business and other noninstructional operations of the district support the educational program by maximizing and prioritizing resources and providing a safe and healthy environment for students and staff. ~~The Superintendent or designee shall ensure that the district's business and noninstructional operations are efficient and responsive to the needs of students, parents/guardians, staff, and the community. —It is therefore essential that the Board establish reliable budget development processes and adopt a responsible budget with spending priorities which reflect the district's vision and goals. —When needed, the Board shall advocate and seek community, state or federal support for additional financing.~~

(cf. 3511 - Energy and Water Management)

(cf. 3511.1 - Integrated Waste Management)

(cf. 3512 - Equipment)

(cf. 3517 - Facilities Inspection)

(cf. 3540 - Transportation)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

~~(cf. 0100—Philosophy)~~

~~(cf. 0200—Goals for the School District)~~

The Board expects sound fiscal management from the administration. The Superintendent or designee shall prepare the detailed annual budget and present it to the Board for review and adoption. He/she shall administer the adopted budget in accordance with Board policies and accepted business procedures.

(cf. 3100 - Budget)

(cf. 3400 - Management of District Assets/Accounts)

The Board shall monitor financial operations so as to ensure the district's fiscal integrity. The Superintendent or designee shall make all required financial reports, recommend auditor(s) to the Board, recommend financial plans for meeting program needs, and keep the Board fully informed about the district's fiscal and noninstructional operations.

(cf. 3460 - Financial Reports and Accountability)

The Board shall make every effort to ensure that the district provides healthy school environments and maintains high standards of safety in the operation of facilities, equipment and services. The Superintendent or designee shall establish a risk management program that promotes safety and protects district resources.

(cf. 3514 - Environmental Safety)
(cf. 3515 - Campus Security)
(cf. 3530 - Risk Management/Insurance)
(cf. 9000 - Role of the Board)

Legal Reference:

EDUCATION CODE

35035 Powers and duties of superintendent
35160 Authority of governing boards
35160.1 Broad authority of school district
35161 Powers and duties of governing boards

Policy ROCKLIN UNIFIED SCHOOL DISTRICT
adopted: October 18, 2000 Rocklin, California
revised: October 19, 2016

Rocklin USD

Administrative Regulation

Purchasing Procedures

AR 3310

Business and Noninstructional Operations

The district's purchasing procedure is designed to provide the district with maximum value for each dollar expended and to provide vendors with equal opportunities to qualify for school business.

The district will:

1. Comply with all applicable provisions of State and federal laws governing district purchasing.
2. Operate within a centralized purchasing concept.
3. Serve the best interest of the district in all transactions.
4. Purchase without favor or prejudice.
5. Conduct purchasing in a businesslike manner, using the most efficient procedures, records and reports.
6. Purchase locally where consistent with district policies and procedures.
 - a. Whenever recycled products of equal fitness and quality are available at no more than the cost of nonrecycled products, the district shall purchase recycled products. The district also may give preference to the suppliers of recycled products. (Public Contract Code 12168, 12210)
 - b. Price, fitness and quality being equal, the district shall give preference to supplies manufactured, grown or produced in California, and shall next prefer supplies partially manufactured, grown or produced in California. (Government Code 4331)
7. Participate in cooperative purchasing with other governmental agencies.
8. Acquire surplus materials whenever possible.
9. Establish specifications that are descriptive of the goods that are needed to meet the district's needs and are sufficiently broad to promote competitive bidding.
10. Solicit bids from a group of responsible bidders who are able to offer the best prices consistent with quality, delivery and service.

11. Publicly open advertised bids at the prescribed time and place.

Purchasing

The purchasing of all services, equipment and supplies shall be centralized in the Business Department under the supervision of the ~~Associate-Deputy~~ Superintendent, Business and Operations. The purchasing procedures of the district will be systematically evaluated and revised to ensure that district purchases are made in an expeditious, efficient and economic manner.

The following district representatives are authorized to approve purchase orders:

Superintendent

~~Associate Superintendent, Business Services~~ Deputy Superintendent, Business and Operations
Director, Fiscal & Purchasing Services

No purchase will be made without an approved purchase order or prior approval of the above. Any purchase made in the name of the district without an authorized purchase order or service agreement is invalid, and any resulting financial obligations will be borne solely by the person making the purchase. In the event staff does not follow these procedures, disciplinary action will be taken.

Suppliers will be advised that only district Business Department representatives are authorized to make purchases and any contract entered into with vendors by other than authorized district representatives is invalid and will not be approved for payment. Further, under no circumstances should a vendor deliver merchandise without an approved purchase order. Salesmen will be advised that (1) they must first meet with Purchasing Department representatives before contacting school or department personnel, and (2) when contacting school personnel, the Principal must be the first contacted.

Purchasing shall be made on an annual basis when possible to take advantage of quantity purchasing.

Consistent with the district's Business Department standards, specifications for services/goods is the prerogative of each department; however, subject to administrative appeal, the Deputy Associate Superintendent, Business and Operations shall have the authority to approve or deny any purchase. All purchasing will be based on district needs and the quality, availability and relative price of the services/goods. No purchases will be made from district employees, their spouse, or a company from which they receive direct financial benefit, unless an independent appraisal of the value is presented.

Purchases of less than \$10,000 may, at the discretion of the ~~Associate-Deputy~~ Superintendent, Business and Operations, be made without utilizing the informal bid or quote procedure. Purchases in excess of limits specified in the Public Contract Code 20111 will be made via the bid process.

1. Purchase Orders

Goods and services will be purchased via purchase orders unless alternate arrangements are made by the ~~Associate~~Deputy Superintendent, Business and Operations.

- a. The Purchase Order shall be used for a local purchase over \$200 and for an out-of-town purchase. Such orders will be initiated on a purchase requisition at the schools or department level and submitted to the Business Office for processing.
- b. Items should not be picked up from the vendor unless the purchase order is noted, "Our Pickup." Such a notation affects the disposition of paperwork, and anyone not following prescribed procedures causes purchasing problems which result in additional personnel time and expense.
- c. All "On Approval" purchases must be made on purchase orders. Proper and timely notification must be made by the purchaser regarding the decision to keep or return such goods.
- d. The Business Office must be promptly notified of all merchandise returns.
- e. Those who wish to "walk through" purchase orders shall call the Business Office beforehand to ensure proper personnel availability.

2. Quotations

The ~~Associate~~Deputy Superintendent, Business and Operations will utilize the quotation or informal bid process for all purchases in excess of \$10,000 but less than bid limits specified in the Public Contract Code 20111.

- a. Generally, three or more quotations will be obtained by purchasing office personnel; however, the Associate Superintendent may waive this three-quote provision if he/she determines that it is in the best interest of the district to do so.
- b. Quotations may be solicited in writing or verbally. A written record of all quotes will be maintained in the Business Office.
- c. Following completion of the quotation process and consultation with the district representative initiating the purchase request, the ~~Associate~~Deputy Superintendent, Business and Operations or designee will authorize or deny the purchase.

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT
approved: February 1, 2012 Rocklin, California
revised: October 19, 2016

Rocklin USD

Board Policy

Bids

BP 3311

Business and Noninstructional Operations

~~In order to ensure transparency and the prudent expenditure of public funds, the Board of Trustees shall award contracts in an objective manner and in accordance with law. District equipment, supplies, and services shall be purchased using competitive bidding. The Governing Board is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the district, including when contracting for public projects involving district facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board determines that it is in the best interest of the district, to do so, such contracts shall be made using competitive bidding.~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3000 - Concepts and Roles)

(cf. 3300 - Expenditures and Purchases)

~~No work, project, service, or purchase shall be split or separated into smaller work orders or projects^[A1] for the purpose of evading the legal requirements of Public Contract Code 20111-20118.4 for contracting after competitive bidding. (Public Contract Code 20116, 22033)~~

~~The Superintendent or designee shall establish comprehensive bidding procedures for the district in accordance with law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.~~

~~When the Board has determined that it is in the best interest of the district, the district may piggyback onto the contract of another public agency or corporation to lease or purchase equipment or supplies to the extent authorized by law. (Public Contract Code 20118)~~

~~Bid specifications shall be carefully designed and shall describe in detail the quality, delivery, and service required.~~

~~To assist the district in determining whether bidders are responsible, the Board may require prequalification procedures as allowed by law and specified in administrative regulation. For award of contracts which, by law or Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders and shall address the issues covered by the standardized questionnaire and model guidelines developed by the Department of Industrial Relations pursuant to Public Contract Code 20101.~~

(cf. 9270 - Conflict of Interest)

Bid specifications shall be carefully designed and shall When calling for bids, the Superintendent or designee shall ensure that the bid specification clearly describes in appropriate detail the quality, delivery, and[A2] service required, and includes all information which the district knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

Except as authorized by law and specified in the administrative regulation, contracts shall be let to[A3] the lowest responsible bidder who shall give such security as the Board requires, or else all bids shall be rejected. (Public Contract Code 20111):

When the Board has determined that it is in the best interest of the district, the district may piggyback[A4] onto the contract of another public agency or corporation to lease or purchase equipment or supplies to the extent authorized by law. (Public Contract Code 20118)

Legal Reference:

EDUCATION CODE

17070.10-17079.30 Leroy F. Green School Facilities Act

17250.10-17250.55 Design-build contract

17406 Lease-leaseback contract

17595 Purchases of supplies through Department of General Services

38083 Purchase of perishable foodstuffs and seasonable commodities

38110-38120 Apparatus and supplies

39802 Transportation services

CODE OF CIVIL PROCEDURE

446 Verification of pleadings

GOVERNMENT CODE

4217.10-4217.18 Energy conservation contracts

4330-4334 Preference for California-made materials

6252 Definition of public record

53060 Special services and advice

54201-54205 Purchase of supplies and equipment by local agencies

PUBLIC CONTRACT CODE

1102 Emergencies

2001-2002+ Responsive bidders

30020-3010 Roofing projects

3400 Bids, specifications by brand or trade name not permitted

3410 United States produce and processed foods

6610 Bid visits

12200 Definitions, recycled goods, materials and supplies

[20101-20103.7 Public construction projects, requirements for bidding](#)

20103.8 Award of contracts

20107 Bidder's security

20111-20118.4 Contracting by school districts

20189 Bidder's security, earthquake relief

22002 Definition of public project

~~[22030-22045—Alternative procedures for public projects \(UPCCAA\)](#)~~

22050 Alternative emergency procedures

22152 Recycled product procurement

COURT DECISIONS

[McGee v. Balfour Beatty Construction, LLC, et al. \(4/12/16, No. B262850\)](#)

[Davis v. Fresno Unified School District, \(2015\) 237 Cal.App.4th 261](#)

[Los Angeles Unified School District v. Great American Insurance Co., \(2010\) 49 Cal.4th 739](#)

[Great West Contractors Inc. v. Irvine Unified School District, \(2010\) 187 Cal.App.4th 1425](#)

Marshall v. Pasadena USD, (2004) 119 Cal.App.4th 1241

Konica Business Machines v. Regents of the University of California, (1988) 206

Cal.App.3d 449

City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court,

(1972) 7 Cal.3d 861

ATTORNEY GENERAL OPINIONS

89 Ops.Cal.Atty.Gen. 1 (2006)

Management Resources:

WEB SITES

CSBA: [http:// www.csba.org](http://www.csba.org)

California Association of School Business Officials: <http://www.casbo.org>

Policy ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: December 2, 2009 Rocklin, California

[revised: October 19, 2016](#)

Rocklin USD

Administrative Regulation

Bids

AR 3311
Business and Noninstructional Operations

Advertised/~~Competitive~~ Bids

The district shall ~~seek~~ advertise for competitive bids when any public project through advertisement for contracts involving an expenditure of \$15,000 or more, ~~for a public project.~~ (Public Contract Code 20111)

Public project means construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition and repair work involving a district owned, leased or operated facility. (Public Contract Code 20111, 22002)

~~The amount by which contracts shall be competitively bid shall escalate automatically based upon the annual adjustment by the Superintendent of Public Instruction.~~

~~Competitive bids shall be sought through advertisement for contracts exceeding \$72,400. The district shall also advertise for competitive bids when a contract exceeds the amount specified in law, as annually adjusted by the Superintendent of Public Instruction~~ for the following: (Public Contract Code 20111; Government Code 53060)

1. The purchase of equipment, material or supplies to be furnished, sold or leased to the district
2. Services, not including construction services, or special services and advice in accounting, financial, legal, or administrative matters
3. Repairs, ~~including maintenance~~ that are not a public project, including maintenance

Maintenance means routine, recurring and usual work for preserving, protecting, and keeping a district facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. Maintenance includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. This definition does not include, among other types of work, janitorial or custodial services, and protection provided by security forces, nor does it include painting, repainting, or decorating other than touchup. (Public Contract Code 20115)

~~Unless^[A1] otherwise authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Board of Trustees requires, or else all bids shall be rejected. (Public Contract Code 20111)~~

~~The^[A2] Board shall secure bids pursuant to Public Contract Code 20111 and 20112 for any transportation service expenditure of more than \$10,000 when contemplating that such a contract may be made with a person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported. The Board may let this contract to other than the lowest bidder. (Education Code 39802)~~

~~No work, project, service, or purchase shall be split or separated into smaller work orders or projects^[A3] for the purpose of evading the legal requirements of Public Contract Code 20111-20118.4 for contracting after competitive bidding. (Public Contract Code 20116)~~

~~When^[A4] letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, the Board may contract with any one of the three lowest responsible bidders. (Public Contract Code 20118.1)~~

Instructions and Procedures for Advertised Bids

The Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks advertising in a local newspaper of general circulation published in the district, or if no such paper exists then in some newspaper of general circulation, circulated in the county ~~at least once a week for two weeks~~. The district Superintendent or designee may also post the notice on the district's web site or through an other electronic portal, ~~and may accept a bid submitted electronically or on paper~~. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and web site where bids will be opened. The district may accept a bid submitted electronically or on paper. (Public Contract Code 20112)

(cf. 1113 - District and School Web Sites)

The notice shall contain the time, date, and location of any mandatory pre-bid conference, site visit, or meeting. ~~The notice shall also and~~ details regarding when and where project documents, including final plan and specifications, are available. Any such mandatory visit or meeting shall ~~not occur~~ not less than within a minimum of five calendar days after ~~of~~ the publication of the initial notice. (Public Contract Code 6610)

Bid instructions and specifications shall include the following requirements and information:

1. 1.—All bidders shall certify the minimum, if not exact, percentage of post consumer materials in products, materials, good, or supplies offered or sold. (Public Contract Code 22152)

(cf. 3510 - Green School Operations)

2. All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (Public Contract Code 20107, 20111)

- a. Cash
- b. A cashier's check made payable to the district
- c. A certified check made payable to the district
- d. A bidder's bond executed by an admitted surety insurer and made payable to the district

The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111)

3. When a standardized proposal form is provided by the district, bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)

43. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)

54. When two or more identical lowest or highest bids are received, the Governing Board may determine by lot which bid shall be accepted. (Public Contract Code 20117)

65. If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #a, below will be used: (Public Contract Code 20103.8)

a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.

b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.

c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the district before the first bid is opened.

~~d.~~ The lowest bid shall be determined in a manner that prevents any information that would

identify any of the bidders or proposed subcontractors or suppliers from being revealed to the district before the ranking of all bidders from lowest to highest has been determined. (Public Contract Code 20103.8)

76. The district shall consider only responsive bids from responsible bidders in determining the lowest bid.-

8. Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.

97. After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for public review pursuant to law, Board policy, and administrative regulation.

(cf. 1340 - Access to District Records)

10. When a bid is disqualified as nonresponsive based on district investigation or other information not obtained from the submitted bid, the Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the information.

Prequalification Procedure

When required by law or the Board, the Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. For this purpose, the Superintendent or designee shall furnish prospective bidders a standardized proposal form which, when completed, shall indicate a bidder's statement of financial ability and experience in performing public works. The bidder's information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Code of Civil Procedure 446; Public Contract Code 20111.5, 20111.6)

When any public project involves an expenditure of \$1,000,000 or more and is funded or reimbursed wholly or partly by the School Facilities Program funds or other future state school bond, the district shall prequalify prospective bidders either quarterly or annually. The prequalification shall be valid for one year and the following requirements shall apply: (Education Code 17406, 17407; Public Contract Code 20111.6)

1. Prospective bidders, including, but not limited to, prime, general engineering, and general building contractors and electrical, mechanical, and plumbing subcontractors, as defined in the Business and Professions Code 4113, 7056, or 7057, as applicable, shall submit a standardized questionnaire and financial statement 10 or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

2. Prospective bidders shall be prequalified by the district five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

If the project includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, the Superintendent or designee shall make available to all bidders a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

For all other contracts requiring competitive bidding, the district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. Prospective bidders for such contracts shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids and shall be prequalified by the district at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

Award of Contract^(A5)

The district shall award each contract to the lowest responsible bidder except in the following circumstances:

1. When ~~the~~letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders. (Public Contract Code 20118.1)

2. ~~The Board shall secure bids pursuant to Public Contract Code 20111 and 20112. When the contract is for any transportation service expenditure which involves of more than \$10,000 when contemplating that such a contract may and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported, in which case the Board may let this contract with~~ other than the lowest bidder. (Education Code 39802)

3. When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements. (Public Contract Code 2000-2002)

4. When procuring a design-build contract for a public works project in excess of \$1,000,000 in accordance with the section "Design-Build Contracts" below, in which case the Board may award the contract to either the low bid or the best value to the district, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs. (Education Code 17250.20, 17250.25)

(cf. 9270 - Conflict of Interest)

Protests^[A6] by Bidders

A bidder may protest a bid award if he/she believes that the award is not in compliance with law, was inconsistent with Board policy, or the bid's specifications , or was not in compliance with law.

A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee also may convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide reasonable notice to the bidder of the date and time for Board consideration of the protest~~contract award~~. The Board's decision shall be final.

Alternative Bid Procedures for Technological Equipment and Software

Rather than seek competitive bids, the Board may use competitive negotiation when it makes Upon a finding by the Board that a particular procurement qualifies for the alternative procedure, the district may acquire is for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus through competitive negotiation. Competitive negotiation~~This procedure~~ shall not be used~~apply~~ to contracts for construction or for the procurement of any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

The competitive negotiation shall include, but not be limited to, the following requirements: (Public Contract Code 20118.2)

1. The Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP~~request for proposals~~ shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.

3. The Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP request for proposals is received.
4. The RFP request for proposals shall identify all significant evaluation factors, including price, and their relative importance.
5. The district Superintendent or designee shall provide reasonable procedures for the technical evaluation of the proposals received, the identification of qualified sources, and the selection for the award of the contract.
6. The Board shall award ~~shall be made the contract~~ to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district with price and all other factors considered.
7. If the Board does not ~~an~~ award the contract ~~is not made~~ to the bidder whose proposal contains the lowest price, then the district shall make a finding setting forth the basis for the award to another bidder.
8. The district, at its discretion, may reject all proposals and request new proposals.
9. Provisions in any contract concerning utilization of small business enterprises, that are in accordance with the RFP request for proposals, shall not be subject to negotiation with the successful proposer.

Design[A7]-Build Contracts

When it is in the best interest of the district, the Board may approve a contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria. (Education Code 17250.20)

The procurement process for design-build projects shall be as follows: (Education Code 17250.25)

1. The district shall prepare a set of documents setting forth the scope and estimated price of the project. The documents may include, but are not limited to, the size, type, and desired design character of the project; performance specifications covering the quality of materials, equipment, workmanship, preliminary plans, or building layouts; or any other information deemed necessary to describe adequately the district's needs. The documents may include operations during a training or transition period, but shall not include long-term operations for a project. The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. The district shall prepare and issue a request for qualifications in order to prequalify or develop a short list of the design-build entities whose proposals shall be evaluated for final selection. The request for qualifications shall include, but is not limited to, all of the following elements:

a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity

b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction experience, acceptable safety record, and all other non-price-related factors

c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25

The district also may identify specific types of subcontractors that must be included in the statement of qualification and proposal.

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce, as defined in Education Code 17250.25, to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17250.25)

3. The district shall prepare a request for proposals that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district. The request for proposals shall include the information identified in items #2a and 2b above and the relative importance or weight assigned to each of the factors. If the district uses a best value selection method, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the request for proposals and shall publish separately or incorporate into the request for proposals applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.

4. For those projects utilizing low bid as the final selection method, the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder.

5. For those projects utilizing best value as a selection method, the following procedures

shall be used:

- a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the request for proposals. Criteria shall be weighted as deemed appropriate by the district and shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years.
- b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked.
- c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public.
- d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award. This statement and the contract file shall provide sufficient information to satisfy an external audit.

Sole Sourcing

~~Specifications for contracts for construction, alteration, or repair of school facilities may not limit bidding, either directly or indirectly, to any one product, service, or supplier. Specifications designating a particular brand name shall the description with the words "or equal" so that bidders may furnish any equal material, product, thing, or service. In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall ensure that the bid specification: (Public Contract Code 3400)~~

1. Does not directly or indirectly limit bidding to any one specific concern
2. Does not call for a designated material, product, thing, or service by a specific brand or trade name, unless the specification is followed by the words "or equal," so that bidders may furnish any equal material, product, thing, or service

In any such case, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract.

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to that designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification. (Public Contract Code 3002)

However, the Superintendent or designee Specifications for contracts may designate a specific material, product, thing or service -by brand or trade name (sole sourcing) if the he/she/district has made a finding, described in the invitation for bids or request for proposals, that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

1. To conduct a field test or experiment to determine its suitability for future use
2. To match others in use on a particular public improvement that has been completed or is in the course of completion
3. To obtain a necessary item that is only available from one source
4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board that issued the invitation for bid or RFP request for proposals.

(cf. 9323.2 - Actions by the Board)

Bids Not Required

Without advertising for bids and Upon determination that it is in the best interest of the district, the Board may authorize any public corporation or agency, by the purchase contract, lease, or contract-requisition, or purchase order, to lease for data-processing equipment, and purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the through a other public corporation or agency is authorized to make the leases or purchases from a vendor ("piggyback"). without advertising for bids. Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

The Board may also, without competitive bidding, utilize contracts, master agreements, multiple award schedules, cooperative agreements, or other types of agreements established by a department of the State for use by school districts for the acquisition of information technology, goods, and services. (Public Contract Code 10298, 10299.)

(cf. 3310 - Purchasing Procedures)

(cf. 3300 - Expenditures and Purchases)

(cf. 3512 - Equipment)

Without^(A8) advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the

best interest of the district. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on cost comparison findings specified in Government Code 4217.12. (Government Code 4217.12)

(cf. 3511 - Energy and Water Management)
(cf. 9320 - Meetings and Notices)

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Perishable commodities, such as foodstuffs, needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

In an emergency when repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes, or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)

(cf. 3517 - Facilities Inspection)
(cf. 9323.2 - Actions by the Board)

Bids^[A9] shall also not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

Whenever^[A10] the total number of hours on the job does not exceed 350 hours, day labor may be used to erect new buildings and for the following purposes: (Public Contract Code 20114)

1. School building repairs, alterations, additions
2. Painting, repainting or decorating of school buildings
3. Repair or building of apparatus or equipment
4. Improvements on school grounds

5. Erect new buildings
6. Maintenance work as defined above

The^[A11] district may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids. (Education Code 17602)

Lease^[A12]-Leaseback Contract

Upon a determination that it is in the best interest of the district- and pursuant to the statutory procurement process, and without advertising for bids, the Board may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year, as long as the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). Prior to entering into a lease-leaseback agreement, the Superintendent or designee shall have on file the contractor's enforceable commitment that the contractor and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. (Education Code 17406, 17407.5)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

Any lease-leaseback agreement shall be reviewed by the district's legal counsel to ensure that all required terms, including a lease term that provides for the district's occupancy of the building or improved property during the lease and an appropriate financing component, are included in the agreement.

Regardless of the funding source, when any lease-leaseback agreement is for a public project, involves an expenditure of \$1,000,000 or more, and meets other criteria in Public Contract Code 20111.6, the prequalification requirements specified in the "Prequalification Procedure" section above shall be followed. (Education Code 17406)

Prequalification Procedure^[A13]

For any contract for which bids are legally required, the Board may require that each prospective bidder complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall supply a form which requires a complete statement of the bidder's financial ability and experience in performing public works. (Public Contract Code 20111.5)

Prospective bidders shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids. The information shall be verified under oath in

~~the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Public Contract Code 20111.5)~~

~~The Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. Bidders must be deemed prequalified by the district at least one day before the fixed bid opening date. (Public Contract Code 20111.5)~~

~~The Superintendent or designee shall furnish each qualified bidder with a standardized proposal form. Bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)~~

~~The district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. (Public Contract Code 20111.5)~~

Protests by Bidders

~~A bidder may protest a bid award if he/she believes that the award was inconsistent with Board policy, or the bid's specifications, or was not in compliance with law.~~

~~A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.~~

~~The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee also may convene a meeting with the bidder in order to attempt to resolve the problem.~~

~~The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide reasonable notice to the bidder of the time for Board consideration of the contract award. The Board's decision shall be final.~~

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT
approved: August 2, 2006 Rocklin, California
revised: October 19, 2016

Rocklin USD

Board Policy

Contracts

BP 3312

Business and Noninstructional Operations

The Governing Board recognizes its responsibility to enter into contracts on behalf of the district for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of district goals. In exercising this authority to enter into a contract, the Board shall ensure that the district's interest is protected and that the terms of the contract conform to applicable legal standards, including the bidding requirements in Public Contract Code 20111.

(cf. 2121 - Superintendent's Contract)

(cf. 3311 - Bids)

(cf. 4312.1 - Contracts)

(cf. 9124—Attorney)

~~Whenever state law invests the Board of Trustees with the power to enter into contracts on behalf of the district, t~~The Board may, by a majority vote, delegate this power to the Superintendent or designee. To be valid or to constitute an enforceable obligation against the district, all contracts must be approved or ratified by the Board. (Education Code 17604)

(cf. 3300 - Expenditures/Expending Authority)

(cf. 3314 - Payment for Goods and Services)

(cf. 3400—Management of District Assets/Accounts)

~~All contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee.~~

~~When required by law, contracts and subcontracts made by the district for public works or for goods or services shall contain a nondiscrimination clause prohibiting discrimination by contractors or subcontractors. The nondiscrimination clause shall contain a provision requiring contractors and subcontractors to give written notice of their obligations to labor organizations with which they have a collective bargaining or other agreement. (Government Code 12990)~~

(cf. 0410—Nondiscrimination in District Programs and Activities)

The district shall not enter into a contract that prohibits a school employee from disparaging the goods or services of the contracting party. (Education Code 35182.5)

Contracts for Non-Nutritious Foods or Beverages

~~Effective July 1, 2007, the district or a district school shall not enter into or renew a contract for the sale of foods that do not meet the nutritional standards specified in Education Code 49431-49431.7, 5 CCR 15500-15501 or 15575-15578, or 7 CFR 210.11 or 220.12 or 49431.2 unless the contract specifies that such sales will occur later than one-half hour after the end of the school day and/or off school premises campus or outside the time restriction specified in the applicable law. (Education Code 49431, 49431.2)~~

(cf. 3554 - Other Food Sales)

~~(cf. 3555 - Nutrition Program Compliance)~~

~~In accordance with the dates specified in law, the district or a district school shall not enter into or renew a contract for the sale of beverages that do not meet the nutritional standards in Education Code 49431.5 unless the contract specifies that such sales will occur later than one-half hour after the end of the school day and/or off school premises.~~

Before the district or a district school enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious food as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of this contract benefit public education. (Education Code 35182.5)

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include but not be limited to the following:

Control procedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources, and integrity of every employee responsible for handling money or property.

(cf. 3100 - Budget)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

In addition, the contract may specify whether contractor logos are permitted on district facilities, including but not limited to scoreboards and other equipment. If such logos are permitted, the contractor shall present the equipment to the Board as a gift. The gift may be accepted by the Board in accordance with Board policy and administrative regulation.

(cf. 3290 - Gifts, Grants and Bequest)

[A2]

The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fund-raising activities.

(cf. 1230 - School-Connected Organizations)
(cf. 1321 - Solicitation of Fund from and by Students)

~~The contract~~ Any contract for the sale or advertisement of non-nutritious foods or carbonated or non-nutritious beverages shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

(cf. 3311 - Bids)

The Board shall not enter into or renew a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious food until parents/guardians, students, and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled Board meeting or as otherwise authorized by Education Code 35182.5. The Board shall clearly, and in a manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting. (Education Code 35182.5)

(cf. 9322 - Agendas/Meeting Materials)
(cf. 9323 - Meeting Conduct)

The public hearing shall include but not be limited to a discussion of the nutritional value of food and beverages sold within the district; the availability of fresh fruit, vegetables, and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar, and additives in the food and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education Code 35182.5)

(cf. 5030 - Student Wellness)

The contract shall be accessible to the public and may not include a confidentiality clause that would prevent the district or a district school from making any part of the contract public. (Education Code 35182.5)

(cf. 1340 - Access to District Records)

Contracts for Electronic Products or Services

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed, public hearing of the Board.

(cf. 9320 - Meetings and Notices)

2. Makes a finding that the electronic product or service is or would be an integral component of the education of students.

(cf. 0440 - District Technology Plan)

~~(cf. 6162.7—Use of Technology in Instruction)~~

3. Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students.

(cf. 1325 - Advertising and Promotion)

4. As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning center.

~~(cf. 5145.6 - Parental Notifications)~~

5. Offers parents/guardians the opportunity to request in writing that their child not be exposed to the program that contains the advertising. Any request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

Contracts^[A3] for Digital Storage and Maintenance of Student Records

The district may enter into or renew a contract with a third party for the purpose of providing services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or to provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records. For these purposes, student records include any information maintained by the district that is directly related to a student and any information acquired directly from the student through the use of instructional software or applications assigned to the student by a teacher or other district employee, and do not include de-identified information. (Education Code 49073.1)

(cf. 5125 - Student Records)

Any such contract shall contain all of the following: (Education Code 49073.1)

1. A statement that student records continue to be the property of and under the control of the district

2. If applicable, a description of the means by which students may retain possession and control of their own student-generated content, as defined in Education Code 49073.1, including options

by which a student may transfer student-generated content to a personal account

3. A prohibition against the third party using any information in the student record for any purpose other than those required or specifically permitted by the contract

4. A description of the procedures by which a parent/guardian or a student age 18 years or older may review personally identifiable information in the student's records and correct erroneous information

5. A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of student records

6. A description of the procedures for notifying the affected parent/guardian, or the affected student if age 18 years or older, in the event of an unauthorized disclosure of the student's records

7. A certification that a student's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced, except that these requirements shall not apply to student-generated content if the student chooses to establish or maintain an account with the third party for the purpose of storing that content

8. A description of how the district and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act, 20 USC 1232g

9. A prohibition against the third party using personally identifiable information in student records to engage in targeted advertising

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

14505 Provisions required in contracts for audits

17250.10-17250.55 Design-build contracts

17595-17606 Contracts

35182.5 Contract prohibitions

45103.5 Contracts for management consulting service related to food service

49073.1 Contract requirements for digital storage, maintenance and retrieval of student records

49431-49431.75 Nutritional standards

CODE OF CIVIL PROCEDURE

685.010 Rate of interest

GOVERNMENT CODE

12990 Nondiscrimination and compliance employment programs

53260 Contract provision re maximum cash settlement
53262 Ratification of contracts with administrative officers
LABOR CODE
1775 Penalties for violations
1810-1813 Working hours
PUBLIC CONTRACT CODE
4100-4114 Subletting and subcontracting fair practices
7104 Contracts for excavations; discovery of hazardous waste
7106 Noncollusion affidavit
20111 Contracts over \$50,000; contracts for construction; award to lowest responsible bidder
20104.50 Construction Progress Payments
22300 Performance retentions
CODE OF REGULATIONS, TITLE 5
15500 Food sales by student organizations
15501 Sales in high schools and junior high schools
15575-15578 Food and beverage requirements outside of the federal school meal programs

UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
1681-1688 -Title IX, discrimination
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program

Management Resources:

CSBA PUBLICATIONS

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005

WEB SITES

CSBA: <http://www.csba.org>

California Association of School Business Officials: <http://www.casbo.org>

Policy ROCKLIN UNIFIED SCHOOL DISTRICT
adopted: April 19, 2006 Rocklin, California
revised: ~~September 21, 2016~~ October 19, 2016

Rocklin USD

Administrative Regulation

Payment For Goods And Services

AR 3314

Business and Noninstructional Operations

Payment for Construction Contracts

Payment on any contract for the creation, construction, alteration, repair, or improvement of any district property or facility or other public works project shall be made in accordance with the estimates, process, and/or schedule approved by the Governing Board.

As necessary, the Superintendent or designee may make progress payments as actual work is completed or materials are delivered. When a payment request is properly submitted by a contractor, any undisputed portion of the payment request shall be paid within 30 days. If the Superintendent or designee determines any payment request to be improper, he/she shall return the payment request to the contractor with a written statement of reasons why the request is not proper. (Public Contract Code 9203, 20104.50)

(cf. 3312 - Contracts)

The district may withhold up to five percent of the proceeds due to the contractor until completion and acceptance of the project. (Public Contract Code 7201)

The proceeds to be withheld by the district may exceed five percent when the Board has made a finding, prior to the bid and during a properly noticed and regularly scheduled public meeting, that the project is substantially complex and requires a higher retention amount than five percent. In such cases, the Board's finding shall include a description of the specific project and why it is a unique project that is not regularly, customarily, or routinely performed by the district or licensed contractors. The bid documents shall include details explaining the basis for the finding and the actual amount to be withheld. (Public Contract Code 7201)

(cf. 3311 - Bids)

(cf. 9320 - Meetings and Notices)

(cf. 9324 - Minutes and Recordings)

At any time after 50 percent of the work has been completed, the Board may release the withheld proceeds if it finds that satisfactory progress is being made. (Public Contract Code 9203)

Expenditure Warrants All Funds

~~To provide an orderly and timely procedure for paying bills and liabilities incurred by the district, the following procedure will be followed.~~

~~To be processed for payment, expenditures must:~~

- ~~1. Follow the district purchasing policies.~~
- ~~2. Fall within the limits of adopted budgets.~~
- ~~3. When paying for items on formal bids, bids or a resolution authorizing piggybacking of another bid, must have been approved by the Board.~~
- ~~4. Progress payments on building projects will be approved in advance by the district Building Inspector and the architects.~~
- ~~5. When reimbursing employees for travel or conference expense, be within the allowances established by administrative regulation.~~
- ~~6. Have district purchase order matched to vendor's invoice and check for receipt of goods and for accuracy by Business Department.~~

~~The Board of Trustees delegates to the Superintendent or his/her designee the authority to supervise this procedure and to release warrants to the payees when the procedures have been properly followed. Any warrants that do not follow this criteria or procedure as outlined above or are unusual in nature will be submitted to the Board for approval prior to release of payment.~~

~~The listings of expenditures for all funds shall be presented to the Board for ratification.~~

~~Payments Related to Construction~~

~~The Superintendent or designee shall ensure that requests for progress payments related to construction contracts are processed and paid within 30 days. Any improper request shall be returned to the contractor within seven days, together with a written statement of why the request is not proper. (Public Contract Code 20104.50)~~

~~Retention proceeds withheld by the district from payments to contractors for construction shall be released within 60 days after the construction or improvement is completed. In the event of a dispute between the district and the contractor, the district may withhold from the final payment an amount not to exceed 150 percent of the disputed amount. (Public Contract Code 7107)~~

~~Use of Credit Cards~~

~~Credit cards may be obtained by the school district for use by authorized district employees and officials. Authorized employees are to charge only those items which are legal expenditures and reimbursable from district funds. In the event that charges are not legal or reimbursable from~~

~~district funds, they become the sole responsibility of the person making the charge within 30 days of determination that payment is owed.~~

~~The Office of the Associate Superintendent, Business Services is responsible for the issuance of credit cards. Those employees authorized to receive a district issued credit card are:~~

~~Superintendent~~

~~Associate Superintendent, Business Services~~

~~Deputy Superintendent, Educational Services~~

~~Assistant Superintendent, Facilities and Operations~~

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

approved: March 5, 2008 Rocklin, California

revised: October 19, 2016 ~~September 21, 2016~~

Rocklin USD

Administrative Regulation

Claims And Actions Against The District

AR 3320

Business and Noninstructional Operations

Time Limitations

The following time limitations apply to claims against the district:

1. Claims for money or damages relating to a cause of action for death or for injury to person, personal property, or growing crops shall be presented to the Board of Trustees not later than six months after the accrual of the cause of action. (Government Code 905, 911.2)
2. Claims for money or damages as authorized in Government Code 905 and not included in item #1 above, including claims for damages to real property, shall be filed not later than one year after the accrual of the cause of action. (Government Code 905, 911.2)
3. Claims for money or damages specifically excepted from Government Code 905 shall be filed not later than one year after the accrual of the cause of action. (Government Code 905, 911.2, 935)

Late Claims

Any person presenting a claim under item #1 above later than six months after the accrual of the cause of action shall present, along with the claim, an application to file a late claim. Such claim and application to file a late claim shall be filed not later than one year after the accrual of the cause of action. (Government Code 911.4)

If a claim under item #1 is filed late and is not accompanied by the application to file a late claim, the Board or Superintendent shall, within 45 days, give written notice that the claim was not filed timely and that it is being returned without further action.

The Board or Superintendent shall grant or deny the application to file a late claim within 45 days after it is presented. This 45-day period may be extended by written agreement of the claimant and the Board or Superintendent provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

The Board or Superintendent shall grant the application to file a late claim under any one of the following circumstances: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the district was not prejudiced in its defense of the claim by the failure to present the claim within the time limit.

2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified for presentation of the claim.
3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason he/she failed to present the claim.
4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified for the presentation of the claim.

If the application to present a late claim is denied, the claimant shall be given notice in the form set forth in Government Code 911.8. (Government Code 911.8)

If the Board or Superintendent does not take action on the application to file a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless such time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6)

Delivery of Claims

A claim, any amendment thereto, or an application to present a late claim shall be deemed presented and received when delivered to the office of the Superintendent or deposited in a post office, subpost office, substation, or mail chute or other like facility maintained by the U.S. Government, in a sealed envelope properly addressed to the district office with postage paid or when otherwise actually received in the district office or by the Board secretary or clerk. (Government Code 915, 915.2)

Claim Form

Claims shall be submitted on the district claim form. The Board or Superintendent may return a claim not using the district's claim form and the claim may be resubmitted using the district's form. (Government Code 910.4)

Notice of Claim Insufficiency

The Superintendent shall review all claims for sufficiency of information.

If the claim is found insufficient or found not to satisfy the form requirements under Government Code 910.4, the Board or Superintendent may, within 20 days of receipt of the claim, either personally deliver or mail to the claimant, at the address stated in the claim or application, a notice stating with particularity the defects or omission in the claim. (Government Code 910.8, 915.4)

The Superintendent or Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

Amendments to Claim

Claims may be amended within the time limits provided under the section entitled "Time Limitations" above or prior to final action by the Board, whichever is later, if the claim, as amended, relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

Action on Claims

Within 45 days after the presentation or amendment of a claim, the Board shall take action on the claim. This time limit may be extended by written agreement before the expiration of the 45-day period. If the 45-day period has expired, the time limit may be extended if legal action has not been commenced or barred by legal limitations. (Government Code 912.4)

The Board may act on the claim in one of the following ways: (Government Code 912.6)

1. If the Board finds that the claim is not a proper charge against the district, the claim shall be rejected.
2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed.
3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance.
4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim.

If the Board allows the claim in whole, or in part, or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the Board may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

The Superintendent or designee shall transmit to the claimant written notice of action taken or of inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall either be personally delivered or mailed to the address stated in the claim or application. (Government Code 913, 915.4)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT
approved: October 7, 2009 Rocklin, California
revised: October 19, 2016

Rocklin USD

Board Policy

Student Activity Funds

BP 3452

Business and Noninstructional Operations

The Governing Board ~~of Trustees~~ recognizes that student organizations can provide students with an opportunity to conduct worthwhile cocurricular activities beyond those provided by the district and can also help students learn about effective financial practices. To that end, student organizations may raise and spend funds to support activities that promote the general welfare, morale, and educational experiences of the student body.

(cf. 3260 - Fees and Charges)

(cf. 5000 - Concepts and Roles)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.5 - Student Organizations and Equal Access)

Fund-Raising Events

At the beginning of each school year, each principal or designee shall submit to the Superintendent or designee a list of the fund-raising events that each student organization proposes to hold that year. The Superintendent or designee shall review the proposed events and determine whether the events contribute to the educational experience and are not in conflict with or detract from the school's educational program. When reviewing proposed events, the Superintendent or designee shall consider the effects of the activities on student health and safety, evaluate the risk of liability to the district, and ensure that the proposed activities are in compliance with law, Board policy, and administrative regulation.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 3530 - Risk Management/Insurance)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 5142 - Safety)

(cf. 5143 - Insurance)

Management of Funds

Student body funds shall be managed in accordance with law and sound business procedures designed to encourage the largest possible educational return to students without sacrificing the security of funds. Therefore, the collection, disbursement, and recording of transactions pertaining to student activity funds shall be performed in accordance with the District's Associated Student Body Accounting Manual.

(cf. 3400 - Management of District Assets/Accounts)

The Principal or designee shall be responsible for the proper conduct of all student organization financial activities. The budget adopted by the student body organization should serve as the financial plan for the school year and shall be submitted to the Superintendent or designee at the beginning of each school year. The Superintendent or designee shall periodically review the organization's use of funds to ensure compliance with the district's internal control procedures.

All disbursements must be approved by a Board-designated official (site administrator), the certificated employee who is the student organization advisor, and a student organization representative. (Education Code 48933)_

In addition, all student body organization contracts over \$50,000 must be reviewed and signed by the Deputy Superintendent, Business and Operations or designee. All student body organization contracts less than \$50,000 must be reviewed and signed by a site administrator.

The Board shall provide an annual audit of student accounts by a certified public accountant or licensed public accountant. The cost of the audit shall be paid from district funds. (Education Code 41020)

(cf. 3460 - Financial Reports and Accountability)

Legal Reference:

EDUCATION CODE

35182.5 Non-nutritious foods and beverages, vending machines

35564 Funds, obligation of the student body

41020 Requirement for annual audit

48930-48938 Student body organization

49431 Sale of food and beverages, elementary school

49431.5 Sale of food and beverages, middle and high schools

51520 School premise, prohibited solicitations

51521 Fund-raising projects

CODE OF REGULATIONS, TITLE 5

15500 Food sales, elementary schools

15501 Food sales, middle and junior high schools

COURT DECISIONS

Prince v. Jacoby, (2002) 303 F.3d 1074

Management Resources:

FISCAL CRISIS MANAGEMENT & ASSISTANCE TEAM PUBLICATIONS

Associated Student Body Accounting Manual & Desk Reference, 20052015

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Fiscal Crisis Management & Assistance Team: <http://www.fcmat.org>

Policy ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: March 5, 2008 Rocklin, California

revised: October 19, 2016

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: California's New Accountability and Continuous Improvement System

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

In September of 2016 the State Board of Education approved final methodology that will be used for calculating the performance of five state indicators within California's accountability and continuous improvement system. This system replaces the former State's Academic Performance Indicator (API) and will go into effect in 2017. Additionally, the system aligns with the State Local Control Accountability Program (LCAP) priority indicators, and incorporates the process for planning and evaluation of progress through the adoption of a State model practices for LCAP.

Status:

The report will provide an overview of how the California Accountability Model has developed two components for its indicators: status and change. Additionally, examples of Rocklin's recent performance in several indicators will be previewed using this model. Finally, the presentation will suggest next steps to support systems at the site and district levels that ensure continuous improvement.

Presenter(s):

Kathy Pon, Ed. D., Deputy Superintendent, Educational Services
Melanie Patterson, Program Specialist, LCAP and Strategic Planning

Financial Impact:

Current year: None
Future years: None
Funding source: N/A

Materials/Films:

None

Other People Who Might Be Present:

Karen Huffines, Director, Elementary Programs and School Leadership
Martin Flowers, Director, Secondary Programs and School Leadership

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Power Point Presentation: California's New Accountability and Continuous Improvement System
Attachment A: The California Model: Accountability System Summary

Recommendation:

For Information only

California's New Accountability and Continuous Improvement System



October 19, 2016

Presented by

Kathy Pon, Deputy Superintendent, Educational Services
Melanie Patterson, Program Specialist, LCAP and Strategic Planning

Overview

- Build awareness of California's new accountability system, as it supports continuous improvement and equity
- Examine key indicators that will be used to measure impact of student outcomes and program effectiveness
- Consider how this system intersects with the planning and monitoring of LCAP goals and actions and RUSD's Strategic Plan
- Predict RUSD's performance on key indicators
- Forecast how this system will contribute to a culture of continuous improvement

This Work's Alignment to RUSD's Strategic Plan/ Local Control Accountability Plan Goals

LCAP

Goal 1: *RUSD will ensure all students will achieve to their highest potential and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards*

Action: Demonstrate continuous progress toward increasingly challenging academic goals

Strategic Plan

Strategy #1: *We will create student academic growth through dynamic, relevant and increasingly challenging learning experiences*

Action 1.4 - Measure academic growth through the use of a variety of multifaceted assessments.

Framing the State's Work: Building a Coherent System

The emerging accountability system intersects with three distinct components:

- The Federal government's *Every Student Succeeds Act (ESSA)*, replacing *No Child Left Behind Act*, which is designed to support local educational agencies (LEAs) and schools
- The Local Control Funding Formula (LCFF) evaluation rubrics* and the new support and assistance system established by LCFF
- The Local Control and Accountability Plan (LCAP) and Annual Update

* The rubric consists of short narratives describing best practices for key indicators, and these are shown at each part of the LCAP.

ESSA's Focus on Equity is a Fit with California's New Accountability System

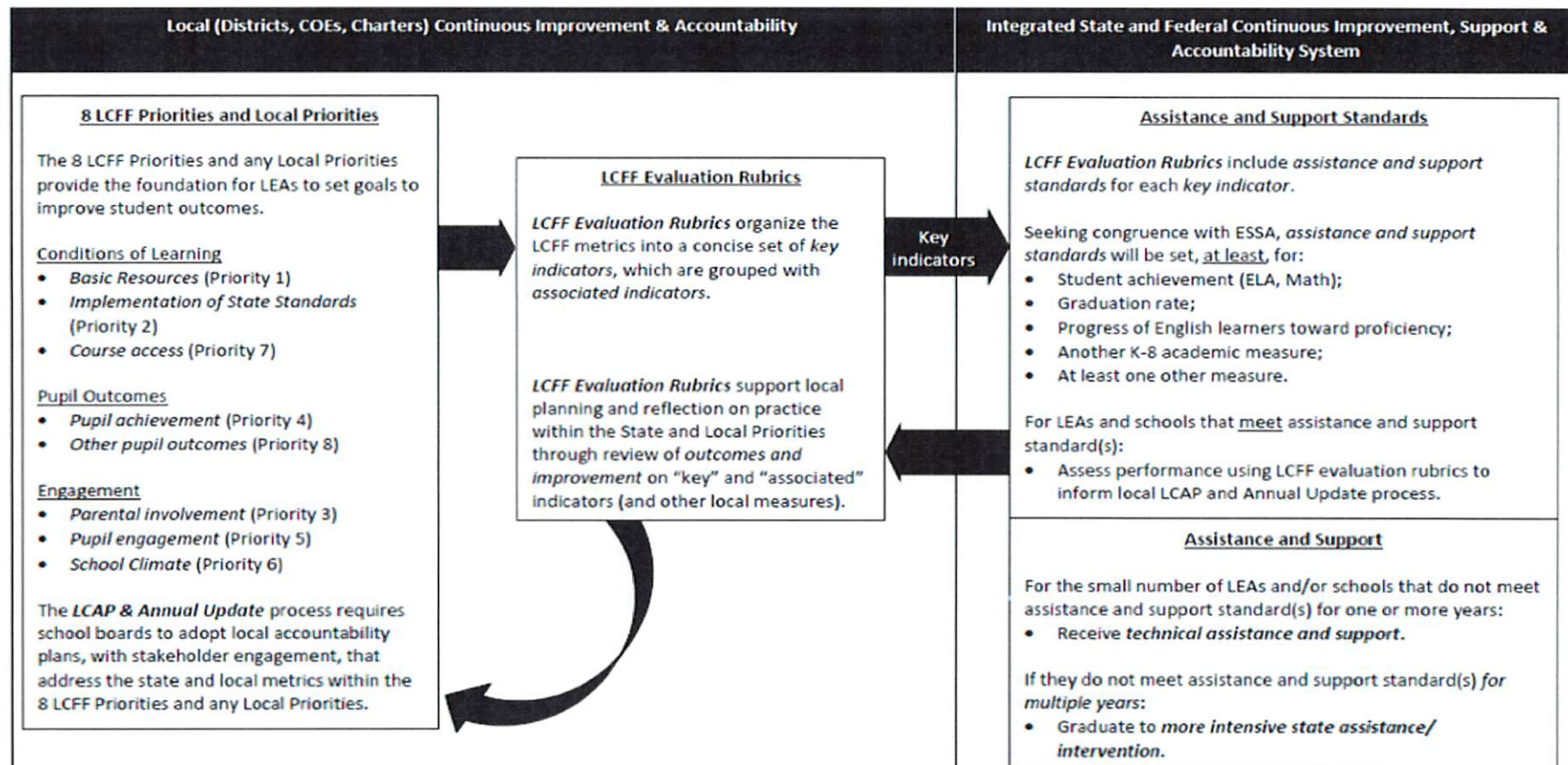
- ESSA's focus underscores educators' ongoing responsibility to hold ourselves accountable to high academic standards, provide all students access to high quality preschools, and prepare all students for success in college and careers.
- It maintains an expectation that there will be accountability and action to effect positive change where groups of students are not making progress.
- It connects to California's new system of accountability, as it empowers districts to annually monitor key indicators of progress **to ensure programs, policies and resources result in more equitable outcomes for all students.**
- Performance on indicators on key indicators will trigger assistance by State agencies.

California's Accountability and Continuous Improvement System

Consists of:

- The Local Control and Accountability Plan (LCAP) and Annual Update
- Data showing progress on State priorities, measured by State and local metrics and performance indicators
- The Local Control Funding Formula (LCFF) Evaluation Rubrics and a support and assistance system established by the California Collaborative for Educational Excellence (CCEE)

CA's Accountability System is Built on LCFF Priorities



Indicator(s) for Each State Priority

#	State Priority	State Indicators	Local Indicators * <i>Samples</i>
1	Basic Services		Teachers, Instructional Materials, Facilities (Williams Act)
2	Implementation of State Standards		Professional Development, Self Assessment Tool
3	Parent Engagement		Parent/Guardian Survey
4	Pupil Achievement	Academic: ELA Assessment Academic: Math Assessment English Learner	
5	Pupil Engagement	Graduation Rate or Chronic Absence* *available 2017-18	
6	School Climate	Suspension	California Healthy Kids Survey
7, 8	Course Access and Other Pupil Outcomes	College and Career	

LEA's Local Indicator Information

LEAs will input local data into the online system

Three Levels:

- **Met**
- **Not Met**
- **Not Met for 2 or More Years**

Overview of Standard Setting for Indicators

The California Model uses percentiles to create a 5 by 5 grid (giving 25 results) that combine “Status” and “Change” that are equally weighted to make an overall determination for a “Performance Category” (represented by color) for each indicator.

Note:

Because a separate accountability system is being developed for alternative schools, data from alternative schools were excluded from each indicator.

An Example of Performance Using the Graduation Indicator - Status

For this indicator, “Status” is the current four-year cohort graduation rate (i.e., 2014–15). Because the Every Student Succeeds Act (ESSA) requires states to identify high schools with a graduation rate of less than 67 percent for support, the cut score for the “Very Low” level was set at less than 67 percent. Table 1 displays the proposed cut scores for each “Status” level:

Table 1

Status Level	Status Cut Score
Very Low	Graduation rate is less than 67%.
Low	Graduation rate is 67% to less than 85%.
Median	Graduation rate is 85% to less than 90%.
High	Graduation rate is 90% to less than 95%.
Very High	Graduation rate is 95% or greater.

Then, “Status” cut scores were drawn as districts in California were ranked from lowest to highest.

An Example of Performance Using the Graduation Indicator - Change

“Change” is the difference between the current four-year cohort graduation rate and a three-year average (e.g., 2011–12, 2012–13, and 2013–14). Table 3 displays the proposed cut scores for each “Change” level:

Table 3

Change Level	Change Cut Score
Declined Significantly	Graduation rate declined by more than 5%.
Declined	Graduation rate declined by 1% to 5%.
Maintained	Graduation rate is 95%, or declined or increased by less than 1%.
Increased	Graduation rate increased by 1% to less than 5%.
Increased Significantly	Graduation rate increased by 5% or more.

Again, cut scores for change were determined through a Statewide ranking of districts.

Weighted Performance

Graduation Change

Graduation Status	Graduation Change				
	Level	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%
Very High 95% or greater	Gray	Blue	Blue	Blue	Blue
High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67%	Red	Red	Red	Red	Red

Gray colored cell=Not applicable

Components of Evaluation Rubrics

Top-Level Summary Data Display – Summary report showing performance relative to standards for the state priorities (State and Local Indicators)

Data Analysis Tool – Web-based, more detailed data reports of subgroup performance and reflection questions for district analysis

Statements of Model Practices – Qualitative statements of effective processes and practices

Links to External Resources – Links to additional resources for assistance

California Department of EDUCATION RESOURCES

Use this site to find all of the information you need for your research or projects. You'll find access to three different CDE sites with a variety of tools and information. For help or more information, call CDE at 1-800-CDE-HELP.

[SEARCH](#)

LCFF RUBRICS

LCFF Rubrics are intended to be used to support LEAs in identifying strengths, weaknesses and areas for improvement and to assist in determining whether LEAs are in need of technical assistance or more intensive intervention.

LCAP E-TEMPLATES

The eTemplate allows an LEA to create and edit an LCAP and submit for review and approval, as applicable. In addition, the eTemplate streamlines the transfer of information from one year's LCAP to the next, minimizing duplication of effort for LEAs.

SARC

School Accountability Reports provided to the California Department of Education (CDE) by local educational agencies regarding the performance of their schools on a variety of indicators.

Latest CDE News

August 29, 2016

California Must Move Ahead on New Approach to School Accountability to Assess Public Schools

The State Board of Education has been working for several years to develop a new accountability system based on the Local Control Funding Formula, which the Legislature and governor passed in 2013. In September, the state board will take an important step forward by establishing a new way to measure progress and identify problems in our schools and districts, giving parents, teachers and community members a better idea of what is happening at their schools.

Michael Kirst is President of the California State Board of Education and Professor Emeritus of Education at Stanford University.

[Read More](#)

California Department of Education
1430 N Street
Sacramento, CA 95814
916-319-0800

Connect with CDE



Search this Site

A Look at the State Dashboard

...The proposed "Landing Page"

Launch of the Initial Phase of
web-based system
Early (January) 2017

LCFF Rubrics

Use the search bar below to look up LCFF evaluation rubrics for local educational agencies.

Search Districts				
6				
CDS Code*	District	County	City	View LCFF
19647330106251	West Chavez Unified	San Joaquin	Stockton	
33669930129882	Beaumont Unfed	Riverside	Beaumont	
30736436027767	Cypress Unfed	Orange	Cypress	
30665226028211	Tustin Unfed	Orange	Tustin	
30665226028211	Garden Grove Unfed	Orange	Garden Grove	
43693696046114	Alam Rock Unfed	Santa Clara	San Jose	

Showing 6 of 10,119 entries

← Prev 1 2 3 4 5 Next →

Click to Locate a District or School Rubric

This information would be populated for each district each year by CDE, much like it does for student achievement scores or other data.

Home / West Chavez Unified School District

West Chavez Unified School District

Enrollment: 2,500 students Socioeconomically Disadvantaged: 8.8% Grade span: K-12 Charter School: N

Blue
 Green
 Yellow
 Orange
 Red

Top-level Display

Indicator Cluster Report

Status Change Report

State Indicator	Ratings	All Student Groups	Red/Orange
Chronic Absenteeism		11	2
Suspension Rate		1	1
English Learner Proficiency		5	5
Graduation Rates		5	4
College & Career Readiness		7	5
English Language Arts Assessment		7	6
Math Assessment		12	7

Top-Level Data

Note the color coded indicators which will resemble a “consumer index” and symbol of the district’s performance. There is also an opportunity to look at student subgroup performance and which fall in the “red/orange” group.

Home / West Chavez Unified School District / English Language Arts Assessment

English Language Arts Assessment

This report provides the color coded rating for a single state indicator, English language arts assessments, for all student groups. A dash (-) in any of the below cells indicates the data was not available.

Blue
 Green
 Yellow
 Orange
 Red

[All](#)
[Blue/Green](#)
[Red/Orange](#)

American Indian	Asian	African American	Eng Learners	Filipino	Foster Youth	Hispanic	Homeless	Pacific Islander	Socio Disadv	Students w/Disab	Two/+ Race	White

Statements of Model Practices

Ensure all students are reading at or above standard by the end of each grade (e.g., Level 3 or 4 on Smarter Balanced summative assessment score for reading). As a foundational skill, reading is necessary to access academic content and complex information to support college and career readiness in later grades. Students experience a wide range of assessments during the school year that include selected-response items, technology-enhanced items, constructed-response items, and performance tasks, in which students engage in a complex set of tasks to demonstrate their understanding across the curricula.

Through a variety of assignments, class activities, and assessments, students demonstrate understanding of literary and nonfiction texts; produce clear and purposeful writing; demonstrate effective communication skills; and, investigate, analyze and present information on grade level and disciplinary content.

The district supports the regular collection and analysis of common formative, interim, and summative assessment data to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention and support programs, and monitor student progress and achievement.

Links & External Resources

[California Assessment of Student Performance and Progress \(CAASPP\) System](#)

[SBE-Adopted ELA/ELD Framework Chapters](#)

[Local Control Funding Formula](#)

An Example of the ELA Achievement Indicator

Again, performance is color coded and can be filtered by subgroups and how each earned a green/blue (top) or red/orange (bottom) rating. Notice the standards of model practice (rubric language) is presented for this indicator.

Home / West Chavez Unified School District / English Language Arts Assessment

English Language Arts Assessment

This report provides the color coded rating for a single state indicator, English language arts assessments, for all student groups. A dash (-) in any of the below cells indicates the data was not available.

Blue
Green
Yellow
Orange
Red

All
Blue/Green
Red/Orange

American Indian	Asian	African American	Eng Learners	Filipino	Foster Youth	Hispanic	Homeless	Pacific Islander	Socio Disadv	Students w/DiTab	Two+ Race	White

Statements of Model Practices

Ensure all students are reading at or above standard by the end of each grade (e.g., Level 3 or 4 on Smarter Balanced summative assessment score for reading). As a foundational skill, reading is necessary to access academic content and complex information to support college and career readiness in later grades. Students experience a wide range of assessments during the school year that include selected-response items, technology-enhanced items, constructed-response items, and performance tasks, in which students engage in a complex set of tasks to demonstrate their understanding across the curricula.

Through a variety of assignments, class activities, and assessments, students demonstrate understanding of literary and nonfiction texts; produce clear and purposeful writing; demonstrate effective communication skills; and, investigate, analyze and present information on grade level and disciplinary content.

The district supports the regular collection and analysis of common formative, interim, and summative assessment data to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention and support programs, and monitor student progress and achievement.

Links & External Resources

- California Assessment of Student Performance and Progress (CAASPP) System
- SBE-Adopted ELA/ELD Framework Chapters
- Local Control Funding Formula

The Colored Filters

This view shows how the filter of red/orange can be used to view areas of weakness by subgroup.

Statements of Model Practices are included for individual indicators.

English Learners

This report provides the color coded rating for English learners for all state indicators. A dash (-) in any of the below cells indicates data was not available.




Blue
 Green
 Yellow
 Orange
 Red

State Indicator	Ratings	Status	Change
Chronic Absenteeism		---	---
Suspension Rate		7.5%	-0.6%
English Learner Proficiency		61.4%	+1.3%
Graduation Rates		84.4%	-4.9%
College & Career Readiness		22.9%	-2.5%
English Language Arts Assessment		30.2%	no change
Math Assessment		19.4%	no change

Subgroup Performance for All Indicators

There is an opportunity to drill down to just one subgroup to find areas of strengths and weaknesses as measured by the performance indicators. One can also see the status and change made from the previous year.

RUSD's Work on Preliminary Indicators (2015-16)

 <p>Extensive Training Opportunities Implemented to Date 85 TK-12 Teacher* 20 Support Staff* 25 Special Ed* <small>*August-December 2015</small></p>	 <p>100% Fully Credentialed Teachers All teachers will be fully credentialed in subject area taught</p>	 <p>84.9%* Satisfaction <small>*Based on October 12, 2015 District-Wide PD</small> Elementary, secondary, & support staff indicating satisfaction after professional learning</p>	 Outcome Met or Growth Shown	 Outcome Partially Met	 Outcome Not Yet Met
--	--	---	--	--	--

RUSD's was on target last year as we prepared for State indicators, and identified our own district indicators and data that possibly demonstrated an impact on student outcomes.

Predicted Performance on Graduation Rate Indicator (Using 2014-2015 Data)

Graduation Change

Graduation Status	Level	Graduation Change				
		Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Very High 95% or greater	Gray	Blue	Blue	Blue	Blue	Blue
High 90% to less than 95%	Orange	Yellow	Green	Green	Blue	
Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green	
Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow	
Very Low Less than 67%	Red	Red	Red	Red	Red	

Gray colored cell=Not applicable

RUSD Status = 94.4%

RUSD Change= -0.6%

RUSD Rating= **Green**

Predicted Performance on English Assessment Indicator (Using 2015-2016 Data)

Students who scored “Standard Exceeded” and “Standard Met” are captured as “proficient.”

LEA-Level Status for English Language Arts/Literacy

The ELA “Status” for LEAs is based on the 2015 Smarter Balanced Summative Assessment results. Table 1 displays the proposed LEA-level cut scores for each “Status” level:

Table 1

ELA Status Level	ELA Status Cut Points for LEAs
Very Low	Proficiency rate is less than 20%.
Low	Proficiency rate is 20% to less than 35%.
Median	Proficiency rate is 35% to less than 55%.
High	Proficiency rate is 55% to less than 75%.
Very High	Proficiency rate is 75% or greater.



*Presented for Illustrative Purposes Only. Revised Academic Indicator standards will be presented to the State Board in November 2016.

Predicted Performance on Math Assessment Indicator (Using 2015-2016 Data)

Students who scored “Standard Exceeded” and “Standard Met” are captured as “proficient.”

LEA-Level Status for Mathematics

The mathematics “Status” for LEAs is based on the 2015 Smarter Balanced Summative Assessment results. Table 5 displays the proposed LEA-level cut scores for each “Status” level:

Table 5

Math Status Level	Math Status Cut Points for LEAs
Very Low	Proficiency rate is less than 15%.
Low	Proficiency rate is 15% to less than 25%.
Median	Proficiency rate is 25% to less than 45%.
High	Proficiency rate is 45% to less than 70%.
Very High	Proficiency rate is 70% or greater.



*Presented for Illustrative Purposes Only. Revised Academic Indicator standards will be presented to the State Board in November 2016.

Possible Performance on State Indicator for English Learners (Using 2015-16 Data)

English Learner Change
(Change in Percent Progressing Plus Reclassified Students)

English Learner Status (Percent Progressing Plus Reclassified Students)	English Learner Change				
	Declined Significantly by more than 10%	Declined by 1.5% to 10%	Maintained Declined or improved by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or more
Very High 85% or more	Yellow	Green	Blue	Blue	Blue
High 75% to less than 85%	Orange	Yellow	Green	Green	Blue
Median 67% to less than 75%	Orange	Orange	Yellow	Green	Green
Low 60% to less than 67%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60%	Red	Red	Red	Orange	Yellow

RUSD ELs Making Annual Progress in Learning English	2015	2016
District Percentage	64.3%	68.3%
State Target	59.0%	60%
ELs Reclassified to Fluent English Proficient	2015	2016
District Percentage	10.9%	20.7%
State Total	11.0%	11.2%

Status: 68% and 20.7%
Change: + 4% and +10.2%

Possible Performance on State Indicator for Suspension (Using 2015-2016 Data)

Suspension Change

		Suspension Change				
Level		Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Suspension Status	Very Low	Gray	Green	Blue	Blue	Blue
	Low	Orange	Yellow	Green	Green	Blue
	Median	Orange	Orange	Yellow	Green	Green
	High	Red	Orange	Orange	Yellow	Yellow
	Very High	Red	Red	Red	Orange	Orange

Gray colored cell=Not applicable

RUSD Status: 2.4%
Change: -.5%

Number and Percent of Students Suspended			
Level	2013	2014	2015
District	412 (3.2%)	315 (2.5%)	319 (2.4%)
State	329,370 (5.1%)	279,383 (4.4%)	243,603 (3.8%)

WELL PREPARED – To Be Determined

The College/Career Indicator (CCI) measures for "Well Prepared" will be determined following further review of potential state and local CCI measures as statewide data becomes available.¹ California Department of Education staff, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI model through the first phase of the Local Control Funding Formula evaluation rubrics and will propose a revised CCI model for implementation in 2017–18.

PREPARED - Does the graduate meet at least 1 measure below?

High School Diploma and any one of the following:

- A. Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- B. At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- D. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- E. Completion of courses that meet the University of California (UC) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam OR on one IB Exam

APPROACHING PREPARED - Does the graduate meet at least 1 measure below?

High School Diploma and any one of the following:

- A. CTE Pathway completion
- B. Scored at least Level 2 "Standard Nearly Met" on one or both ELA and Mathematics Smarter Balanced Summative Assessments
- C. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- D. Completion of courses that meet the UC a-g criteria

NOT PREPARE - Student did not meet any measures above, so considered NOT PREPARED

Proposed College and Career Indicator

Based on Multiple Measures:
Early Assessment Program
CTE Pathway Completion
A-G Completion
College Level Courses/Exams

Three Performance Levels:
Prepared
Approaching Prepared
Not Prepared

Moving Ahead: Alignment of District Goals and Focus Throughout the System

LCAP Goal	RUSD Strategic Plan Objectives: Each student will...	State Priorities
Goal 1: Academic Advancement	A. demonstrate continuous progress toward increasingly challenging academic goals B. engage in authentic learning experiences C. find his or her passion as a learner	(1)Basic Services-Materials (4)Pupil Achievement (7)Course Access (8)Other Pupil Outcomes
Goal 2: Building Capacity	All objectives.	(1)Basic Services-Credentials (2)Implementation of State Standards
Goal 3: Support Systems & Safe Schools	D. learn the value of contributing to the community through active participation E. acquire skills to conquer challenges and build healthy relationships	(1)Basic Services-Facilities (3)Parent Involvement (5)Pupil Engagement (6) School Climate

What does this mean for RUSD?



1. How can we view data and results for key indicators with a “new mindset focused on improving practice?”
 - Shared commitment to assessment, action, and adjustments based on data and professional judgment.
 - Intentional collaboration.
2. What District systems can be implemented that support this annual review, reflection, and action, that results in continuous improvement?
 - Relentless focus on evidence of improvement, impact of actions and services on student success.
3. How do we create more equitable outcomes for all students?

Next Steps: State/RUSD Timelines

- California is planning to launch the online evaluation rubrics to the public in early 2017.
- District to begin sharing these and building staff capacity around evaluation rubrics
- This year we will include evaluation rubrics in LCAP stakeholder engagement and use them to inform decision making about next LCAP actions and services that improve teaching and learning

The California Model: Accountability System Summary

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Summary of Data Required for Indicators

Graduation Indicator:

- Number of students who earn a regular high school diploma by the end of four year cohort
- Four Year Cohort Data: Number of first-time grade nine students in first year plus students who transfer in, minus students who transfer out, emigrate, or die during the four school years

Suspension Indicator:

- # of students suspended districtwide for the elementary, middle, and high school level
- # of students suspended schoolwide for elementary, middle, and high school level
- Cumulative enrollment

Academic Indicator:

- Grade 3-8 ELA and Math Smarter Balance Summative Assessment Results

College and Career Indicator:

High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on English language arts/literacy (ELA) or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 “Standard Met” on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area \
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam

EL Indicator:

- Percent of ELs that moved up at least one performance level on the CELDT from prior year to current year
- Percent of EL students who were reclassified in the prior year

Local Indicators (Examples)

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1):

- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies).

Implementation of State Academic Standards (Priority 2)

Examples of prompts that could be included in a self-assessment instrument for this LCFF priority are included below:

- How would you rate the strength of your district’s progress in implementing California’s new standards in the following areas?
- How would you rate the preparedness of the following district and school staff to implement California’s English Language Arts, English language development, mathematics, and science standards?

Parent Engagement (Priority 3)

- Schools and districts have systems and structures in place to provide parents/caregivers with the interpretation and translation services they need to be full partners and participants.
- Percent of teachers and administrators who have participated in one or more professional development opportunities related to engaging parents/caregivers in decision making.
- Percent of parents/caregivers serving on school/district committees who report feeling that their input is respected and valued and reflected in school/district plans.

School Climate – Local Climate Surveys (Priority 6)

- Brief narrative description of key findings, including differences in results among student groups.
- For surveys that provide an overall score, such as the School Climate Index for the California Healthy Kids Survey, report of overall score for all student and student groups.
- Analysis of a subset of specific items on survey that are particularly relevant to student safety and connectedness.

Background

The California Model uses equally weighted percentile cut scores for “Status” and “Change” to make an overall determination for each of the indicators. Combining the five “Status” levels and five “Change” levels creates a five-by-five grid (producing 25 results). To provide the SBE and the California Practitioners Advisory Group (CPAG) with recommended cut scores for the California Model, California Department of Education (CDE) staff conducted multiple simulations using various methodologies to set cut scores for each state indicator with expert guidance from the Technical Design Group (TDG). The five state indicators, with proposed cut scores, discussed are:

1. Graduation Rate Indicator
2. Suspension Rate Indicator
3. Academic Indicator
4. College/Career Indicator (CCI)
5. English Learner Indicator (ELI)

Status Levels, Change Levels, and Performance Categories

A unique set of cut scores were determined separately for each indicator by using distributions based on local educational agency (LEA)-level data and applying the LEA cut scores to all schools, where appropriate. The two exceptions to this rule are the: (1) Suspension Rate Indicator and (2) Academic Indicator. Each set of cut scores will remain in place for a select number of years (e.g., three to five years), to be determined by the SBE.

Status was determined using the current year performance (i.e., current year graduation rate). The results for all LEAs or schools were ordered from highest to lowest, and four cut scores were selected based on the distribution. These cut points created five “Status” levels which are:

- Very High
- High
- Median
- Low
- Very Low

Change is the difference between performance from the current year and the prior year, or the difference between the current year and a multi-year average (e.g., the difference between the current year graduation rate and the three-year average). The results for all LEAs or schools were ordered separately from highest to lowest for positive change and lowest to highest for negative change. Four cut scores were set, two for positive change and two for negative change, which created the following five “Change” levels:

- Increased Significantly
- Increased

- Maintained
- Declined
- Declined Significantly

Performance Category: The combination of an LEA’s or school’s “Status” and “Change” determines the performance category, which are represented by a color (i.e., red, orange, yellow, green, and blue).

Note: *Because a separate accountability system is being developed for alternative schools, data from alternative schools were excluded from the analyses conducted for each measure.*

Graduation Rate Indicator

The Graduation Rate Indicator is based on the four-year cohort graduation rates. A graduation cohort is a group of high school students who could potentially graduate during a four-year time period (grade nine through grade twelve). The formula to calculate the four-year graduation cohort is provided in the example below:

2015 Four-Year Cohort Graduation Rate Formula

<p>Number of students who earn a regular high school diploma by the end of 2014–15 cohort</p> <p>divided by</p> <p>Number of first-time grade nine students in 2011–12 plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2011–12, 2012–13, 2013–14, and 2014–15.</p>
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Statewide, the graduating class of 2014–15 had a four-year cohort consisting of 488,612 students. Of those students, 401,957 graduated with a regular high school diploma by the end of 2014–15. The calculation of the graduation rate is:

$$401,957 \text{ divided by } 488,612 = 82.3 \text{ percent Graduation Rate}$$

Note: Students who earn a Special Education Certificate of Completion or a general equivalency diploma are not counted as high school graduates but are included in the denominator.

Suspension Rate Indicator

The Suspension Rate Indicator is based on multiple distributions. The preference for setting the cut scores is to use local educational agency (LEA)-level distributions and apply the LEA cut points to all schools. However, the suspension data varies widely among LEA type (elementary, high, and unified)

and school type (elementary, middle, and high). The Technical Design Group (TDG) reviewed multiple data simulations based on several methodologies and determined it was more appropriate to set multiple suspension cut scores based on LEA type distributions as well as school type distributions. Therefore, the suspension indicator has six different sets of cut points for “Status” and “Change”: (1) three sets based on LEA type distributions and (2) three sets based on school type distributions.

The suspension rate calculations are based on the unduplicated number of students suspended in an academic year. The formula is:

$$\frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment Multiplied by 100}}$$

Academic Indicator (ELA Assessment & Math Assessment)

The Academic Indicator cut score determinations were made separately for English language arts/literacy (ELA) and mathematics proficiency results from the statewide assessments (Smarter Balanced Summative Assessments). Students who score “Standard Exceeded” and “Standard Met” are captured as “proficient.”

Because there is only one year of Smarter Balanced Summative Assessment results, decisions for the “Change” levels cannot be considered at this time. Only the “Status” levels will be used to determine the performance categories, based on 2015 assessment results.

Because the Smarter Balanced Summative Assessment results varied significantly between grades three through eight and grade eleven, the TDG recommended setting separate cut scores for schools and separate cut scores for local educational agencies (LEAs). Therefore, at the June 2016 California Practitioners Advisory Group (CPAG) meeting, proposed cut scores set by school-level grade spans (i.e., elementary, middle, and high schools) by ELA and mathematics were presented. Also presented were the proposed ELA and mathematics cut scores set for all LEAs using the assessment results for grades three through eight and grade eleven.

At the July 2016 State Board of Education (SBE) meeting, the SBE made a decision to move the grade eleven assessment results from the Academic Indicator to the College/Career Indicator (CCI). As a result, the following three updates occurred:

1. High schools will not receive a determination on the Academic Indicator. The grade eleven assessment results for these schools will be captured in the CCI,
2. High school districts also will not receive a determination on the Academic Indicator. The grade eleven assessment results for these districts will be captured in the CCI, and

3. New LEA-level distributions were run using only grades three through eight assessment results and new LEA-level cut scores were established. The LEA-level cut scores reflected in this attachment will be used for elementary and unified school districts. Because changes to the construction of this indicator were made after the June 2016 CPAG meeting, the new LEA-level cut scores were not shared with the CPAG.

In addition, as with the Suspension Rate Indicator, because distributions were set separately for LEAs and schools, the California Department of Education is recommending that charter schools and single school districts be held accountable for the school-level cut scores.

College/Career Indicator

The CCI indicator uses multiple college and/or career measures to evaluate a student’s preparedness for postsecondary. These measures range from the Early Assessment Program (EAP) as part of the Smarter Balanced Summative Assessments; Career Technical Education (CTE) Pathway completion; a-g completion; and college-level courses/exams. Graduates in the four-year graduation cohort are placed in one of the following three CCI performance levels based on meeting the highest benchmark:

- Prepared
- Approaching Prepared
- Not Prepared

The following is the formula for the CCI:

<p>Graduates Who Meet the CCI Benchmark for “Prepared”</p> <p>divided by</p> <p>Current Graduation Cohort Minus Students Who Take the California Alternate Assessment</p>
--

WELL PREPARED – To Be Determined
<p>The College/Career Indicator (CCI) measures for “Well Prepared” will be determined following further review of potential state and local CCI measures as statewide data becomes available.¹ California Department of Education staff, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI model through the first phase of the Local Control Funding Formula evaluation rubrics and will propose a revised CCI model for implementation in 2017–18.</p>

PREPARED - Does the graduate meet at least 1 measure below?

High School Diploma and any one of the following:

- A. Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- B. At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- D. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- E. Completion of courses that meet the University of California (UC) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam

APPROACHING PREPARED - Does the graduate meet at least 1 measure below?

High School Diploma and any one of the following:

- A. CTE Pathway completion
- B. Scored at least Level 2 "Standard Nearly Met" on one or both ELA and Mathematics Smarter Balanced Summative Assessments
- C. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- D. Completion of courses that meet the UC a-g criteria

NOT PREPARE - Student did not meet any measures above, so considered NOT PREPARED

English Learner Indicator

For the English learner Indicator (ELI), "Status" is the percent of ELs that moved up at least one performance level on the CELDT from prior year to current year and the percent of EL students who were reclassified in the prior year. "Change" is based on the difference in "Status" from current year to prior year.

The CDE received input from the Bilingual Coordinator’s Network (BCN) and the Technical Design Group (TDG) to develop the proposed ELI. The BCN and TDG support having the new accountability measure hold LEAs and schools accountable for moving students up one performance level each year on the English language test. Additionally, the BCN and TDG support dividing the current language test into six performance levels (instead of the five levels) for accountability purposes only. Using six performance levels acknowledges the substantial growth students make due to the large range of scores in the California English Language Development Test (CELDT) intermediate level. When the new English Language Proficiency Assessments for California (ELPAC) becomes operational, the ELI will continue to have six performance levels using scale scores, if deemed appropriate. Because this approach works for both the CELDT and the ELPAC, it will support continuity for accountability purposes as the state shifts from using the CELDT to the ELPAC in 2018-19.

Local Indicators

CDE staff will consult with stakeholders to develop specific approaches for supporting LEAs in determining progress on the local performance indicators by including self-assessments and/or a menu of local measures and provide an update at the November 2016 SBE meeting.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

- *Standard:* LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence:* LEA would use locally available information, including data currently reported through the School Accountability Report Card (SARC), and determine whether it reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
- *Criteria:* LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of measures that could be included within the local data selection option in the evaluation rubrics to support LEAs in reporting progress are:

- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies).

The examples above are all data elements that are currently required as part of the SARC. The web-based user interface system for the evaluation rubrics is being developed based on the same data system that supports the California Department of Education's SARC template. Accordingly, the evaluation rubrics system could auto-populate this data for LEAs that use the SARC template by aggregating the information from all schools within the LEA.

Implementation of State Academic Standards (Priority 2)

- *Standard:* LEA annually measures its progress implementing state academic standards and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence:* LEA would determine whether it annually measured its progress, which may include use of a self-assessment tool or selection from a menu of local measures that will be included in the evaluation rubrics web-based user interface, and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
- *Criteria:* LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of prompts that could be included in a self-assessment instrument for this LCFF priority are included below:

- How would you rate the strength of your district's progress in implementing California's new standards in the following areas?
- How would you rate the preparedness of the following district and school staff to implement California's English Language Arts, English language development, mathematics, and science standards?

Parent Engagement (Priority 3)

- *Standard:* LEA annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs, and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence:* LEA would determine whether it annually measured its progress, which may include use of a self-assessment tool or selection from a menu of local measures that will be included in the evaluation rubrics web-based user interface, and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
- *Criteria:* LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of measures that could be included in a self-assessment tool or tracked and reported through the local data selection option of the evaluation rubrics include:

- Schools and districts have systems and structures in place to provide parents/caregivers with the interpretation and translation services they need to be full partners and participants.
- Percent of teachers and administrators who have participated in one or more professional development opportunities related to engaging parents/caregivers in decision making.

- Percent of parents/caregivers serving on school/district committees who report feeling that their input is respected and valued and reflected in school/district plans.

School Climate – Local Climate Surveys (Priority 6)

- *Standard:* LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence:* LEA would determine whether it administered a survey as specified and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
- *Criteria:* LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of the type of information that LEAs could provide through the local data selection option in the evaluation rubrics include:

- Brief narrative description of key findings, including differences in results among student groups.
- For surveys that provide an overall score, such as the School Climate Index for the California Healthy Kids Survey, report of overall score for all student and student groups.
- Analysis of a subset of specific items on survey that are particularly relevant to student safety and connectedness.

Proposed Criteria for LEA Eligibility for Technical Assistance and Intensive Intervention under LCFF

Under the LCFF statutes, LEA eligibility for differentiated assistance and intensive intervention is based on student group performance in each LCFF priority area. Consistent with the LCFF statutes:

- An LEA would be eligible for differentiated assistance if *any student group* met the performance criteria listed below for *two or more* LCFF priorities. *Education Code (EC) 52071(b) & 52071.5(b).*
- An LEA would be eligible for intensive intervention if *three or more student groups* met the performance criteria listed below for *two or more* LCFF priorities in *three out of four consecutive years.* *EC 52072 & 52072.5.*

As discussed in the August 2016 memorandum, *Red* is the lowest of the five performance categories for state indicators, and *Not Met for or More Two Years* is the lowest rating for local performance indicators.

Proposed Criteria for Determining LEA Eligibility for Differentiated Assistance and Intensive Intervention

Basics (Priority 1)

- *Not Met for Two or More Years* on Local Performance Indicator

Implementation of State Academic Standards (Priority 2)

- *Not Met for Two or More Years* on Local Performance Indicator

Parent Engagement (Priority 3)

- *Not Met for Two or More Years* on Local Performance Indicator

Pupil Achievement (Priority 4)

- *Red* on both English Language Arts and Math tests OR
- *Red* on English Language Arts or Math test AND *Orange* on the other test OR
- *Red* on the English Learner Indicator (English learner student group only)

Pupil Engagement (Priority 5)

- *Red* on Graduation Rate Indicator OR
- *Red* on Chronic Absence Indicator

School Climate (Priority 6)

- *Red* on Suspension Rate Indicator OR
- *Not Met for Two or More Years* on Local Performance Indicator

Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)

- *Red* on College/Career Indicator

Coordination of Services for Expelled Pupils – COEs Only (Priority 9)

- *Not Met for Two or More Years* on Local Performance Indicator

Coordination of Services for Foster Youth – COEs Only (Priority 10)

Sources

California State Board of Education, July 2016 Agenda, Item #02

California Department of Education, Memorandum August 25, 2016, Item #02

California State Board of Education, September 2016 Agenda, Item #01

PENDING BOARD AGENDA ITEMS

July 2016

Agenda Item	Administrator	Board Meeting
Williams Uniform Complaints, Quarterly Report <i>(Consent)</i>	Ed Services	July
Resolution Delegating Barbara Patterson as Representative and Roger Stock as Alternate Representative to Joint Powers Board for SIG <i>(Consent)</i>	Business & Operations	July
Non-Public School and Agency Master Contracts for the Upcoming School Year	Ed Services	July
Resolution Adopting Declaration of Need for Fully Qualified Educators <i>(Consent)</i>	Human Resources	July
BP 9270 - Conflict of Interest, Biannual Review – (Every Other Year, Action)	Business & Operations	July 2016
Tax Report for CFD No. 1 and No. 2, Yearly Adoption	Business & Operations	July/August
Information and Related Actuarial Reports on Workers' Compensation Claims & Health/Welfare Benefits for Retired Employees After 65	Business & Operations	August
Discussion on Option to Nominate Representative to Placer County School Boards Association, Executive Committee <i>(Action)</i>	Superintendent	August
Resolution Approving Listed Teachers to Teach Specified Courses Outside their Credential Authorizations in Departmentalized Setting (per Ed Code Sections 44258.3, 44263 and 44256(b))	Human Resources	August/September
Unaudited Actuals, Approve District Certification	Business & Operations	August/September
Resolution Establishing Appropriation Limitation (GANN) <i>(Action)</i>	Business & Operations	August/September
WestEd Special Education Report and Implementation Update <i>(Information)</i>	Ed Services/Dir Special Ed & Support Programs	September
ESY Summer School Report – <i>(Information)</i>	Ed Services/Staff	September
School Opening/Readiness Report – <i>(Information)</i>	Ed Services/Staff	September
Summer Civic Program Update – <i>(Information)</i>	Chief of Communications	September
Hold Public Hearing and Approve Resolution Affirming Sufficient Textbooks and Instructional Materials <i>(post Notice of Public Hearing 10 days in advance; required by the 8th week of the start of school)</i> <i>(Action)</i>	Ed Services	September/October
RUSD Employee Years of Service Recognition	Human Resources	September/October
Williams Uniform Complaints, Approve Quarterly Report <i>(Consent)</i>	Ed Services	October
Nomination for County Committee Representative <i>(Action every 4 years, last assignment 2015, next due 2019)</i>	Superintendent	October

Strategic Plan Quarter 1 Update – <i>(Information)</i>	Strategic Planning	October/November
Set Date for Annual School Board Organizational Meeting <i>(Action)</i>	Superintendent	November
First Interim Report <i>(Action)</i>	Business & Operations	December
Organizational Board Meeting/Special Presentation to Board President <i>(Action)</i>	Superintendent	December
Single Plan for Student Achievement <i>(previously known as School Improvement Plan)</i> <i>(Consent)</i>	Ed Services	December
WestEd Special Education Report and Implementation Update <i>(Information)</i>	Ed Services/Dir Special Ed & Support Programs	December
Audit Report <i>(Action)</i>	Business & Operations	January
Schedule Goal Setting Workshop	Superintendent/Staff	January
Williams Uniform Complaints, Approve Quarterly Report <i>(Consent)</i>	Ed Services	January
Strategic Plan Annual Update – <i>(Information)</i>	Strategic Planning	January
Budget Assumptions & Priorities	Business & Operations	February
WestEd Special Education Report and Implementation Update <i>(Information)</i>	Ed Services/Dir Special Ed & Support Programs	February
Identify Teachers for Non-Reelection; Prepare Letters of Notification <i>(March 1st Mtg – Closed Session)</i>	Human Resources	February
Resolution Authorizing the Release of Temporary Certificated Employees Pursuant to Ed Code 44954 <i>(Consent)</i>	Human Resources	March <i>(1st Mtg)</i>
Present Draft School Year Calendar <i>(two years out - Consent)</i>	Human Resources	March <i>(1st Mtg)</i>
Annual Board Action Regarding Distribution of Non-Reelection Letters	Human Resources	March <i>(1st Mtg)</i>
Finalize District's Proposal and Prepare for Sunshining Process	Human Resources	March <i>(1st Mtg)</i>
Notify the Board in writing by April 1; complete Performance Evaluation for the Superintendent, per contract schedule	Superintendent/Board	March
Annual Resolution Authorizing the Release of Free/Reduced Lunch Information for CAASPP Testing <i>(consent)</i>	Ed Services	March
Certification of Temporary Athletic Team Coaches <i>(consent)</i>	Human Resources	March
Special Education Update	Ed Services	March
Strategic Plan Quarter 2 Update <i>(Information)</i>	Strategic Planning	March
Vote for CSBA Delegate Assembly Representative(s) for Region 4D <i>(Action)</i>	Superintendent	March

School Year Calendar <i>(two years out - Consent)</i>	Human Resources	March (2 nd Mtg)
Budget Update/Information	Business & Operations	March/April
Sierra College Report (Rocklin Graduates)	Ed Services	March/April
School Safety Plans <i>(Consent)</i>	Ed Services/Coord St & Fed Programs	March/April
Annual Personnel Update – Renewal of Contracts for Site Administrators <i>(Closed Session)</i>	Ed Services	April
Williams Uniform Complaints Quarterly Report <i>(Consent)</i>	Ed Services	April
Spelling Bee Winner(s) <i>(Recognition)</i>	Ed Services	April
Annual Review of Master Plan/Nexus Study <i>(Bi-annual—even numbered years)</i>	Facilities	April/May
Developer Fee Update <i>(Bi-annual-even numbered years)</i>	Facilities	April/May
Summer School Principals Approval Contingent on State Funding <i>(include on Certificated Personnel Report) (Consent)</i>	Ed Services	April/May
Second Interim Report/Approval <i>(Action)</i>	Business & Operations	May
Strategic Plan Quarter 3 Update <i>(Information)</i>	Strategic Planning	May
*Facilities-Use Policy/Practice and Schedule of Fees	Facilities	May
Present Tentative Budget and Budget Priorities	Business & Operations	May
Classified Layoff <i>(if necessary)</i>	Human Resources	May
Final Board Action Regarding Administrative Reassignments or First Year Prob/Temp Teachers	Human Resources	May
Approve Resolution for Interfund Transfers of Special or Restricted Fund Monies	Business & Operations	May
WestEd Special Education Report and Implementation Update <i>(Information)</i>	Ed Services/Dir Special Ed & Support Programs	May
AFJROTC Color Guard Special Recognition (Student Representative Unit & Cadet Commander)	Superintendent/Staff	May (2 nd Mtg)
Student Board Member Recognition	Superintendent	May (2 nd Mtg)
BP/AR 5116.1 – Intradistrict Open Enrollment review as required by Ed Code 35160.5 <i>(must be completed by July 1)</i>	Ed Services	May/June
CIF Representatives for Upcoming School Year <i>(Consent)</i>	Ed Services	May/June

LCAP Approval/Hold Public Hearing <i>(Action)</i>	Ed Services	May/June
Board Meeting Dates for Upcoming School Year <i>(Consent)</i>	Superintendent	June (<i>1st Mtg</i>)
Resolution Authorizing End-of-Year Budget Transfers <i>(Consent)</i>	Business & Operations	June
Resolution Delegating Certain Contracting Powers to the Superintendent or Designee <i>(Consent)</i>	Facilities	June
Consolidated Applications (Part 1/Part 2)	Ed Services	June
Final Budget Approval/Hold Public Hearing <i>(Action)</i>	Business & Operations	June
Authorization to Dispose of Surplus Property	Facilities	June
EPA Spending Plan	Business & Operations	June
Community Advisory Committee (CAC), Appoint Parent Representative for 2 year Term <i>(every other year, due 2015, Consent)</i>	Ed Services	June
Complete Superintendent's Performance Evaluation and Update Contract	Superintendent/Board	June/July
Expulsion Hearing Panel for Upcoming School Year <i>(Consent)</i>	Ed Services	June/July

* Denotes a non-annual/one-time only agenda item.