

# 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*



## JUNE 22, 2016 REGULAR MEETING AGENDA — 6:30 P.M.

### 1.0 CALL TO ORDER

### 2.0 ROLL CALL

### 3.0 PLEDGE OF ALLEGIANCE

4.0 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.

### 5.0 COMMENTS FROM BOARD AND SUPERINTENDENT

6.0 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.

6.1 **APPROVE BOARD MINUTES** – Request to approve Board minutes.

6.1.1 June 8, 2016

6.2 **APPROVE CERTIFICATED PERSONNEL REPORT** – Request to approve personnel items included on the Certificated Personnel Report. (Colleen Slattery)

6.3 **APPROVE CLASSIFIED PERSONNEL REPORT** – Request to approve personnel items included on the Classified Personnel Report. (Colleen Slattery)

6.4 **APPROVE BILL WARRANTS** – Request to approve Bill Warrants. (Barbara Patterson)

6.5 **APPROVE MONTHLY ACCOUNT SUMMARIES** – Request to approve monthly account summaries. (Barbara Patterson)

6.6 **ACCEPT DONATIONS** – Request to accept District donations. (Barbara Patterson)

6.7 **RATIFY CONTRACT FOR ROCKLIN HIGH SCHOOL ANNEX SPECIAL EDUCATION PORTABLE FENCE INSTALLATION PROJECT** – Request to approve ratification of contract with Crusader Fence, Co., Inc. for fence installation project at Rocklin High School/annex special education portable. (Barbara Patterson)

- 6.8 **APPROVE CONTRACT FOR ROCKLIN ELEMENTARY SCHOOL CLARKE DOMINGUEZ GYM FLOORING RESURFACE PROJECT** – Request to approve contract with Pro Sports Floor, Inc. for Clarke Dominguez gym flooring resurface project at Rocklin Elementary School. (Barbara Patterson)
- 6.9 **APPROVE CONTRACT FOR WHITNEY HIGH SCHOOL THEATER STAGE FLOORING RESURFACE PROJECT** – Request to approve contract with Boberg Hardwood Flooring for the theater stage flooring resurface project at Whitney High School. (Barbara Patterson)
- 6.10 **APPROVE MEMORANDUM OF UNDERSTANDING WITH UNIVERSITY OF THE PACIFIC** – Request to approve Memorandum of Understanding with University of the Pacific. (Colleen Slattery)
- 6.11 **APPROVE CONTRACT WITH ADRYLAN COMMUNICATIONS, INC.** – Request to approve contract with Adrylan Communications, Inc. for the Educator’s Assessment Data Management System (EADMS) online student assessment data warehousing system. (Kathy Pon)
- 6.12 **APPROVE STIPULATED EXPULSION(S)** – Request to approve agreement and stipulated expulsion(s) for Student No. 060816-02. (Kathy Pon)
- 7.0 **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.
- 7.1 **APPROVE ADOPTION OF 2016-2019 ROCKLIN UNIFIED SCHOOL DISTRICT (RUSD) LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)** – Request to approve adoption of the 2016-19 LCAP draft and authorize staff to make necessary technical corrections to enable the approval of the LCAP by the County Superintendent of Schools that does not change the intent or represent a substantial change to program content. (Kathy Pon)
- 7.2 **APPROVE ADOPTION OF 2016-2019 ROCKLIN INDEPENDENT CHARTER ACADEMY (RICA) LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)** – Request to approve adoption of the 2016-19 RICA LCAP draft and authorize staff to make necessary technical corrections to enable the approval of the RICA LCAP by the County Superintendent of Schools that does not change the intent or represent a substantial change to program content. (Kathy Pon)
- 7.3 **ADOPT BUDGET AND ANNUAL CERTIFICATION FOR WORKERS’ COMPENSATION CLAIMS** – Request to adopt 2016-17 budget and annual certification of workers compensation claims. (Barbara Patterson)
- 7.4 **APPROVE SELECTION OF ARCHITECTURAL FIRM FOR PROFESSIONAL SERVICES TO DEVELOP EDUCATIONAL SPECIFICATIONS** – Request to approve contract with WLC Architectural firm for professional services to develop educational specifications. (Barbara Patterson)
- 8.0 **INFORMATION AND REPORTS**
- 8.1 **MENTAL HEALTH AND WELLNESS SERVICES UPDATE** – (Kathy Pon)
- 9.0 **PENDING AGENDA** – This is the time to place future items on the Pending Agenda.
- 10.0 **CLOSED SESSION** – The Board will adjourn to closed session regarding the following matters.



- 10.1 *Conference with Legal Counsel – Anticipated and Existing Litigation* as authorized by Government Code section 54956.9
- 10.2 *Public employee discipline/dismissal/release pursuant* to Government Code section 54957
- 10.3 *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
- 10.4 *Public Employee Performance Evaluation* as authorized by Government Code 54957.  
Position: Superintendent

11.0 **RECONVENE TO OPEN SESSION**

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

13.0 **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 (916) 624-2428 well in advance of the regular meeting you wish to attend, so that we may make every reasonable effort to accommodate you. Documents distributed for public session items, less than 72 hours prior to meeting, are available for public inspection at the Rocklin Unified School District Office, 2615 Sierra Meadows Drive Rocklin, CA 95677.

**NEXT REGULARLY SCHEDULED BOARD MEETING: JULY 20, 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:**

June 17, 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 17th day of June 2016 in Rocklin, California.

Brenda Meadows  
Executive Assistant  
Rocklin Unified School District

**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*



**JUNE 8, 2016**  
**REGULAR MEETING MINUTES — 6:30 P.M.**

1.0 **CALL TO ORDER**– Vice President Camille Maben called the meeting of the Rocklin Unified School District Board of Trustees to order at 6:30 P.M., June 8, 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:                      Camille Maben, *Vice President*  
                                                         Susan Halldin, *Clerk*  
                                                         Todd Lowell, *Member*  
                                                         Wendy Lang, *Member*

Trustees Absent:                      Greg Daley, *President*

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*; Marty Flowers, *Director Secondary Programs and School Leadership*; Karen Huffines, *Director Elementary Programs and School Leadership*; Tammy Forrest, *Director of Special Education and Support Programs*; Mike Fury, *Chief Technology Officer*; Diana Capra, *Chief of Communications and Community Engagement*; Mark Williams, *Principal Rocklin Independent Charter Academy (RICA)/Victory High School*; Jim Trimble, *Principal Sunset Ranch Elementary*; Shari Anderson, *Principal Valley View Elementary*; Sarah James, *Principal Twin Oaks Elementary*; Skott Hutton, *Assistant Principal, Rocklin Independent Charter Academy*; Brenda Meadows, *Recorder*.

3.0 **PLEDGE OF ALLEGIANCE** – Camille Maben led the Board and audience in the Pledge of Allegiance.

4.0 **SPECIAL RECOGNITIONS/PRESENTATIONS**

4.1 Karen Huffines, Director of Elementary Programs and School Leadership introduced Jim Trimble, Principal Sunset Ranch Elementary, who presented RUSD elementary libraries with a donation check for \$1458.39, raised at this year's RUSD Employee Golf Tournament.

4.2 Colleen Slattery, Assistant Superintendent, Human Resources, presented the RUSD Employee Recruitment Video, produced in house by Rocklin High School's Journalism department.

5.0 **AUDIENCE/VISITORS PUBLIC DISCUSSION** – Camille Maben 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: Jeremy Jeffreys, RHS Broadcasting Teacher and past Board of Trustee with the Vacaville Unified School District, shared that during his first year as a Rocklin Unified School District he was so impressed with RUSD culture and excellence. Jeffreys stated that his experience as a RUSD teacher and employee has been superior and he has always felt like a valued part of the RUSD district

team. Jeffreys thanked the Board of Trustees, Superintendent Stock and District leadership for their leadership in making RUSD such an outstanding place to work.

- 6.0 **COMMENTS FROM BOARD AND SUPERINTENDENT** – Todd Lowell stated that each year graduation ceremonies are a highlight and capstone experience in the District, and thanked staff for their outstanding planning efforts in making graduations such elegant and dignified affairs. Susan Halldin stated that she enjoyed attending graduation and promotion ceremonies (grades 8 – 12<sup>th</sup>) as well as the Adult Transition Program graduation ceremony. Halldin shared that she particularly enjoyed watching students receive scholarships at RICA/VHS's graduation. Wendy Lang thanked staff for all their work in coordinating such memorable and successful graduations. Camille Maben shared that she recently accepted an invitation from White House to attend a Dual Language Learner event which was very informative, although she was disappointed that it kept her from attending RUSD graduations for the first time in 20 years. Superintendent Stock shared that Trustee President, Greg Daley, was unable to attend the night's Board Meeting as he attended his daughter's UC San Diego graduation. Stock stated that Daley's daughter's successful college experience and outstanding accolades received were a great testament to wonderful parenting and how well students leave RUSD prepared for higher education.

7.0 **ACTION ITEMS - CONSENT CALENDAR**

- 7.1 **APPROVE BOARD MINUTES** – Request to approve Board minutes.  
7.1.1 May 18, 2016
- 7.2 **APPROVE CERTIFICATED PERSONNEL REPORT** – Request to approve personnel items included on the Certificated Personnel Report. (Colleen Slattery)
- 7.3 **APPROVE CLASSIFIED PERSONNEL REPORT** – Request to approve personnel items included on the Classified Personnel Report. (Colleen Slattery)
- 7.4 **APPROVE 2016-17 RUSD BOARD OF TRUSTEES REGULAR MEETING SCHEDULE** – Request to approve the 2016-17 Board of Trustees Regular Meeting schedule. (Roger Stock)
- 7.5 **APPROVE THE EDUCATION PROTECTION ACCOUNT (EPA) SPENDING PLAN FOR THE DISTRICT'S GENERAL FUND AND ROCKLIN INDEPENDENT CHARTER ACADEMY (RICA)** – Request to approve EPA spending plan for 2016-17 for the District's general fund and RICA. (Barbara Patterson)
- 7.6 **APPROVE OPENING NEW ASSOCIATED STUDENT BODY (ASB) CHECKING AND SAVINGS ACCOUNTS FOR SPRING VIEW MIDDLE SCHOOL** – Request to approve opening new Associated Student Body savings and checking accounts for Sprint View Middle School at Wells Fargo Bank. (Barbara Patterson)
- 7.7 **RATIFY CONTRACT FOR ROCKLIN UNIFIED SCHOOL DISTRICT ATTENDANCE BOUNDARIES AND COMMUNITY FACILITIES DISTRICTS EXHIBIT MAP** – Request to ratify proposal with Kristin Lowell, Inc. for consulting services to update the RUSD attendance boundaries and community facilitates districts exhibit map and authorize the Superintendent or his designee to sign on his behalf. (Craig Rouse)
- 7.8 **APPROVE PROPOSAL WITH RAINFORTH-GRAU ARCHITECTS FOR ARCHITECTURAL SERVICES AT SUNSET RANCH ELEMENTARY SCHOOL** – Request to approve proposal with Rainforth-Grau Architects for architectural services to design additional space as needed at Sunset Ranch Elementary School and authorize the Superintendent or his designee to sign on his behalf. (Craig Rouse)



- 7.9 **APPROVE CONTRACT FOR PROFESSIONAL LEARNING CENTER FURNITURE INSTALLATION** – Request to approve contract with Contrax Furnishings for professional learning center furniture installation at Parker Whitney Elementary School. (Craig Rouse)
- 7.10 **APPROVE PROPOSITION 39 CHARTER SCHOOL EXPENDITURE PLANS** – Request to approve Proposition 39 charter school expenditure funding plans. (Craig Rouse)
- 7.11 **RATIFY CONTRACT FOR DISTRICT OFFICE DATA AND ELECTRICAL OUTLET INSTALLATION PROJECT** – Request to ratify contract with Electrical Solutions Provider for the data electrical outlet installation project at the District Office. (Craig Rouse)
- 7.12 **APPROVE CONTRACT FOR WHITNEY HIGH SCHOOL THEATER STAGE FLOORING RESURFACE PROJECT** – Request to approve contract for Whitney High School theater stage flooring resurface project. (Craig Rouse)
- 7.13 **APPROVE RESOLUTION 15-16-20 DELEGATION OF CERTAIN CONTRACTING POWERS TO THE SUPERINTENDENT OR DESIGNEE** – Request to approve Resolution No. 15-16-20, delegation of certain contracting powers to the Superintendent or his designee. (Craig Rouse)
- 7.14 **APPROVE DISPOSING OF SURPLUS FURNITURE AND EQUIPMENT** – Request to approve and authorize the Senior Director of Facilities, Maintenance and Operations, to determine when furniture and equipment are no longer usable requiring disposal. (Craig Rouse)
- 7.15 **APPROVE CONSOLIDATED APPLICATION AND REPORTING SYSTEM FOR FUNDING IN 2016-17 SCHOOL YEAR** – Request to approve Consolidated Application and Reporting System (CARS) for funding in the 2016-17 school year. (Kathy Pon)
- 7.16 **APPROVE CARL PERKINS APPLICATION FOR FUNDING IN 2016-17 SCHOOL YEAR** – Request to approve Carl Perkins application for funding in the 2016-17 school year. (Marty Flowers)
- 7.17 **APPROVE SECONDARY DISTRICT PLAN FOR WORK EXPERIENCE EDUCATION FOR 2016-17 SCHOOL YEAR** – Request to approve Secondary District Plan for Work Experience Education (WEE) for the 2016-17 school year. (Marty Flowers)
- 7.18 **APPROVE CONTRACT WITH ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) FOR 2016-17 SCHOOL YEAR** – Request to approve contract with AVID for the 2016-17 school year. (Marty Flowers)
- 7.19 **APPROVE 2016-17 DESIGNATION OF CALIFORNIA INTERSCHOLASTIC FEDERATION (CIF) REPRESENTATIVES** – Request to approve CIF league representatives for the 2016-17 school year. (Marty Flowers)
- 7.20 **APPROVE 2016-17 CONTRACT WITH INTERQUEST DETECTION CANINES OF CENTRAL VALLEY** – Request to approve 2016-17 contract renewal with Interquest Detection Canines of Central Valley. (Marty Flowers)
- 7.21 **APPROVE CONTRACT WITH WELLNESS TOGETHER** – Request to approve contract with Wellness Together to provide mental health counseling services. (Kathy Pon)
- 7.22 **APPROVE CONTRACT WITH NORTHWEST EVALUATION ASSOCIATION FOR MEASURES OF ACADEMIC PROGRESS (MAP) TEST** – Request to approve contract with Northwest Evaluation Association for MAP test assessment tool. (Kathy Pon)

- 7.23 **APPROVE CONTRACT WITH EDUCATIONAL SERVICES FOR GUIDING INSTRUCTION (ESGI)** – Request to approve contract with Educational Services for Guiding Instruction assessment tool. (Kathy Pon)
- 7.24 **APPROVE ADMINISTRATIVE REGULATIONS (AR)** – Request to approve the following revised Administrative Regulations (AR). (Colleen Slattery)
- 7.24.1 AR 4161.1 Personal Illness/Injury Leave – revised
- 7.24.2 AR 4361.1 Personal Illness/Injury Leave – revised
- 7.25 **APPROVE ADMINISTRATIVE REGULATIONS (AR)** – Request to approve the following revised Administrative Regulations (AR). (Colleen Slattery)
- 7.25.1 AR 4261.1 Personal Illness/Injury Leave – revised
- 7.26 **APPROVE ADMINISTRATIVE REGULATIONS (AR)** – Request to approve the following revised Administrative Regulations (AR). (Colleen Slattery)
- 7.26.1 AR 4161.2 Personal Leaves – revised
- 7.26.2 AR 4261.2 Personal Leaves – revised
- 7.26.3 AR 4361.2 Personal Leaves – revised
- 7.27 **APPROVE BOARD BYLAW (BB)** – Request to approve the following revised Board Bylaw. (Roger Stock)
- 7.27.1 BB 9222 Resignation – revised
- 7.28 **APPROVE STIPULATED EXPULSION(S)** – Request to approve agreement and stipulated expulsion(s) for Student No. 060816-01. (Kathy Pon)

Todd Lowell requested removal of Item 7.7 for separate action.

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

A **MOTION** was then made by Wendy Lang and seconded by Susan Halldin to approve Item 7.7. (Ratify Contract for RUSD Attendance Boundaries and Community Facilities Districts Exhibit Map). Motion passed by the following roll call vote: Halldin – aye, Lang – aye, Maben – aye. (Lowell – recused himself from deliberation and voting on this item.)

## 8.0 **ACTION ITEMS – REGULAR AGENDA**

- 8.1 **APPROVE ATTENDANCE BOUNDARY MODIFICATION FOR BOUNDARY AREAS 6 AND 11** – Craig Rouse, Senior Director, Facilities and Operations, shared an updated on attendance boundaries and requested approval of boundary adjustment from Area 11 (Sunset Ranch Elementary) to Area 6 (Twin Oaks Elementary).

A **MOTION** was made by Wendy Lang and seconded by Susan Halldin to approve boundary adjustment from Area 11 (Sunset Ranch Elementary) to Area 6 (Twin Oaks Elementary). Motion passed unanimously.

- 8.2 **HOLD PUBLIC HEARING FOR LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)** – Kathy Pon, Deputy Superintendent, Education Services and Melanie Patterson, LCAP Program Specialist, presented Trustees with a report on the draft 2016-19 Local Control and Accountability (LCAP) plan and requested to hold a public hearing and hear public comments.

Board Comments: Susan Halldin asked if the District had received any public input from the LCAP information posted on line. Patterson responded, “Yes, two positive comments were received by staffs that were looking forward to LCAP efforts.” Halldin also asked if the District had any plans to make summer school available to all English Language Learners (ELL). Pon stated, “Although there has not been specific dialogue on including all ELL students, currently many ELL students are attending summer school and receiving academic support since the current program is based on credit recovery in which many ELL students qualify.” Halldin also inquired about funding for MTSS in the LCAP plan for 2016-17 school year. Patterson stated that the main funding for MTSS in the 2016-17 school year would not be supplemental funding.

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

- 8.3 HOLD PUBLIC HEARING FOR ROCKLIN INDEPENDENT CHARTER ACADEMY (RICA) LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) –** Kathy Pon, Deputy Superintendent, Education Services and Melanie Patterson, LCAP Program Specialist, presented Trustees with a report on the draft 2016-19 Rocklin Independent Charter Academy (RICA) Local Control and Accountability (LCAP) plan and requested to hold a public hearing and hear public comments.

Board Comments: Wendy Lang asked if the District had had any discussion regarding RICA students participating in sports programs (and whether or not they would be able to participate in sporting events at RHS or VHS). Mark Williams, Principal Rocklin Independent Charter Academy and Victory High School, stated that while participation in CIF sports is not an option, RICA students can participate in extracurricular activities at other high schools, including ROTC. Todd Lowell thanked RICA Assistant Principal, Skott Hutton, for his work throughout the year, stating “under his leadership RICA has exceeded expectations.” Hutton thanked Trustees for their support and stated that some areas of growth at RICA include communications and additional development of student programs (ie: theater).

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

- 8.4 HOLD PUBLIC HEARING FOR 2016-17 DISTRICT BUDGET AND ANNUAL CERTIFICATION FOR WORKERS COMPENSATION CLAIMS –** Barbara Patterson, Deputy Superintendent Business and Operations, presented Trustees with the proposed 2016-17 District budget and annual certification for workers compensation claims and requested to hold a public hearing and hear public comments.

Board Comments: Wendy Lang asked about the Student Information Systems Specialist position. Patterson stated that the position, Board approved in May, would support all data integration systems including AERIES and CalPads as the District moves toward an even more data assessment driven environment. Barbara Patterson thanked Lauren McGhee, Director, Fiscal and Purchasing Services and the business department staff for their hard work on the 2016-17 District budget.

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

## **9.0 INFORMATION AND REPORTS**

- 9.1 PROFESSIONAL DEVELOPMENT UPDATE –** Kathy Pon, Deputy Superintendent, Education Services presented an update to the three-year Professional Development Plan that

was developed in 2015 to prioritize the needs of students and staff, address specific District Strategic Plan, and Local Control Accountability Plan goals and objectives, as well as recommendations from the West Ed Special Education Report. Funds from multiple sources were identified to support the planned professional development work. The plan also included professional development that had already taken place as well as the District's next steps to evaluate the impact and effectiveness of the training efforts. Teachers on Special Assignment (Lara Kikosicki and Kaili Bray) shared their work which served as a large component of support for adult learning including plans for continuation of adult learning for 2016-17 and a robust evaluation plan.

Comments: Wendy Lang thanked TOSAs for their hard work and for all their training efforts. Susan Halldin asked how adjustments are being made in the areas of growth. Kikosicki and Bray stated that at each training there is an evaluation for attendees which are looked at closely and training and techniques are adjusted to respond to any areas identified as areas of potential growth. Todd Lowell complimented staff on their presentation and asked for "the "what" on how trainings are increasing student performance." Pon responded that future training work will continued to be measured carefully and always tied to data (ie: SBAC). Camille Maben asked if staff was looking at the "dosage" of coaching and the amount of training provided to make teachers and staff successful. Pon stated that training practice includes "instructional rounds" that allows for multiple training steps. Maben also asked about opportunities for preschool, TK and K teacher trainings. Karen Huffines, Director of Elementary Programs and School Leadership, stated that the District is currently collaborating with RUSD's after school program Child Development Center, CDI, which is providing training, in addition to some training from the Placer County Office of Education. Superintendent Stock stated the District is exploring a preschool summit for Rocklin preschools. Huffines stated the District continues to look for additional training opportunities and collaboration with TK and K teachers (training and articulation).

- 9.2 **INTEGRATED COMMUNICATIONS/COMMUNITY ENGAGEMENT UPDATE: SYNERGY** – Diana Capra, Chief of Communications and Community Engagement, shared an update on RUSD's integrated communications/community engagement efforts. Capra stated that the District's goal was to communicate RUSD's story as the cornerstone of educational excellence. The update included an overview of areas of communications that were enhanced/changed as well as accomplishments over the last 8 months. Capra stated that one of the main focuses of the department has been to create and sustain "synergy" between departments' goals and the Office of Communications/Community Engagement. Efforts are ongoing to continue implementing successful communications and outreach at RUSD schools and throughout the community.

Comments: Wendy Lang suggested additional research around the possibility of advertising and promoting Rocklin Independent Charter Academy (RICA) due to the value and unique programs RICA brings to the community and students who are looking for a unique style of learning. Todd Lowell thanked Diana Capra for her efforts, stating she has exceeded his expectations in her role with the outstanding and comprehensive media coverage on behalf of students, staff and the District. Camille Maben also thanked Capra for her work stating that RUSD is way beyond where we were in the past in communications.

- 9.3 **STATUS OF SUMMER 2016 PROJECTS** – Craig Rouse, Senior Director, Facilities and Operations, shared the status of summer 2016 projects within District regarding facilities and operations. Rouse stated that the District will have multiple improvement facilities projects underway throughout the summer including: Prop. 39 (California Clean Energy Jobs Act) projects, deferred maintenance projects, the Whitney High School Synthetic Turf and Track Resurface project, and the addition of one relocatable classroom at Sunset Ranch Elementary School. Shari Anderson, Valley View Elementary School, shared vision and details on the "21<sup>st</sup>



Century Learning Commons” prototype being piloted at Valley View. The goal is to transform the library and computer lab into an innovative learning space for students.

Comments: Mike Fury shared with Trustees how proud he is to see the transformation and plans being implemented by staff trickle down to students and see the excellence and growth throughout the District.

- 10.0 **PENDING AGENDA** – No items were placed on the Pending Agenda.
- 11.0 **CLOSED SESSION** – Closed session convened at 9:13 P.M. regarding the following matters:
- 11.1 *Conference with Legal Counsel – Anticipated and Existing Litigation* as authorized by Government Code section 54956.9
- 11.2 *Public employee discipline/dismissal/release pursuant to Government Code section 54957*
- 11.3 In the matter of “Conference With Real Property Negotiators” as authorized by Government Code 54956.8 (Property to be discussed: Parklands/Del Rio Court Development, Whitney Ranch Boundaries, Parcel 49 & 53)  
District Negotiating Parties: Roger Stock, RUSD Superintendent  
Craig Rouse, RUSD Senior Director Facilities & Operations
- 11.4 *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
- 11.5 *Public Employee Performance Evaluation* as authorized by Government Code 54957.  
Position: Superintendent
- 12.0 **RECONVENE TO OPEN SESSION** – Vice President Maben reconvened the meeting to open session.
- 13.0 **REPORT OF ACTION TAKEN IN CLOSED SESSION** – No action was taken in Closed Session.
- 14.0 **ADJOURNMENT**– Vice President Maben adjourned the meeting at 11:05 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, June 8, 2016

NAME	AFFILIATION <small>(site name/position, parent, community organization, etc.)</small>	CONTACT INFORMATION <small>(email and/or phone)</small>
Sean James	TO	
Jim Trumble	SR.	
Stan Taylor	CSEA	
Eleanor Matulich	Work Exp. Teacher	916 248 1002
Mark Williams	VHS/RICA	
Shari Anderson	VHS	
Scott Hutton	RICA	
Bryce Lauritzen	TO	
Jeremy Jeffrey	RHS	
Laura Noble	DO	
Kathy Turner	Parent	

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

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**CERTIFICATED/MANAGEMENT PERSONNEL REPORT**

**RESIGNATION/RETIREMENT:**

1. Cindy Camillucci, Language Arts Teacher, Granite Oaks Middle School, Resignation 6/30/16
2. Michael Pappas, Mathematics Teacher, Rocklin High School, Resignation 6/30/16
3. Carol Strand, Elementary Teacher, Twin Oaks Elementary, Retirement 6/30/16
4. Cydney Rochford, RSP Teacher, Retirement 6/30/16
5. Nicole Tawlks, 7<sup>th</sup>-8<sup>th</sup> Grade Teacher, Rocklin Independent Charter Academy, Resignation 6/30/16

**CHANGE IN 2016-17 ASSIGNMENT:**

6. Joshua Ansley, 0.83 FTE Language Arts Teacher to 1.0 FTE Theater Teacher, Whitney High School
7. Kelly King, 1.0 FTE Elementary VAPA Teacher to 1.0 FTE Elementary Teacher, Breen Elementary
8. Julie Parr, Elementary Teacher, site change Cobblestone Elementary to Valley View Elementary
9. Kyle Wallin, Elementary Teacher, site change Valley View Elementary to Rock Creek Elementary

**2016-17 NEW HIRES:**

10. Jennipher Baker, 1.0 FTE Elementary Teacher, Twin Oaks Elementary (Temporary Contract)
11. Nicole Bruice, 1.0 FTE Elementary Teacher, Site TBD
12. Philip Keck, 1.0 FTE Elementary Teacher, Sierra Elementary
13. Samantha Lees, 1.0 FTE Elementary Teacher, Rocklin Elementary
14. Kristen Miller, 0.39 FTE Elementary PE Teacher, District
15. Mary Beth Miller, 1.0 FTE Elementary Teacher, Rock Creek Elementary
16. Laura Robeck, 1.0 FTE Math Teacher, Granite Oaks Middle School
17. Kelly Rodriguez, 1.0 FTE Elementary Teacher, Twin Oaks Elementary
18. Pamela Sparks, 1.0 FTE SDC Teacher, Valley View Elementary
19. Kayla Steffano, 1.0 FTE SDC Teacher, Twin Oaks Elementary
20. Tonya VanDerKamp, 1.0 FTE Elementary Teacher, Valley View Elementary

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**CLASSIFIED PERSONNEL REPORT**

**RESIGNATIONS/RETIREMENT:**

1. Melinda Decker, Special Ed Instructional Aide, RSP, Parker Whitney, Resigned, 6/2/16
2. Laura Corsetti, School Clerk, Valley View Elementary, Resigned, 6/8/16
3. Tammy Scott, Special Ed Instructional Aide II, SDC, Rocklin High School, Resigned, 6/2/16
4. Daisy Maldonado, Instructional Aide – ELL II, Sierra Elementary, Resigned, 6/3/16
5. Carrie Creger, Instructional Aide, Sunset Ranch Elementary, Resigned, 6/2/16
6. Leonard Lee, Network Coordinator, Whitney High School, Retiring, 10/1/16

**LEAVE OF ABSENCE:**

**NEW HIRES FOR 2015-16:**

7. Jeff Doll, Groundskeeper I, Maintenance & Operations, 6/8/16

**RECLASSIFICATIONS/CHANGE IN HOURS:**

8. Jennifer Burke, Instructional Aide, Ruhkala Elementary, Decrease in hours, 7/1/16
9. Rebecca Schrader, Special Ed Aide I, Ruhkala Elementary, Resigned hours, 6/2/16
10. Amy Miller, Instructional Aide – Science Lab, Sunset Ranch Elementary, Resigned hours, 6/2/16



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: \$28,232.01

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 /June 22, 2016

Date	Donor	Donation	Comment/Purpose	School Site
4/19/2016	Studio Movie Grill	\$2,255.00	Chefs for Children Fight Hunger	District Office
5/16/2016	Wells Fargo Community Support	\$490.00	On behalf of Tracy Groman	Antelope Creek
6/1/2016	Benevity Community Impact Fund	\$200.00	Genentech Grant	Breen
5/1/2016	Target Corporation	\$306.66	Take Charge of Education	Cobblestone
5/16/2016	Target Corporation	\$1,081.86	Take Charge of Education	Ruhkala
5/11/2016	Wells Fargo Community Support	\$300.00	On behalf of Kimberly Higa	Ruhkala
5/16/2016	Run rocklin/Elephant Ideas	\$400.00	For creating running team of 20 or more	Ruhkala
6/2/2016	Ruhkala PTSC	\$1,658.00	From box tops	Ruhkala
4/30/2016	Wells Fargo Community Support	\$200.00	Matching Gift Program	Sierra
5/1/2016	Target Corporation	\$866.21	Take Charge of Education	Sierra
5/24/2016	SRES Golf Tournament	\$3,000.00	Proceeds from golf tournament	Sunset Ranch
5/18/2016	Intel Volunteer Grant Program	\$15,000.00	Intel PC Pals	Twin Oaks
5/18/2016	Rocklin Run/Matt Redding Memorial	\$100.00	For creating team of 20 or more	Twin Oaks
5/13/2016	Run Rocklin/Matt Redding Memorial	\$105.00		Valley View
6/6/2016	AT&T Employee Giving Program	\$40.00	On behalf of Jenifer Huston	Valley View
5/27/2016	Mardalynne Caldwell Christensen	Cello	To Music Department	Granite Oaks
5/10/2016	Sysco Foods/Ryan Roberts	Food	Flour, butter, water & prepared cookie dough	Spring view
5/24/2016	Target Corporation	\$367.84	Take Charge of Education	Rocklin HS
4/12/2016	Salesforce	\$1,000.00	On behalf of Ernestine Chua	Rocklin HS
5/17/2016	Rocklin Run/Matt Redding Memorial	\$145.00		Whitney HS
5/16/2016	Save Mart - S.H.A.R.E.S Program	\$16.44		Whitney HS
5/17/2016	Target Corporation	\$700.00	Take Charge of Education	Whitney HS
	<b>Total</b>	\$28,232.01		

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Ratify Contract for Rocklin High School "Annex" Special Education Portable Fence Installation Project

**DEPARTMENT:** Office of the Senior Director, Facilities, Maintenance & Operations

---

**Background:**

The District requested a quote for the "Annex" Special Education Portable Fence Installation project at Rocklin High School. The quote was solicited by phone.

**Status:**

The quote was opened by the District on April 19, 2016.

Crusader Fence Co., Inc. \$3,625.00

The quote was reviewed by the Senior Director of Facilities & Operations and the Assistant Director of Facilities & Maintenance. The reviewers were in agreement to recommend award to Crusader Fence Co., Inc. for the complete bid of \$3,625.00.

This work is scheduled to start on June 7, 2016 and be completed by June 30, 2016, subject to Board approval.

**Presenter:**

Barbara Patterson, Deputy Superintendent, Business & Operations

**Financial Impact:**

Current year: \$3,625.00  
Future years: N/A  
Funding source: MediCal SDC

**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:**

Contractor Agreement included.

**Recommendation:**

Staff recommends ratification of the contract for the "Annex" Special Education Portable Fence Installation project at Rocklin High School, in the amount of \$3,625.00 with Crusader Fence Co., Inc.

**ROCKLIN UNIFIED SCHOOL DISTRICT  
CONTRACTOR AGREEMENT  
(Projects under \$15,000)**

This Agreement is entered into by and between the Rocklin Unified School District, ("District"), and **Crusader Fence Co., Inc.**, ("Contractor"), identified under social security number/federal identification number **68-0307629**, with its principal place of business/office(s) located at **3115 Gold Valley Drive, Rancho Cordova, CA 95742**.

1. **TERM OF AGREEMENT / DATE(S) of SERVICE(S):** June 7, 2016 to June 30, 2016.

2. **SERVICES TO BE PERFORMED:** In consideration of the payment outlined in Paragraph 3 below, during the Term of Agreement / Date(s) of Service(s), Contractor agrees to perform services and, if applicable, provide materials and /or equipment to the District (hereinafter "Services"), as described below and in the attached Exhibit "A":

**Installation of a four foot high wrought iron fence and walk gate at Rocklin High School "Annex" Special Education portable classroom front entry.**

It is understood and agreed that in the event any additional tasks and/or services are required from Contractor, prior to rendering any such tasks, the tasks shall be set forth in a writing duly signed by the parties, indicating the specific work to be accomplished, the approximate period of time over which performance will be completed, and the additional compensation, if any, to be paid for such additional tasks.

3. **COMPENSATION:** In consideration of the Services fully rendered to District as described above, District agrees to pay Contractor a total fee of **\$3,625.00**. The District will make reasonable good faith efforts to pay all compensation due to Contractor within thirty (30) days of completion of Contractor's Services hereunder and the District's receipt of a properly completed invoice from Contractor for services rendered. Contractor further agrees that the District will not have any liability whatsoever as to any work or expense not specifically documented herein and properly invoiced by Contractor to District within sixty (60) days of completion of Services.

Other Consideration/Notes: \_\_\_\_\_

4. **REPRESENTATIONS AND WARRANTIES:** Contractor represents and warrants that Contractor is fully admitted to transact business in the State of California. Contractor possesses the skill, knowledge, expertise, and, as applicable, holds current license(s), certification(s) and/or educational credentials, as required under the laws of the State of California and/or in accordance with District policies and regulations, to fully perform the services hereunder. Contractor represents that he/she/it has read and understands the terms and conditions of this Agreement.

5. **NON-EMPLOYEE / INDEPENDENT CONTRACTOR STATUS:** During the Term of this Agreement and/or Date(s) of Service(s), Contractor's Services for the District shall be rendered as an Independent Contractor. This Agreement is not intended, nor shall it be construed so as, to create the relationship of agent, employee, partnership, joint venture or association, or representative of the other for any purpose, or to imply any other relationship whatsoever between



Contractor and District, except as set forth herein. Neither party is granted any expressed or implied right or authority by the other party to assume or create any obligation or responsibility on behalf of or in the name of the other party, or to bind the other party in any manner or thing whatsoever. Contractor shall be solely responsible for paying all salaries, wages, benefits and other compensation which the Contractor's employees or consultants, if any, may be entitled to receive in connection with Contractor's Services hereunder, including, without limitation, withholding and paying all applicable payroll taxes and contributions, including federal, state and local income taxes, FICA, FUTA, and state unemployment, workers' compensation and disability insurance. Nothing contained hereunder will confer upon the Contractor any right to continue to render Services to the District, or to become employed by the District. The District and Contractor acknowledge that Contractor's Services hereunder are non-exclusive and Contractor is free to accept other work.

6. **SITE EXAMINATION:** Contractor must examine the site and certify all measurements, specifications and conditions affecting the work to be performed at the site. By submitting their quote a contractor warrants that they have made such site examination as they deem necessary as to the condition of the site, its accessibility for materials, workmen and utilities and ability to protect existing surface and subsurface improvements. No claim for allowance of time or money will be allowed as to such matters or for any other undiscovered conditions on the site.

7. **EQUIPMENT AND LABOR:** Unless expressly indicated elsewhere in this agreement, the contractor shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to furnish the services herein described, the services to be performed at such times and places as directed by and subject to the approval of the authorized district representative indicated in the work specifications.

8. **SUBCONTRACTORS:** Contractor agrees to bind every subcontractor by terms of the contract as far as such terms are applicable to subcontractor's work. If Contractor shall subcontract any part of this contract, Contractor shall be fully responsible to the District for acts and omissions of his subcontractor and of persons either directly or indirectly employed by himself. Nothing contained in the contract documents shall create any contractual relations between any subcontractor and the District.

9. **SAFETY AND SECURITY:** It shall be the responsibility of the Contractor to ascertain from the District the rules and regulations pertaining to safety, security and driving on school grounds, particularly when children are present.

10. **DEFAULT BY CONTRACTOR:** When Contractor, or any subcontractor, or vendor shall fail to deliver any article or service or shall deliver any article or service which does not conform to the work specifications, the District may, upon five (5) business days' prior written notice describing the default, at its option, annul and set aside the contract entered into with said Contractor, Subcontractor or vendor either in whole or in part, and make and enter into a new contract in such manner as seems to the Governing Board to be to the best advantage of the District. Any failure for furnishing such articles or services by reason of the failure of the Contractor, subcontractor or vendor, as above stated, shall be a liability against the Contractor and his sureties. The Governing Board reserves the right to cancel any articles or services which the Contractor may be unable to furnish because of economic conditions, governmental regulations or other similar causes beyond the control of the Contractor provided satisfactory proof is furnished to the District, if requested.

11. **WORKERS:** Contractor shall at all times enforce strict discipline and good order among his employees and shall not employ any unfit person or anyone not skilled in work assigned to him. Any person in the employ of the Contractor whom the District may deem incompetent or unfit shall be dismissed from the job site and shall not again be employed at site without written consent from the District.

12. **SUBSTITUTIONS:** No substitutions of materials from those specified in the Work Specifications shall be made without the prior written consent of the District.

13. **CONTRACTOR SUPERVISION:** Contractor shall provide competent supervision of personnel employed on the job site, use of equipment, and quality of workmanship.

14. **CLEAN UP:** Debris shall be removed from the premises. Job site shall be in order at all times when work is not actually being performed and shall be maintained in a reasonably clean condition.

15. **ACCESS TO WORK:** District representatives shall at all times have access to work wherever it is in preparation or progress. Contractor shall provide safe and proper facilities for such access.

16. **PROTECTION OF WORK AND PROPERTY:** The Contractor shall erect and properly maintain at all times as required by conditions and progress of work, all necessary safeguards, signs, barriers, lights, and watchmen for protection of workmen and the public, and shall post danger signs warning against hazards created by such features in the course of construction.

17. **OCCUPANCY:** District reserves the right to occupy buildings at any time before formal contract completion and such occupancy shall not constitute final acceptance or approval of any part of the work covered by this contract, nor shall such occupancy extend the date specified for substantial completion of the work.

18. **FORCE MAJEURE CLAUSE:** The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other party, provided that it is satisfactorily established that the non-performance is not due to the fault of the party not performing.

19. **LABOR CODE:** This project is subject to compliance monitoring and enforcement by the Department of Industrial Relations. The Contractor shall comply with all requirements of the Labor Code and all applicable rules and regulations issued by the Department of Industrial relations. No contractor or subcontractor may be listed on a bid proposal for a public works project unless registered with the Department of Industrial Relations pursuant to Labor Code section 1725.5 [with limited exceptions from this requirement for bid purposes only under Labor Code section 1771.1(a)]. No contractor or subcontractor may be awarded a contract for public work on a public works project unless registered with the Department of Industrial Relations pursuant to Labor Code section 1725.5.

Pursuant to the provisions of article 2 (commencing at section 1770), chapter 1, part 7, division 2 of the Labor Code of California, the Director of Industrial Relations has ascertained the general

prevailing rate of per diem wages in the locality in which this public work is to be performed for each craft, classification or type of worker needed to execute the contract. Copies of said determinations are on file at District's principal office and available to any interested party on request. Refer to Web site ([www.dir.ca.gov](http://www.dir.ca.gov)).

**20. INDEMNIFICATION:** Contractor agrees to indemnify, defend, and hold harmless, the District (and its officers, employees, trustees, agents, successors and assigns) from and against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs and liability whether in contract, tort or strict liability (including, but not limited to, personal injury, death at any time, and property damage), arising out of or made necessary by Contractor's performance of this Agreement, breach of its terms, negligent acts or omissions, including as may arise resulting from Contractor's failure to make payments to Contractor's employees or consultants, if any, and/or self-employment taxes. In no event will the District's liability hereunder exceed a total of \$2,000,000.00.

**21. INSURANCE REQUIREMENTS:** Unless otherwise specifically agreed to in writing in advance of execution of this Agreement, Contractor agrees to obtain, pay for and maintain in effect during the Term of this Agreement and/or Date(s) of Service(s), the following policies of insurance issued by an insurance company rated not less than "A-VI" in A.M. Best's Insurance Rating Guide:

- (i) Commercial General Liability insurance (including contractual, products and completed operations coverage, bodily injury and property damage liability insurance) with single combined limits of not less than \$1,000,000 per occurrence;
- (ii) Commercial Automobile Liability insurance for "any auto" with combined single limits of liability of not less than \$1,000,000 per occurrence;
- (iii) Professional Liability insurance (also known as "Errors and Omissions" insurance) with a limit of liability of not less than \$1,000,000 per occurrence; and
- (iv) Worker's Compensation and State Disability insurance as required under law.

Each policy shall contain an endorsement naming the Rocklin Unified School District as an additional named insured insofar as this Agreement is concerned, and provide that written notice shall be given to the District at least thirty (30) days prior to cancellation or material change in the form of the policy or reduction in coverage. Prior to rendering Services hereunder, and at Contractor's expense, Contractor shall furnish the District with a Certificate of Insurance evidencing the endorsements required above, and the District shall have the right to inspect the Contractor's original insurance policies upon request. Upon notification of a notice of cancellation, change or reduction in coverage, Contractor shall immediately file with the District a certified copy of the required new or renewal policy and certificates for such policy. Nothing herein concerning minimum insurance requirements shall reduce the Consultant's liabilities or obligations under the indemnification provisions of this Agreement.

**22. PROPRIETARY RIGHTS / OWNERSHIP / CONFIDENTIALITY:** Contractor acknowledges:

- a. District may disclose to Contractor certain confidential information relating to, without limitation, the District's past, present, and future research, marketing, development, and/or business activities ("Confidential Information"). Except as required by the duties under this Agreement, Contractor agrees that, until such time as the Confidential Information enters the public domain through no fault of Contractor, Contractor will never, directly or indirectly, use, disseminate, disclose, lecture upon, or publish articles concerning any of the Confidential Information disclosed to Contractor by or on behalf of District without the prior written consent of District. Such confidentiality shall survive the termination of this Agreement and will only be relieved by written consent of District.
- b. All work accomplished pursuant to this Agreement will be the sole and exclusive property of District; and in addition to the obligations imposed above, Contractor will deliver all such work to District prior to expiration or termination of this Agreement and/or Contractor's performance hereunder.
- c. Upon expiration or termination of the Agreement and/or Contractor's performance hereunder, Contractor agrees to return to District all copies of Confidential Information, all drawings, documents, records, notebooks, disks, tapes, data residing or recorded in electronic media, and all other representations of confidential information, whether prepared by District, Contractor or others.
- d. Contractor agrees that all copyrightable material, inventions, improvements, developments and discoveries conceived, made, discovered or reduced to practice by Contractor solely, or in collaboration with others, during the period of this Agreement (i) relating in any manner to the business, research or development of District that Contractor may be directed to undertake, or (ii) which Contractor may become associated within work or in performing the services hereunder, or (iii) which are developed by Contractor using any supplies, facilities or Confidential Information of District are the sole property of District, and Contractor further agrees to grant to District any and all right, title and interest, of any kind or of all such copyrightable material, inventions, improvements, developments, and discoveries.

23. **GOVERNING LAW:** This Agreement shall be governed, construed, and enforced in accordance with the laws of the State of California, without regard to its conflict of laws rules, and in accordance to District's policies and regulations, including, but not limited to, Board Policy 3320. Venue shall be in Placer County.

24. **TIME OF THE ESSENCE:** Time is of the essence in the performance of and compliance with each of the provisions and conditions of this contract.

25. **TERMINATION / NOTICES:** This Agreement may be terminated by either party with or without cause and for any or no reason upon (30) days' written notice to the other party addressed as follows:

If to Contractor, notice will be addressed to:  
**Name: Crusader Fence Co., Inc.**  
**Address: 3115 Gold Valley Drvive**  
**City/State/Zip: Rancho Cordova, CA. 95742**

If to District, notice will be addressed to:  
**Rocklin Unified School District**  
**c/o: \_\_\_\_\_**  
**2615 Sierra Meadows Drive**  
**Rocklin, CA 95677**

or to such other address as may be designated by the parties from time to time. Any written notice sent by registered U.S. mail and addressed in accordance herewith will be deemed to have been made and delivered seven (7) days following deposit into the U.S. mail. Contractor's obligations hereunder shall survive the termination of this Agreement.

26. **SEVERABILITY:** If any section, condition, provision, or covenant of this Agreement is held to be invalid or unenforceable, either in itself or as to any particular party, the remainder of this Agreement will continue to be in force unless it would be inequitable and inconsistent with the purpose of the Agreement to continue to do so.

27. **ASSIGNMENT:** Neither party may assign any rights, or transfer any obligations, under this Agreement, without the prior written agreement of the parties.

28. **ASBESTOS HAZARD EMERGENCY RESPONSE ACTION (AHERA):** All contract work that is performed for the District by outside contractors or workers must meet all of the regulations that have been set forth in the AHERA rule. This means that all work which could disturb the integrity of any Asbestos Containing Building Material (A.C.B.M.) needs to be approved by the District. This refers to the sawing, grinding, cutting, or drilling of any A.C.B.M. in occupied areas of District buildings.

29. **NO SMOKING POLICY:** All District sites are designated as non-smoking.

30. **FINGERPRINTING:** Unless waived by express action of the District, the Contractor and all of its agents and employees on the project work site must comply with the fingerprinting requirements of Education Code Sec. 45125.1. This section is an integral part of the service agreement and completion is required before the commencement of the contract.

31. **RATIFICATION:** This Agreement is subject to discretionary approval by the Board of Education of the District. This Agreement shall not be effective against the District until such time that Board of Education ratifies this Agreement.

32. **ENTIRE AGREEMENT:** This Agreement contains the entire agreement of the parties and supersedes all prior or contemporaneous agreements, oral or written, with respect to the subject matter hereof. This Agreement may not be amended, modified, revised or supplemented in any way, except in a writing signed by Contractor and District.

[signatures on next page]

**AGREED TO AND ACCEPTED:**

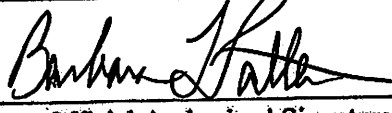
**Contractor:**

**District:**

Crusader Fence Co, Inc

Rocklin Unified School District

By:   
Official Authorized Signature

By:   
Official Authorized Signature

BRENT HENDERSON

BARBARA PATTERSON

Printed Name

Printed Name

Its: VICE PRES.

Its: DEPUTY SUPERINTENDENT

Title

Title

06-07-2016

6/7/14

Date

Date

License Number: 726527

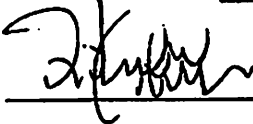
Contractors are required by law to be licensed and regulated by the Contractors' State License Board which has jurisdiction to investigate complaints against contractors if a complaint regarding a patent act or omission is filed within four years of the date of the alleged violation. A complaint regarding a latent act or omission pertaining to structural defects must be filed within 10 years of the date of the alleged violation. Any questions concerning a contractor may be referred to the Registrar, Contractors' State License Board, P.O. Box 26000, Sacramento, CA 95826. (Business and Professions Code section 7030.)

**WORKERS COMPENSATION CERTIFICATE**

**(AS REQUIRED BY SECTION 1861 OF THE CALIFORNIA LABOR CODE)**

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for worker's compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this Contract.

CONTRACTOR: CRUSADER FENCE CO., INC.

By: 

Title: VICE PRES.

**CERTIFICATION BY CONTRACTOR  
CRIMINAL RECORDS CHECK  
AB 1610, 1612 and 2102**

To the Governing Board of Rocklin Unified School District:

I, Michael Murphy (Name of Contractor) certify that:

1. I have carefully read and understand the Notice to Contractors Regarding Criminal Record Checks (Education Code Section 45125.1) required by the passage of AB 1610, 1612 and 2102.

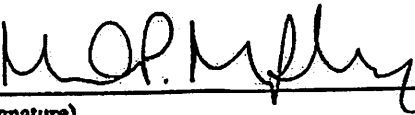
2. Due to the nature of the work I will be performing for the District, my employees may have contact with students of the District.

3. None of the employees who will be performing the work have been convicted of a violent or serious felony as defined in the Notice and in Penal Code Sections 1192.7 and 667.5 and this determination was made by a fingerprint check through the Department of Justice.

4. As further required by Education Code Section 45125.1 attached to this certification is a list of the names of the employees of the undersigned who may come in contact with pupils.

I declare under penalty of perjury that the foregoing is true and correct.

Executed at Rancho Cordova, California on June 7, 2016  
Date

  
\_\_\_\_\_

(Signature)

Michael Murphy

(Typed or printed name)

Project Manager

(Title)

3115 Gold Valley Dr, Rancho Cordova CA 95742

(Address)

916-631-9191

(Telephone)



**LIST OF EMPLOYEES THAT MAY COME IN CONTACT WITH PUPILS**  
**(all are fingerprinted per Education Code Section 45125.1)**

1.     Josh Woods
2.     Cesar Vidrio
3.     \_\_\_\_\_
4.     \_\_\_\_\_
5.     \_\_\_\_\_
6.     \_\_\_\_\_
7.     \_\_\_\_\_
8.     \_\_\_\_\_
9.     \_\_\_\_\_
10.    \_\_\_\_\_
11.    \_\_\_\_\_
12.    \_\_\_\_\_
13.    \_\_\_\_\_
14.    \_\_\_\_\_
15.    \_\_\_\_\_

**VERIFICATION OF CONTRACTOR  
AND SUBCONTRACTORS' DIR REGISTRATION**

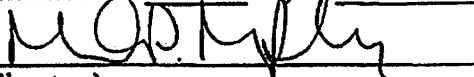
I am the Project Manager of Crusader Fence ("Bidder") submitting the  
(Title/Position) (Bidder Name)

accompanying Bid Proposal for the Work described as fence install

1. The Bidder is currently registered as a contractor with the Department of Industrial Relations ("DIR").
2. The Bidder's DIR Registration Number is: 1000000020. The expiration date of the Bidder's DIR Registration is June 30, 2016.
3. If the Bidder is awarded the Contract for the Work and the expiration date of the Bidder's DIR Registration will occur: (i) prior to expiration of the Contract Time for the Work; or (ii) prior to the Bidder completing all obligations under the Contract for the Work, the Bidder will take all measures necessary to renew the Bidder's DIR Registration so that there is no lapse in the Bidder's DIR Registration while performing Work under the Contract.
4. The Bidder, if awarded the Contract for the Work will remain a DIR registered contractor for the entire duration of the Work.
5. The Bidder has independently verified that each Subcontractor identified in the Subcontractors list submitted with the Bid Proposal of the Bidder is currently a DIR registered contractor.
6. The Bidder has provided the DIR Registration Number for each subcontractor identified in the Bidder's Subcontractors' list or within twenty-four (24) hours of the opening of Bid Proposals for the Work, the Bidder will provide the District with the DIR Registration Number for each subcontractor identified in the Bidder's Subcontractors List.
7. The Bidder's solicitation of subcontractor bids included notice to prospective subcontractors that: (i) all sub-tier subcontractors must be DIR registered contractors at all times during performance of the Work; and (ii) prospective subcontractors may only solicit sub-bids from and contract with lower-tier subcontractors who are DIR registered contractors.
8. If any of the statements herein are false or omit material facts rendering a statement to be false or misleading, the Bidder's Bid Proposal is subject to rejection for non-responsiveness.
9. I have personal first hand-knowledge of all of the foregoing.

I declare under penalty of perjury under California law that the foregoing is true and correct.

Executed this 7th day of June, 2016 at Rancho Cordova, CA  
(City and State)



(Signature)  
Michael Murphy  
(Name, typed or printed)

# Exhibit A

Corporate Office:  
3115 Gold Valley Dr.  
Rancho Cordova, Ca. 95742  
Bay Area Office:  
1600 Benicia Rd.  
Vallejo, Ca. 94591



(916) 631-9191  
(916) 852-9191  
Toll Free (888) 818-9191  
Fax (916) 631-8989  
CrusaderFenceCo.com

## Crusader Fence Co., Inc.

California Contractors License # 726527  
Gold Shovel Standard Certified  
California Small Business Certification #0019368  
California Public Works Contractor #100000020

May 24, 2016

Attn: Rocklin Unified School District - Gib Benthin  
Re: Rocklin Annex - Entry Fence & Gate

Description: Furnish and install approx. 37 LF of 4 ft. high ornamental iron fence including (1) each 4 ft. standard walk gate.  
Walk gate to include standard drop latch and spring closure hinges. Price - \$ 3,625.00

Specifications:  
48" HIGH / 95 1/2" WIDE AMERISTAR FENCE MAJESTIC BLACK 2 RAIL MONTAGE PLUS PANELS  
2 1/2" SQ. STEEL POSTS W/PRESSED STEEL CAPS  
ALL BRACKETED SYSTEM  
1 EACH 48" HIGH X 48" WIDE TO MATCH FENCE WITH SPRING HINGES AND STANDARD PAD LOCKABLE DRP LATCH  
POSTS SET IN CONCRETE FOOTINGS THROUGH ASPHALT  
ALL STANDARD BLACK COLOR

ROCKLIN UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BRIEFING

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**SUBJECT:** Approve Contract for Rocklin Elementary School Clarke Dominguez  
Gym Flooring Resurface Project

**DEPARTMENT:** Office of the Senior Director, Facilities, Maintenance & Operations

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**Background:**

The District went out to bid for the Clarke Dominguez Gym flooring resurface project at Rocklin Elementary School. Bids were solicited by phone.

**Status:**

The bids were opened by the District on April 19, 2016.

Bids were received from:

Pro Sport Floors, Inc.	\$14,975.00
Boberg Hardwood Floors	\$19,945.00

Bids were reviewed by the Senior Director of Facilities & Operations and the Assistant Director of Facilities & Maintenance. The reviewers were in agreement to recommend award to Pro Sports Floors, Inc. for the complete bid of \$14,975.00.

This work is scheduled to start on July 1, 2016 and be completed by August 1, 2016, subject to Board approval.

**Presenter:**

Barbara Patterson, Deputy Superintendent, Business & Operations

**Financial Impact:**

Current year:	N/A
Future years:	\$14,975.00
Funding source:	\$9,975.00 Deferred Maintenance Fund (Fund 14), \$5,000.00 City of Rocklin

**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:**

Contractor Agreement included.

**Recommendation:**

Staff recommends approval of the contract for the Clarke Dominguez Gym flooring resurface project at Rocklin Elementary School, in the amount of \$14,975.00 with Pro Sports Floors, Inc.

**ROCKLIN UNIFIED SCHOOL DISTRICT  
CONTRACTOR AGREEMENT  
(Projects under \$15,000)**

This Agreement is entered into by and between the Rocklin Unified School District, ("District"), and Pro Sports Floors, Inc., ("Contractor"), identified under social security number/federal identification number 87-0512513, with its principal place of business/office(s) located at P.O. Box 606, Yuba City, CA. 95992..

1. **TERM OF AGREEMENT / DATE(S) of SERVICE(S):** July 1, 2016, to August 1, 2016.
  
2. **SERVICES TO BE PERFORMED:** In consideration of the payment outlined in Paragraph 3 below, during the Term of Agreement / Date(s) of Service(s), Contractor agrees to perform services and, if applicable, provide materials and /or equipment to the District (hereinafter "Services"), as described below and in attachment Exhibit "A":  
**Resurface and painting lines for the Clarke Dominguez Gym (CDG) at Rocklin Elementary School**

It is understood and agreed that in the event any additional tasks and/or services are required from Contractor, prior to rendering any such tasks, the tasks shall be set forth in a writing duly signed by the parties, indicating the specific work to be accomplished, the approximate period of time over which performance will be completed, and the additional compensation, if any, to be paid for such additional tasks.

3. **COMPENSATION:** In consideration of the Services fully rendered to District as described above, District agrees to pay Contractor a total fee of \$14,975. The District will make reasonable good faith efforts to pay all compensation due to Contractor within thirty (30) days of completion of Contractor's Services hereunder and the District's receipt of a properly completed invoice from Contractor for services rendered. Contractor further agrees that the District will not have any liability whatsoever as to any work or expense not specifically documented herein and properly invoiced by Contractor to District within sixty (60) days of completion of Services.

Other Consideration/Notes: N/A

4. **REPRESENTATIONS AND WARRANTIES:** Contractor represents and warrants that Contractor is fully admitted to transact business in the State of California. Contractor possesses the skill, knowledge, expertise, and, as applicable, holds current license(s), certification(s) and/or educational credentials, as required under the laws of the State of California and/or in accordance with District policies and regulations, to fully perform the services hereunder. Contractor represents that he/she/it has read and understands the terms and conditions of this Agreement.

5. **NON-EMPLOYEE / INDEPENDENT CONTRACTOR STATUS:** During the Term of this Agreement and/or Date(s) of Service(s), Contractor's Services for the District shall be rendered as an Independent Contractor. This Agreement is not intended, nor shall it be construed so as, to create the relationship of agent, employee, partnership, joint venture or association, or representative of the other for any purpose, or to imply any other relationship whatsoever between Contractor and District, except as set forth herein. Neither party is granted any expressed or implied

right or authority by the other party to assume or create any obligation or responsibility on behalf of or in the name of the other party, or to bind the other party in any manner or thing whatsoever. Contractor shall be solely responsible for paying all salaries, wages, benefits and other compensation which the Contractor's employees or consultants, if any, may be entitled to receive in connection with Contractor's Services hereunder, including, without limitation, withholding and paying all applicable payroll taxes and contributions, including federal, state and local income taxes, FICA, FUTA, and state unemployment, workers' compensation and disability insurance. Nothing contained hereunder will confer upon the Contractor any right to continue to render Services to the District, or to become employed by the District. The District and Contractor acknowledge that Contractor's Services hereunder are non-exclusive and Contractor is free to accept other work.

6. **SITE EXAMINATION:** Contractor must examine the site and certify all measurements, specifications and conditions affecting the work to be performed at the site. By submitting their quote a contractor warrants that they have made such site examination as they deem necessary as to the condition of the site, its accessibility for materials, workmen and utilities and ability to protect existing surface and subsurface improvements. No claim for allowance of time or money will be allowed as to such matters or for any other undiscovered conditions on the site.

7. **EQUIPMENT AND LABOR:** Unless expressly indicated elsewhere in this agreement, the contractor shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to furnish the services herein described, the services to be performed at such times and places as directed by and subject to the approval of the authorized district representative indicated in the work specifications.

8. **SUBCONTRACTORS:** Contractor agrees to bind every subcontractor by terms of the contract as far as such terms are applicable to subcontractor's work. If Contractor shall subcontract any part of this contract, Contractor shall be fully responsible to the District for acts and omissions of his subcontractor and of persons either directly or indirectly employed by himself. Nothing contained in the contract documents shall create any contractual relations between any subcontractor and the District.

9. **SAFETY AND SECURITY:** It shall be the responsibility of the Contractor to ascertain from the District the rules and regulations pertaining to safety, security and driving on school grounds, particularly when children are present.

10. **DEFAULT BY CONTRACTOR:** When Contractor, or any subcontractor, or vendor shall fail to deliver any article or service or shall deliver any article or service which does not conform to the work specifications, the District may, upon five (5) business days' prior written notice describing the default, at its option, annul and set aside the contract entered into with said Contractor, Subcontractor or vendor either in whole or in part, and make and enter into a new contract in such manner as seems to the Governing Board to be to the best advantage of the District. Any failure for furnishing such articles or services by reason of the failure of the Contractor, subcontractor or vendor, as above stated, shall be a liability against the Contractor and his sureties. The Governing Board reserves the right to cancel any articles or services which the Contractor may be unable to furnish because of economic conditions, governmental regulations or other similar causes beyond the control of the Contractor provided satisfactory proof is furnished to the District, if requested.



11. **WORKERS:** Contractor shall at all times enforce strict discipline and good order among his employees and shall not employ any unfit person or anyone not skilled in work assigned to him. Any person in the employ of the Contractor whom the District may deem incompetent or unfit shall be dismissed from the job site and shall not again be employed at site without written consent from the District.

12. **SUBSTITUTIONS:** No substitutions of materials from those specified in the Work Specifications shall be made without the prior written consent of the District.

13. **CONTRACTOR SUPERVISION:** Contractor shall provide competent supervision of personnel employed on the job site, use of equipment, and quality of workmanship.

14. **CLEAN UP:** Debris shall be removed from the premises. Job site shall be in order at all times when work is not actually being performed and shall be maintained in a reasonably clean condition.

15. **ACCESS TO WORK:** District representatives shall at all times have access to work wherever it is in preparation or progress. Contractor shall provide safe and proper facilities for such access.

16. **PROTECTION OF WORK AND PROPERTY:** The Contractor shall erect and properly maintain at all times as required by conditions and progress of work, all necessary safeguards, signs, barriers, lights, and watchmen for protection of workmen and the public, and shall post danger signs warning against hazards created by such features in the course of construction.

17. **OCCUPANCY:** District reserves the right to occupy buildings at any time before formal contract completion and such occupancy shall not constitute final acceptance or approval of any part of the work covered by this contract, nor shall such occupancy extend the date specified for substantial completion of the work.

18. **FORCE MAJEURE CLAUSE:** The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other party, provided that it is satisfactorily established that the non-performance is not due to the fault of the party not performing.

19. **LABOR CODE:** This project is subject to compliance monitoring and enforcement by the Department of Industrial Relations. The Contractor shall comply with all requirements of the Labor Code and all applicable rules and regulations issued by the Department of Industrial relations. No contractor or subcontractor may be listed on a bid proposal for a public works project unless registered with the Department of Industrial Relations pursuant to Labor Code section 1725.5 [with limited exceptions from this requirement for bid purposes only under Labor Code section 1771.1(a)]. No contractor or subcontractor may be awarded a contract for public work on a public works project unless registered with the Department of Industrial Relations pursuant to Labor Code section 1725.5.

Pursuant to the provisions of article 2 (commencing at section 1770), chapter 1, part 7, division 2 of the Labor Code of California, the Director of Industrial Relations has ascertained the general

prevailing rate of per diem wages in the locality in which this public work is to be performed for each craft, classification or type of worker needed to execute the contract. Copies of said determinations are on file at District's principal office and available to any interested party on request. Refer to Web site (www.dir.ca.gov).

20. **INDEMNIFICATION:** Contractor agrees to indemnify, defend, and hold harmless, the District (and its officers, employees, trustees, agents, successors and assigns) from and against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs and liability whether in contract, tort or strict liability (including, but not limited to, personal injury, death at any time, and property damage), arising out of or made necessary by Contractor's performance of this Agreement, breach of its terms, negligent acts or omissions, including as may arise resulting from Contractor's failure to make payments to Contractor's employees or consultants, if any, and/or self-employment taxes. In no event will the District's liability hereunder exceed a total of \$2,000,000.00.

21. **INSURANCE REQUIREMENTS:** Unless otherwise specifically agreed to in writing in advance of execution of this Agreement, Contractor agrees to obtain, pay for and maintain in effect during the Term of this Agreement and/or Date(s) of Service(s), the following policies of insurance issued by an insurance company rated not less than "A-VI" in A.M. Best's Insurance Rating Guide:

- (i) Commercial General Liability insurance (including contractual, products and completed operations coverage, bodily injury and property damage liability insurance) with single combined limits of not less than \$1,000,000 per occurrence;
- (ii) Commercial Automobile Liability insurance for "any auto" with combined single limits of liability of not less than \$1,000,000 per occurrence;
- (iii) Professional Liability insurance (also known as "Errors and Omissions" insurance) with a limit of liability of not less than \$1,000,000 per occurrence; and
- (iv) Worker's Compensation and State Disability insurance as required under law.

Each policy shall contain an endorsement naming the Rocklin Unified School District as an additional named insured insofar as this Agreement is concerned, and provide that written notice shall be given to the District at least thirty (30) days prior to cancellation or material change in the form of the policy or reduction in coverage. Prior to rendering Services hereunder, and at Contractor's expense, Contractor shall furnish the District with a Certificate of Insurance evidencing the endorsements required above, and the District shall have the right to inspect the Contractor's original insurance policies upon request. Upon notification of a notice of cancellation, change or reduction in coverage, Contractor shall immediately file with the District a certified copy of the required new or renewal policy and certificates for such policy. Nothing herein concerning minimum insurance requirements shall reduce the Consultant's liabilities or obligations under the indemnification provisions of this Agreement.

22. **PROPRIETARY RIGHTS / OWNERSHIP / CONFIDENTIALITY:** Contractor acknowledges:





- a. District may disclose to Contractor certain confidential information relating to, without limitation, the District's past, present, and future research, marketing, development, and/or business activities ("Confidential Information"). Except as required by the duties under this Agreement, Contractor agrees that, until such time as the Confidential Information enters the public domain through no fault of Contractor, Contractor will never, directly or indirectly, use, disseminate, disclose, lecture upon, or publish articles concerning any of the Confidential Information disclosed to Contractor by or on behalf of District without the prior written consent of District. Such confidentiality shall survive the termination of this Agreement and will only be relieved by written consent of District.
- b. All work accomplished pursuant to this Agreement will be the sole and exclusive property of District; and in addition to the obligations imposed above, Contractor will deliver all such work to District prior to expiration or termination of this Agreement and/or Contractor's performance hereunder.
- c. Upon expiration or termination of the Agreement and/or Contractor's performance hereunder, Contractor agrees to return to District all copies of Confidential Information, all drawings, documents, records, notebooks, disks, tapes, data residing or recorded in electronic media, and all other representations of confidential information, whether prepared by District, Contractor or others.
- d. Contractor agrees that all copyrightable material, inventions, improvements, developments and discoveries conceived, made, discovered or reduced to practice by Contractor solely, or in collaboration with others, during the period of this Agreement (i) relating in any manner to the business, research or development of District that Contractor may be directed to undertake, or (ii) which Contractor may become associated within work or in performing the services hereunder, or (iii) which are developed by Contractor using any supplies, facilities or Confidential Information of District are the sole property of District, and Contractor further agrees to grant to District any and all right, title and interest, of any kind or of all such copyrightable material, inventions, improvements, developments, and discoveries.

23. **GOVERNING LAW:** This Agreement shall be governed, construed, and enforced in accordance with the laws of the State of California, without regard to its conflict of laws rules, and in accordance to District's policies and regulations, including, but not limited to, Board Policy 3320. Venue shall be in Placer County.

24. **TIME OF THE ESSENCE:** Time is of the essence in the performance of and compliance with each of the provisions and conditions of this contract.

25. **TERMINATION / NOTICES:** This Agreement may be terminated by either party with or without cause and for any or no reason upon (30) days' written notice to the other party addressed as follows:

If to Contractor, notice will be addressed to:  
Name: Pro Sport, Floors, Inc.  
Address: PO Box 606  
City/State/Zip: Yuba City, CA 95992

If to District, notice will be addressed to:  
Rocklin Unified School District  
c/o:  
2615 Sierra Meadows Drive  
Rocklin, CA 95677

or to such other address as may be designated by the parties from time to time. Any written notice sent by registered U.S. mail and addressed in accordance herewith will be deemed to have been made and delivered seven (7) days following deposit into the U.S. mail. Contractor's obligations hereunder shall survive the termination of this Agreement.

26. **SEVERABILITY:** If any section, condition, provision, or covenant of this Agreement is held to be invalid or unenforceable, either in itself or as to any particular party, the remainder of this Agreement will continue to be in force unless it would be inequitable and inconsistent with the purpose of the Agreement to continue to do so.

27. **ASSIGNMENT:** Neither party may assign any rights, or transfer any obligations, under this Agreement, without the prior written agreement of the parties.

28. **ASBESTOS HAZARD EMERGENCY RESPONSE ACTION (AHERA):** All contract work that is performed for the District by outside contractors or workers must meet all of the regulations that have been set forth in the AHERA rule. This means that all work which could disturb the integrity of any Asbestos Containing Building Material (A.C.B.M.) needs to be approved by the District. This refers to the sawing, grinding, cutting, or drilling of any A.C.B.M. in occupied areas of District buildings.

29. **NO SMOKING POLICY:** All District sites are designated as non-smoking.

30. **FINGERPRINTING:** Unless waived by express action of the District, the Contractor and all of its agents and employees on the project work site must comply with the fingerprinting requirements of Education Code Sec. 45125.1. This section is an integral part of the service agreement and completion is required before the commencement of the contract.

31. **RATIFICATION:** This Agreement is subject to discretionary approval by the Board of Education of the District. This Agreement shall not be effective against the District until such time that Board of Education ratifies this Agreement.

32. **ENTIRE AGREEMENT:** This Agreement contains the entire agreement of the parties and supersedes all prior or contemporaneous agreements, oral or written, with respect to the subject matter hereof. This Agreement may not be amended, modified, revised or supplemented in any way, except in a writing signed by Contractor and District.

[signatures on next page]

**AGREED TO AND ACCEPTED:**

**Contractor:**

**District:**

PRO SPORT FLOOR INC

Rocklin Unified School District

By: [Signature]  
Official Authorized Signature

By: \_\_\_\_\_  
Official Authorized Signature

CLINT MANN  
Printed Name

\_\_\_\_\_  
Printed Name

Its: PROJECT MANAGER  
Title

Its: \_\_\_\_\_  
Title

5-18-16  
Date

\_\_\_\_\_  
Date

License Number: # 700297-C-15

Contractors are required by law to be licensed and regulated by the Contractors' State License Board which has jurisdiction to investigate complaints against contractors if a complaint regarding a patent act or omission is filed within four years of the date of the alleged violation. A complaint regarding a latent act or omission pertaining to structural defects must be filed within 10 years of the date of the alleged violation. Any questions concerning a contractor may be referred to the Registrar, Contractors' State License Board, P.O. Box 26000, Sacramento, CA 95826. (Business and Professions Code section 7030.)

**WORKERS COMPENSATION CERTIFICATE**

(AS REQUIRED BY SECTION 1861 OF THE CALIFORNIA LABOR CODE)

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for worker's compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this Contract.

CONTRACTOR: PRO SPORT FLOORS, INC

By: [Signature]

Title: President

**CERTIFICATION BY CONTRACTOR  
CRIMINAL RECORDS CHECK  
AB 1610, 1612 and 2102**

To the Governing Board of Rocklin Unified School District:

I, CLINT WALKER (Name of Contractor) certify that:

1. I have carefully read and understand the Notice to Contractors Regarding Criminal Record Checks (Education Code Section 45125.1) required by the passage of AB 1610, 1612 and 2102.

2. Due to the nature of the work I will be performing for the District, my employees may have contact with students of the District.

3. None of the employees who will be performing the work have been convicted of a violent or serious felony as defined in the Notice and in Penal Code Sections 1192.7 and 667.5 and this determination was made by a fingerprint check through the Department of Justice.

4. As further required by Education Code Section 45125.1 attached to this certification is a list of the names of the employees of the undersigned who may come in contact with pupils.

I declare under penalty of perjury that the foregoing is true and correct.

Executed at Yuba City, California on 5-18-16  
Date

  
(Signature)

CLINT WALKER  
(Typed or printed name)

Proprietor  
(Title)

Box 606, Yuba City, CA 95992  
(Address)

(530) 255-1492  
(Telephone)



**Rocklin Elementary**  
5025 Meyers Street

Request for Quotation (cont.)

DIR Classification(s) of workers to be utilized:

Check all that apply:

- |                                               |                                             |                                                  |                                             |
|-----------------------------------------------|---------------------------------------------|--------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Asbestos             | <input type="checkbox"/> Bricklayers        | <input type="checkbox"/> Carpenters              | <input type="checkbox"/> Carpet/Linoleum    |
| <input type="checkbox"/> Cement Masons        | <input type="checkbox"/> Drywall Finisher   | <input type="checkbox"/> Drywall Lather          | <input type="checkbox"/> Electrician        |
| <input type="checkbox"/> Elevator Mechanic    | <input type="checkbox"/> Glazier            | <input type="checkbox"/> Iron Worker             | <input type="checkbox"/> Laborer            |
| <input type="checkbox"/> Landscape Maint.     | <input type="checkbox"/> Operating Engineer | <input type="checkbox"/> Modular Furn. Installer | <input type="checkbox"/> Painter            |
| <input type="checkbox"/> Pipe Trades/Plumber  | <input type="checkbox"/> Plaster            | <input type="checkbox"/> Roofers                 | <input type="checkbox"/> Sheetmetal/HVAC    |
| <input type="checkbox"/> Sound/Communications | <input type="checkbox"/> Surveyors          | <input type="checkbox"/> Teamster                | <input type="checkbox"/> Telecom Technician |

Classifications and wage rates can be found at <http://www.dir.ca.gov/oprl/PWD/index.htm>

DIR Prevailing Wage Hot Line (415) 703-4774

Printed Name: Christina [Signature]

Signature of Authorized Person: [Signature] Date: 9-18-16

Important Notice: California new law (SB 854) provides that "A contractor or subcontractor shall not be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of any contract for public work, as defined in this chapter, unless currently registered and qualified to perform public work pursuant to Labor Code Section 1725.5." Please go to <http://www.dir.ca.gov/Public-Works/PublicWorks.html> for more information and to register. This project is subject to monitoring by the Department of Industrial Relations.

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Office Use:

Recommended for Contract By:

Print Name \_\_\_\_\_ Initials \_\_\_\_\_ Date: \_\_\_\_\_

Department: \_\_\_\_\_

Budget Code: \_\_\_\_\_ PO/Contract #: \_\_\_\_\_

Est. Project Start Date: \_\_\_\_\_ Est. Project End Date: \_\_\_\_\_

PWC-100 Processing Date: \_\_\_\_\_ By: \_\_\_\_\_

PWC-100 Data Entry Website: <https://www.dir.ca.gov/pwc100ext/>

\*Completion of this form does not constitute a binding contract to provide work and/or equipment listed above.

**Rocklin Elementary**  
5025 Meyers Street

Request for Quotation

Date: 5-18-16  
 School Contact / Title - Requesting Quote: GIA BENTLEY  
 Contact E-Mail: CJWANE@rocklin.k12.ca.us Contact Phone: Dept.: (530) 795-1492  
 Project Name: \_\_\_\_\_ Project Address/Location: \_\_\_\_\_  
 Quote Due Date: \_\_\_\_\_ Quote is good for: (circle one) 30 days 60 days 90 days 120 days

*Pursuant to Labor Code § 1720 et. seq. this work is considered a "Public Work" and is subject to the payment of prevailing wages if the total project cost is over \$1,000. -Proof of a valid Contractor/ Specialty license, DIR Registration, worker's compensation and /lablity Insurance is required before work starts.*

*If selected, you will be required to enter certified payroll reports (electronically) Into the Department of Industrial Relations (DIR) eCPR website located at: <https://apps.dir.ca.gov/lecpri/DASIAitLogin>*

Quantity	Description/Scope of Work to Be Performed	Unit Price	Extended Price
1	SAND + Finish Gym Floor	1	\$1950 <i>00</i>
Attach additional sheets if necessary		Grand Total	

Estimated Time to Complete Project: 1 Day Drawing Attached: Yes  No

Will Sub-Contractor be utilized: Yes  No  (if yes - the same information as listed below must be submitted; Use page 3, as necessary)

Please type or print legibly

Company Name: Pro Sport Floors Inc

Company Address: Box 606

Contractor's Lic. No.: 700197 DIR Registration No.: 100008702 Tax ID: 87-0512513

Contact Name: Chris Walker Phone No: (530) 755-4992 E-mail: \_\_\_\_\_



Pro Sport Floors, Inc/ Mr. Clint Walker

# Estimate

PO Box 606, Yuba City, Ca. 95992  
 Ph. # 530-7551492  
 Lic # 700297, C-15

Date	Estimate #
4/19/2016	9634

Sign at bottom and Fax to 530-660-2848

<b>Name / Address</b>
Rocklin USD Gib Benthin, Dir Facilities 4090 Del Mar Ave. # B Rocklin, Ca. 95677

<b>Project Location(S)</b>
Repair Water Damage in Clarke Dominguez Gym

Terms	Date Available	Turn Key Date	Customer PO #	Rep
Due @ Completion	ASAP	TBD		Pat C
Description		Qty	Rate	Total
Repair up to 50 Sq. Ft. Water damaged Floor, Seal to prepare for refinish at a later date Scope: Remove Damaged Wood and subfloor, repair as needed, Sand and seal repair DIR # 1000008302		1	1,950.00	1,950.00
Please sign & return by Fax.530-660-2848 or scan and email			<b>Total</b>	\$1,950.00

**VERIFICATION OF CONTRACTOR  
AND SUBCONTRACTORS' DIR REGISTRATION**

I am the President of Prospect Flats ("Bidder") submitting the  
(Title/Position) (Bidder Name)

accompanying Bid Proposal for the Work described as Bay Area Flats

1. The Bidder is currently registered as a contractor with the Department of Industrial Relations ("DIR").
2. The Bidder's DIR Registration Number is: 1000008302. The expiration date of the Bidder's DIR Registration is June 30, 2016.
3. If the Bidder is awarded the Contract for the Work and the expiration date of the Bidder's DIR Registration will occur: (i) prior to expiration of the Contract Time for the Work; or (ii) prior to the Bidder completing all obligations under the Contract for the Work, the Bidder will take all measures necessary to renew the Bidder's DIR Registration so that there is no lapse in the Bidder's DIR Registration while performing Work under the Contract.
4. The Bidder, if awarded the Contract for the Work will remain a DIR registered contractor for the entire duration of the Work.
5. The Bidder has independently verified that each Subcontractor identified in the Subcontractors list submitted with the Bid Proposal of the Bidder is currently a DIR registered contractor.
6. The Bidder has provided the DIR Registration Number for each subcontractor identified in the Bidder's Subcontractors' list or within twenty-four (24) hours of the opening of Bid Proposals for the Work, the Bidder will provide the District with the DIR Registration Number for each subcontractor identified in the Bidder's Subcontractors List.
7. The Bidder's solicitation of subcontractor bids included notice to prospective subcontractors that: (i) all sub-tier subcontractors must be DIR registered contractors at all times during performance of the Work; and (ii) prospective subcontractors may only solicit sub-bids from and contract with lower-tier subcontractors who are DIR registered contractors.
8. If any of the statements herein are false or omit material facts rendering a statement to be false or misleading, the Bidder's Bid Proposal is subject to rejection for non-responsiveness.
9. I have personal first hand-knowledge of all of the foregoing.

I declare under penalty of perjury under California law that the foregoing is true and correct.

Executed this 18 day of MAY, 2016 at Yuba City, CA  
(City and State)

[Signature]  
(Signature)

CHAS MALIK  
(Name, typed or printed)

**CERTIFICATION OF CERTIFIED PAYROLL SUBMITTAL  
TO LABOR COMMISSIONER**

I am the President for The Green Fields in connection with  
(Superintendent/Project Manager) (Contractor)  
Repair of Gym. This Certification is submitted to Rocklin Unified School District.  
(Project Name)

concurrently with the Contractor's submittal of an Application for Progress Payment to the District, identified as Application For Progress Payment No. 1 ("the Pay Application").

1. The Pay Application requests the District's disbursement of a Progress Payment covering Work performed for the period between MAY 15 - JUNE 6 2016 and 2016.
2. The Contractor has submitted Certified Payroll Records ("CPR") to the Labor Commissioner for all employees of the Contractor engaged in performance of Work subject to prevailing wage rate requirements for the period of time covered by the Pay Application. Copies of all CPRs submitted by the Contractor to the Labor Commissioner relating to the Pay Application are attached hereto.
3. All Subcontractors who are entitled to any portion of payment to be disbursed pursuant to the Pay Application have submitted their CPRs to the Labor Commissioner for all of their employees performing Work subject to prevailing wage rate requirements for the period of time covered by the Pay Application. Copies of all CPRs submitted by Subcontractors to the Labor Commissioner relating to the Pay Application are attached hereto.
4. I have reviewed the Contractor's CPRs submitted to the Labor Commissioner; the CPRs submitted to the Labor Commissioner by the Contractor are complete and accurate for the period of time covered by the Pay Application.
5. I have reviewed the Subcontractors' CPRs submitted to the Labor Commissioner; the CPRs submitted to the Labor Commissioner by the Subcontractors are complete and accurate for the period of time covered by the Pay Application.
6. The copies of the Contractor's CPRs and the Subcontractors' CPRs attached hereto are true and correct copies of the CPRs submitted to the Labor Commissioner for the period of time covered by the Pay Application.

I declare under penalty of perjury under California law that the foregoing is true and correct. I executed this Certification on this 18 day of MAY, 2016 at Yuba City, TX.  
(City and State)

By: \_\_\_\_\_

Chris Maloney  
(Typed or Printed Name)

**Rocklin Elementary**  
5025 Meyers Street

Sub-contractors N/A Please type or print legibly

Company Name: \_\_\_\_\_

Company Address: \_\_\_\_\_

Contractor's Lic. No.: \_\_\_\_\_ DIR Registration No.: \_\_\_\_\_ Tax ID: \_\_\_\_\_

Contact Name: \_\_\_\_\_ Phone No.: \_\_\_\_\_ E-mail: \_\_\_\_\_

DIR Classification(s) of workers to be utilized:  
Check all that apply:

- |                                               |                                             |                                                  |                                             |
|-----------------------------------------------|---------------------------------------------|--------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Asbestos             | <input type="checkbox"/> Bricklayers        | <input type="checkbox"/> Carpenters              | <input type="checkbox"/> Carpet/Linoleum    |
| <input type="checkbox"/> Cement Masons        | <input type="checkbox"/> Drywall Finisher   | <input type="checkbox"/> Drywall Lather          | <input type="checkbox"/> Electrician        |
| <input type="checkbox"/> Elevator Mechanic    | <input type="checkbox"/> Glazier            | <input type="checkbox"/> Iron Worker             | <input type="checkbox"/> Laborer            |
| <input type="checkbox"/> Landscape Maint.     | <input type="checkbox"/> Operating Engineer | <input type="checkbox"/> Modular Furn. Installer | <input type="checkbox"/> Painter            |
| <input type="checkbox"/> Pipe Trades/Plumber  | <input type="checkbox"/> Plaster            | <input type="checkbox"/> Roofers                 | <input type="checkbox"/> Sheetmetal/HVAC    |
| <input type="checkbox"/> Sound/Communications | <input type="checkbox"/> Surveyors          | <input type="checkbox"/> Teamster                | <input type="checkbox"/> Telecom Technician |

Company Name: N/A

Company Address: \_\_\_\_\_

Contractor's Lic. No.: \_\_\_\_\_ DIR Registration No.: \_\_\_\_\_ Tax ID: \_\_\_\_\_

Contact Name: \_\_\_\_\_ Phone No.: \_\_\_\_\_ E-mail: \_\_\_\_\_

DIR Classification(s) of workers to be utilized:  
Check all that apply:

- |                                               |                                             |                                                  |                                             |
|-----------------------------------------------|---------------------------------------------|--------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Asbestos             | <input type="checkbox"/> Bricklayers        | <input type="checkbox"/> Carpenters              | <input type="checkbox"/> Carpet/Linoleum    |
| <input type="checkbox"/> Cement Masons        | <input type="checkbox"/> Drywall Finisher   | <input type="checkbox"/> Drywall Lather          | <input type="checkbox"/> Electrician        |
| <input type="checkbox"/> Elevator Mechanic    | <input type="checkbox"/> Glazier            | <input type="checkbox"/> Iron Worker             | <input type="checkbox"/> Laborer            |
| <input type="checkbox"/> Landscape Maint.     | <input type="checkbox"/> Operating Engineer | <input type="checkbox"/> Modular Furn. Installer | <input type="checkbox"/> Painter            |
| <input type="checkbox"/> Pipe Trades/Plumber  | <input type="checkbox"/> Plaster            | <input type="checkbox"/> Roofers                 | <input type="checkbox"/> Sheetmetal/HVAC    |
| <input type="checkbox"/> Sound/Communications | <input type="checkbox"/> Surveyors          | <input type="checkbox"/> Teamster                | <input type="checkbox"/> Telecom Technician |

# Exhibit A

Pro Sport Floors, Inc/ Mr. Clint Walker

PO Box 606, Yuba City, Ca. 95992

Ph. # 530-7551492

Lic # 700297, C-15

## Estimate

Date	Estimate #
4/19/2016	9635

Sign at bottom and Fax to 530-660-2848

Name / Address
Rocklin USD Gib Benthin, Dir Facilities 4090 Del Mar Ave. # B Rocklin, Ca. 95677

Project Location(S)
Sand and refinish Dominguez Gym

Terms	Date Available	Turn Key Date	Customer PO #	Rep
Due @ Completion	TBD	TBD		Pat C
Description		Qty	Rate	Total
Sand and finish gym with the Hillyard 1907 System replacing all lines as directed. (Approx 8500 Sq. Ft.) Notes: 1) DIR 1000008302 2) School District to provide 3 Phase Power and Dumpster for Dust disposal....		1	14,975.00	14,975.00
Please sign & return by Fax. 530-660-2848 or scan and email			<b>Total</b>	<b>\$14,975.00</b>

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Approve Contract for Whitney High School Theater Stage Flooring Resurface Project

**DEPARTMENT:** Office of the Senior Director, Facilities, Maintenance & Operations

---

**Background:**

The District went out to bid for the theater stage flooring resurface project at Whitney High School.

**Status:**

The bid for the theater flooring resurface project was solicited by phone and opened by the District on May 04, 2016.

The bid was reviewed by the Senior Director of Facilities & Operations and the Assistant Director of Facilities & Maintenance. The reviewers were in agreement to recommend award to Boberg Hardwood Flooring for the complete bid of \$1,750.00.

This work is scheduled to start on June 10, 2016 and be completed before the beginning of the 2016-17 school year.

**Presenter:**

Barbara Patterson, Deputy Superintendent, Business & Operations

**Financial Impact:**

Current year: \$1,750.00  
Future years: N/A  
Funding source: Fund 14

**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:**

Contractor Agreement included.

**Recommendation:**

Staff recommends approval of the contract for the theater stage flooring resurface project at Whitney High School, in the amount of \$1,750.00, with Boberg Hardwood Flooring.

# ROCKLIN UNIFIED SCHOOL DISTRICT

*Facilities, Maintenance and Operations*  
2615 Sierra Meadow Way Drive, Rocklin, CA 95677 916-630-3188

## INDEPENDENT CONSULTANT AGREEMENT For Professional Services

This Independent Consultant Agreement for Professional Services ("Agreement") is made and entered into as of the 23rd day of June, 2016 by and between the Rocklin Unified School District, 2615 Sierra Meadows Drive, Rocklin, California 95677 ("District") and WLC Architects ("Consultant"), (together, "Parties").

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall provide the services as described in Exhibit "A," attached hereto and incorporated herein by this reference ("Services" or "Work"). The scope of services will generally consist of the following:

- 1.1 **Professional Services for the Rocklin Unified School District K-12 Educational Specifications**

The scope of services is more specifically indicated on Exhibit "A" Proposal No. from WLC Architects and is subject to the terms and conditions of this Agreement.

N/A. Exhibit "B" (Division of the State Architect ("DSA") Form SSS 103-1 (Revised 4/07), Structural Tests and Inspections) ("Services"). Exhibit "B" must be completed specifically for this Agreement, with all appropriate boxes checked to indicate the type(s) of Inspection(s) and/or testing that will be performed as part of the scope of this Agreement.

- 1.2 The Services shall be performed on the following project(s) / site(s) ("Project"):

- K-12 Educational Specifications**

- 1.3 N/A. The Consultant's Services at any one of the sites or combination thereof may be changed, including terminated, in the same manner as the Project, as indicated herein, without changing in any way the remaining Consultant's Services at other site(s). The provisions of this Agreement shall apply to the Consultant's Services at each site, without regard to the status of the remaining component(s). Consultant shall invoice for each inspection and test separately and for each site separately and District shall compensate Consultant for each site separately based on the level and scope of Services completed for each site.

2. **Term.** The term of this Agreement shall be no longer than the period of construction of the Project, unless this Agreement is terminated and/or otherwise cancelled prior to that time.
3. **Submittal of Documents.** The Consultant shall not commence the Work under this Contract until the Consultant has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

<u>  X  </u>	Signed Agreement
<u>  X  </u>	Workers' Compensation Certification
<u>      </u>	Fingerprinting/Criminal Background Investigation Certification
<u>  X  </u>	Insurance Certificates and Endorsements
<u>  X  </u>	W-9 Form

Consultant agrees to submit any other documentation as may be required pursuant to this Agreement applicable to the scope of services for the Project(s) listed herein.

4. **Compensation.** As full consideration for the satisfactory completion of the services required pursuant to this Agreement, District agrees to pay Consultant on an hourly basis and/or a per unit basis, as indicated in Exhibit "A" equal to an amount not to exceed **Forty Five Thousand (\$45,000)**. District shall pay Consultant according to the following terms and conditions:

- 4.1 Payment for the Work shall be made for all undisputed amounts in monthly installment payments within thirty (30) days after the Consultant submits an invoice to the District for Work actually completed and after the District's written approval of the Work, or the portion of the Work for which payment is to be made.
- 4.2 Consultant shall prepare a separate invoice for each school site, if Consultant works at more than one site. The itemized invoice shall reflect the hours spent by the Consultant in performing its Services pursuant to this Agreement.
- 4.3 All payments to Consultant hereunder shall be issued pursuant to a processed and executed Purchase Order and comply with the following important instructions, as applicable, to the scope of services for the Project(s):
  - 4.3.1 Accept no order as valid except on this form;
  - 4.3.2 All labor, equipment and materials shall be in accordance with the latest Federal, State and Local codes, rules and regulations. Nothing in the purchase order is to be construed to permit work, furnish equipment or materials, not conforming to these laws;
  - 4.3.3 N/A. Transportation charges must be prepaid and shown on the invoice. If quoted FOB shipping point, enclose original receipted freight bill with invoice. **Shipments are to be made to the "Ship Prepaid To" address of the Rocklin Unified School District address listed herein;**
  - 4.3.4 N/A. A delivery slip must accompany each shipment;
  - 4.3.5 N/A. There must be a separate invoice for each order;
  - 4.3.6 N/A. Invoices for merchandise must be itemized, stating quantity, price and amounts of each item. Invoices for repairs must itemized as to material and time, and rate of labor.



4.3.7 **Invoice To:** Rocklin Unified School District, Attn: Accounting Department,  
2615 Sierra Meadows Drive, Rocklin, CA 95677, (916) 630-3188.

5. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing services for District, except as follows:
  - 5.1 As shown in Exhibit "A".
6. **Independent Contractor.** Consultant, in the performance of this Agreement, shall be and act as an independent contractor. Consultant understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Consultant's employees. In the performance of the work herein contemplated, Consultant is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, District being interested only in the results obtained.
7. **N/A. Labor Compliance Program.** The Consultant shall coordinate with District personnel and/or its designated representatives as may be requested and desirable, including with other professionals employed by the District for the design, coordination or management of other work related to the Project. This shall include, without limitation, coordination with the persons responsible for operation of the District's Labor Compliance Program. If the Consultant employs subcontractor(s), the Consultant shall ensure that its contract(s) with its subcontractor(s) include language notifying the subcontractor(s) of the District's Labor Compliance Program, if any.
8. **Materials.** Consultant shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:
  - 8.1 Not applicable.
9. **Performance of Services.**
  - 9.1 **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Consultant's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.
  - 9.2 **Meetings.** Consultant and District agree to participate in regular meetings on at least a monthly basis to discuss strategies, timetables, implementations of services, and

any other issues deemed relevant to the operation of Consultant's performance of Services.

- 9.3 **District Approval.** The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
- 9.4 **N/A. New Project Approval.** Consultant and District recognize that Consultant's Services may include working on various projects for District. Consultant shall obtain the approval of District prior to the commencement of a new project.
10. **Originality of Services.** Except as to standard generic details, Consultant agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Consultant and shall not be copied in whole or in part from any other source, except that submitted to Consultant by District as a basis for such services.
11. **Copyright/Trademark/Patent.** Consultant understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Consultant consents to use of Consultant's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
12. **Audit.** Consultant shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Consultant transacted under this Agreement. Consultant shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Consultant shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Consultant and shall conduct audit(s) during Consultant's normal business hours, unless Consultant otherwise consents.
13. **Termination.**
- 13.1 **Without Cause By District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.

13.2 **Without Cause By Consultant.** Consultant may, upon thirty (30) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.

13.3 **With Cause By District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

13.3.1 material violation of this Agreement by the Consultant; or

13.3.2 any act by Consultant exposing the District to liability to others for personal injury or property damage; or

13.3.3 Consultant is adjudged a bankrupt, Consultant makes a general assignment for the benefit of creditors or a receiver is appointed on account of Consultant's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceed the cost of the Service(s) pursuant to this Agreement, the Consultant shall immediately pay such excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fee, and/or cost. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

14. **Indemnification.** To the furthest extent permitted by California law, Consultant shall defend hold harmless and indemnify the District (and its officers, employees, trustees, agents, successors and assigns) against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs and liability whether in contract, tort or strict liability (including but not limited to personal injury, death at any time and property damage) arising out of or made necessary by Consultant's performance of this Agreement or breach of its terms.

**15. Insurance.**

**15.1** The Consultant shall procure and maintain in effect during the life of this Agreement the following policies of insurance issued by an insurance company rated not less than "A-, VI" in Best Insurance Rating Guide and admitted to transact insurance business in California.

**15.1.1 Commercial General Liability.** Commercial General Liability insurance (including contractual, products and completed operations coverages, bodily injury and property damage liability insurance) with single combined limits of not less than \$1,000,000 per occurrence;

**15.1.2 Automobile Liability Insurance.** Commercial Any Auto Automobile Liability insurance for "any auto" with combined single limits of liability of not less than \$1,000,000 per occurrence;

**15.1.3 Professional Liability Insurance (Errors and Omissions).** Professional Liability Insurance (Errors and Omissions) with a limit of liability of not less than \$1,000,000 per occurrence; and

**15.1.4 Workers' Compensation Insurance.** Workers' Compensation Insurance as required by law.

Consultant's policy shall contain an endorsement naming the District as an additional insured insofar as this Agreement is concerned, and provide that written notice shall be given to the District at least 30 days prior to cancellation or material change in the form of the policy or reduction in coverage.

Consultant shall furnish the District with a certificate of insurance containing the endorsements required under this section, and the District shall have the right to inspect Consultant's original insurance policies upon request. Upon notification of receipt of a notice of cancellation, change or reduction in coverage, Consultant shall immediately file with the District a certified copy of the required new or renewal policy and certificates for such policy.

Nothing in this section concerning minimum insurance requirements shall reduce a party's liabilities or obligations under the indemnification provisions of this Agreement.

**15.2 Proof of Carriage of Insurance.** The Consultant shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District and approved by the District. Certificates and insurance policies shall include the following:

**15.2.1** A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the

District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice.”

15.2.2 Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

15.2.3 An endorsement stating that the District and the State and their agents, Program Manager, representatives, employees, trustees, officers, consultants, and volunteers are named additional insured under all policies except Workers’ Compensation Insurance, Professional Liability, and Employers’ Liability Insurance. An endorsement shall also state that Consultant’s insurance policies shall be primary to any insurance or self-insurance maintained by District.

15.2.4 All policies except the Professional Liability Policy shall be written on an occurrence form.

16. **Assignment.** The obligations of the Consultant pursuant to this Agreement shall not be assigned by the Consultant.
17. **Compliance With Laws.** Consultant shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Consultant shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Work as indicated or specified. If Consultant observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Consultant shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Consultant’s receipt of a written termination notice from the District. If Consultant performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Consultant shall bear all costs arising therefrom.
18. **Certificates/Permits/Licenses.** Consultant and all Consultant's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.
19. **Employment With Public Agency.** Consultant, if an employee of another public agency, agrees that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
20. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the

Consultant agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Consultant agrees to require like compliance by all its subcontractor(s).

21. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Consultant's performing of any portion of the Services.
22. **N/A. Disabled Veteran Business Enterprises.** Section 17076.11 of the Education Code requires school districts using funds allocated pursuant to the State of California School Facility Program for the construction or modernization of a school building to have a participation goal of at least 3 percent, per year, of the overall dollar amount expended each year by the school district, for disabled veteran business enterprises (DVBE). In accordance therewith, the Consultant must submit, upon request by District, appropriate documentation to the District identifying the steps the Consultant has taken to solicit DVBE participation in conjunction with this Agreement, if applicable.
23. **No Rights In Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
24. **District's Evaluation of Consultant and Consultant's Employees and/or Subcontractors.** The District may evaluate the Consultant in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
  - 24.1 Requesting that District employee(s) evaluate the Consultant and the Consultant's employees and subcontractors and each of their performance.
  - 24.2 Announced and unannounced observance of Consultant, Consultant's employee(s), and/or subcontractor(s).
25. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
26. **Ratification.** This Agreement shall not be effective against the District until such time that Board of Education ratifies this Agreement.
27. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Consultant understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure

of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

28. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District:**

Rocklin Unified School District  
2615 Sierra Meadows Drive  
Rocklin, CA 95677  
ATTN: Senior Director Facilities, Maintenance  
and Operations

**Consultant:**

WLC Architects  
1110 Iron Point Road, Suite 200  
Folsom, CA 95630  
ATTN:Max Medina

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

29. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
30. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the District's administrative offices are located.
31. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
32. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
33. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

34. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
35. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.
36. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
37. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authority and empowered to enter into this Agreement.
38. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
39. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Dated: \_\_\_\_\_, 20\_\_\_\_

Dated: June 14, 2016

**Rocklin Unified School District**

**WLC Architects**

By: \_\_\_\_\_

By: 

Print Name: Barbara Patterson

Print Name: Max I. Medina

Print Title: Deputy Superintendent  
Business Services

Print Title: Vice President, AIA, Principal



**Information regarding Consultant:**

Consultant: WLC Architects, Inc.

License No.: C24886

Address: 8163 Rochester Avenue, STE. 100  
Rancho Cucamonga, CA 91730

Telephone: (909) 987-0909

Facsimile: (909) 987-9980

E-Mail: max@wlcarchitects.com

Type of Business Entity:

- Individual
- Sole Proprietorship
- Partnership
- Limited Partnership
- Corporation, State: California
- Limited Liability Company
- Other: \_\_\_\_\_

95-2983639 :  
Employer Identification and/or Social Security Number

**NOTE: Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.**

## Exhibit A



April 13, 2016

Mr. Craig Rouse  
Senior Director Facilities, Maintenance and Operations  
Rocklin Unified School District  
2615 Sierra Meadows Drive  
Rocklin, CA 95677-2811

Re: Professional Services Proposal  
K-12 Educational Specifications  
Rocklin Unified School District

Dear Craig:

Per our discussions, I am very pleased to submit this proposal to provide the Rocklin Unified School District with professional services for K-12 Educational Specifications that complement the District's current Facility Master Plan. We will also utilize available data from the District's Strategic Plan and LCAP. Our approach will individually address curriculum at all grade levels K-6, 7-8, and 9-12 which includes a review of current classroom academics and all administrative and support standards. In addition to your current curriculum, we will explore the appropriate 21<sup>st</sup> Century models that apply to the District.

### Process

Based on our assumptions, we anticipate a five-step process of meetings as follows:

1. LEADERSHIP: Meeting with Superintendent, Deputy Superintendent and Program Leaders, Facilities Director, and key community members (if appropriate.)

Purpose: Kickoff meeting and goal setting. Review Strategic Plan and LCAP. Discuss 21<sup>st</sup> Century curriculum/classroom application for current and future facilities.

2. SPECIALTY GROUPS: Meetings with Curriculum, Administrative, and Departmental representatives of grade levels K-6, 7-8, and 9-12.

Purpose: Meetings for further definition and outcomes of the Ed Spec as it applies to the various grades and administrative support groups.

Mr. Craig Rouse  
Professional Services Proposal  
K-12 Educational Specifications  
Rocklin Unified School District  
April 13, 2016  
Page 2

3. **SPECIALTY GROUPS:** Meetings with Curriculum, Administrative, and Departmental representatives of grade levels K-6, 7-8, and 9-12.

Purpose: Breakout meetings to discuss specifics of Curriculum, 21<sup>st</sup> Century, Administrative, and departmental needs.

4. **LEADERSHIP:** Meeting with Superintendent, Deputy Superintendent and Program Leaders, Facilities Director, and key community members (if appropriate.)

Purpose: Presentation of the draft Ed Spec for review and discussion.

5. **BOARD PRESENTATION**

The required deliverables are two (2) sets of the final Education Specification document tabbed in a three-ring binder and a CD of the complete document in PDF format. We anticipate completing the work by mid-summer 2016 and will immediately develop a work schedule with you that suits your needs and meeting times.

I will be leading the effort along with technical support from Lisa Ryker, Facility Planner; Bob Ferguson, Education Resource; Dennis Murray, Education Resource; and Austin Duncklee, Project Manager. We do not anticipate the need for any consultant input and as such have not included them in our scope. We have allotted time in the SPECIALTY GROUPS for several meetings to accomplish the tasks of interviewing all grade levels and groups within those grades.

#### **Professional Fees:**

Your contract with WLC will mark a purposeful investment in your facilities. We are here to make sure that you consider your investment to be a good one, with significant returns. WLC is flexible on the topic of fee structure, but we do consider our expertise valuable. We want you to feel that you are getting both excellent service and architectural value at a fair market price.

To accomplish all the above, the proposed professional fee for WLC Architects, Inc. is \$45,000.

WLC will invoice Rocklin Unified School District monthly, on a lump sum basis, for the percentage of services completed. Should the scope of the project increase beyond what is identified herein or the allotted fee, I will request additional compensation in writing. Hourly rates will be per the attached WLC rate schedule.

Mr. Craig Rouse  
Professional Services Proposal  
K-12 Educational Specifications  
Rocklin Unified School District  
April 13, 2016  
Page 3

We are very enthusiastic about starting this process and look forward to working with you and the District staff. Please sign both copies of this proposal and return one to me and we will be happy to get started. We will need to execute a formal contract as soon as possible. Please do not hesitate to contact me if you have questions.

Sincerely,



MAX I. MEDINA  
Architect, AIA  
Principal

---

CRAIG ROUSE  
Senior Director  
Facilities, Maintenance and  
Operations  
Rocklin Unified School District

MIM:jp  
16027-mkt

cc: Nanette Piccini, Director, Accounting, Associate, WLC Architects, Inc.

Enclosed: WLC Hourly Rates



ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

**WLC ARCHITECTS, INC.  
HOURLY RATE SCHEDULE**

<u>TITLE</u>	<u>HOURLY RATE</u>
Principals of Firm.....	\$220.00/hr
Associate Principal/Director.....	\$200.00/hr
Associate/Coordinator.....	\$200.00/hr
Senior Project Architect.....	\$180.00/hr
Senior Project Manager.....	\$180.00/hr
Project Architect.....	\$150.00/hr
Project Manager.....	\$150.00/hr
Technical Level I.....	\$100.00/hr
Technical Level II.....	\$100.00/hr
Technical Support.....	\$ 80.00/hr

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Approve Memorandum of Understanding with University of the Pacific

DEPARTMENT: Office of the Assistant Superintendent, Human Resources

---

**Background:**

The District enters into MOUs/agreements with colleges and universities to provide internship opportunities for students enrolled in their teaching programs. Students partner with mentor supervisors to gain real-world experience with classroom instruction, observation, and curriculum planning.

**Status:**

The agreement between the University of the Pacific and the District is specifically designed to provide internship opportunities for University of the Pacific students. The term of this agreement is for the academic school year 2016-17 beginning August 17, 2016 and ending June 9, 2017.

**Presenter:**

Colleen Slattery, Assistant Superintendent, Human Resources

**Financial Impact:**

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

**Materials/Films:**

None

**Other People Who Might Present:**

None

**Allotment of Time:**

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

**Packet Information:**

Memorandum of Understanding with the University of the Pacific and Certificate of Liability Insurance.

**Recommendation:**

Staff recommends approval of the Memorandum of Understanding with the University of the Pacific.

**MEMORANDUM OF UNDERSTANDING**

The University of the Pacific acting through its Benerd School of Education and **ROCKLIN USD** [name of school district] have entered into this Memorandum of Understanding (MOU) pertaining to the supervision of those Interns eligible for internship who are identified on Exhibit A attached hereto (Interns) for the 2016-2017 academic year beginning August 17, 2016 and ending June 9, 2017.

The District appoints a site supervisor for each Intern that is listed next to the Intern's name as set forth on Exhibit A (Site Supervisor). The Site Supervisor who has a valid credential or license for the area he/she is supervising (School Psychology or School Counseling Credential or Licensed Psychologist), and is employed by the District, to serve as that intern's supervisor for the purpose of supporting, guiding, and evaluating the Intern, in collaboration with Dr. Linda Webster, Department Chair of the University's Educational and School Psychology program, (or any other person she designates in writing).

The specific responsibilities of the University, District and Intern with respect to this fieldwork placement are below:

**ARTICLE 1  
RESPONSIBILITIES OF THE UNIVERSITY**

1. The University agrees to accept the intern for a minimum of three units of School Psychology Internship (EPSY 398) for each of the two semesters during the academic year involved, and will recommend the School Psychologist Credential at the end of the school district's academic year if the University supervisor and the Site Supervisor agree that the Intern has fully met the requirements of the internship.
2. The University has admitted the Intern to its graduate program in School Psychology, is responsible for the Intern's eligibility for the internship, and is responsible for compliance with policies and regulations of the Commission on Teacher Credentialing.
3. The Department Chair of the University Internship Supervisor will serve as liaison between the University and the District with respect to the Interns and their internship placement in the District.

*Department of Educational  
and School Psychology*

3601 Pacific Avenue  
Stockton, CA 95211  
[www.pacific.edu/education](http://www.pacific.edu/education)  
Tel: 209.946.2559  
Fax: 209.946.3110  
[info@upacific.edu](mailto:info@upacific.edu)



**ARTICLE 2**  
**RESPONSIBILITIES OF THE DISTRICT**

1. The District will provide the Interns with the opportunity to transfer methodology and theories into applied situations via their participation in the internship experience and is responsible for providing the Interns with diverse experience in preparation for their future careers as school psychologists, in accordance with the Interns' knowledge and level of training, in the form all the activities normally expected of a district-employed school psychologist. These experiences may include, but are not limited to, the experiences and activities set forth in Exhibit B attached hereto.
2. The District will provide the Interns with experiences that will allow them to complete 1200-1500 clock hours of work during their internship experience, depending on the degree sought by each Intern. The specific hourly requirement for each Intern is set forth next to that Intern's name on Exhibit A.
3. Each Site Supervisor will have the following responsibilities as part of his or her supervision of the Interns:
  - a. The Site Supervisor will cooperatively plan and schedule the Interns' activities and experiences during the internship experience. Attached as Exhibit C is the program's syllabi for required and suggested activities.
  - b. The Site Supervisor will schedule and provide a minimum of 2 hours of direct face-to-face supervision each week.
  - c. The Site Supervisor will review and sign each entry from the Interns' log and progress notes to verify content.
  - d. The Site Supervisor will complete and submit end-of-semester evaluation forms, which will be provided by the University.
  - e. The Site Supervisor will release the Intern, as needed, to attend fieldwork supervision and classes. (It is understood that the Intern will need to be released with sufficient time to travel between the fieldwork site and the University).
  - f. The Site Supervisor will hold a valid Pupil Personnel Services credential appropriate to the role and function of the duties being performed by the Intern.
  - g. The Site Supervisor will participate in University-sponsored supervisor meetings held 2-3 times per year.
  - h. The Site Supervisor will ensure that the Intern meets, at a minimum, the Hourly Requirement of the fieldwork in a preschool-grade 12 setting in which he or she is qualified to supervise.



4. Consistent with the availability of resources to employed staff, the Intern is provided adequate supplies and materials to carry out the functions of the internship experience. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telecommunication services, office equipment, and copying machines.
5. Ongoing professional development is a significant aspect of the internship experience. Conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to the Interns. The Interns are encouraged to participate in state, regional, and national level meetings for school psychologists. Release time is granted by the University and is expected to be granted by the District.

### **ARTICLE 3 RESPONSIBILITIES OF INTERNS**

1. Prior to beginning the work with the District, each Intern will execute an Intern Responsibility Agreement a copy of which is attached hereto as Exhibit D (Intern Agreement).
2. The responsibilities of the Interns as set forth in the Intern Agreement include:
  - a. Each Intern is responsible for all transportation related to the internship experience, including transportation between multiple internship sites;
  - b. Each Intern will participate fully, positively, and professionally in all internship experience;
  - c. Each Intern will function within the policies of both the University and the District;
  - d. Each Intern will keep a weekly log and progress notes of internship experiences and meet all other course requirements as described in the syllabi for their course work; and
  - e. Each Intern will attend all required weekly internship supervision seminars at the University.

### **ARTICLE 4 SHARED RESPONSIBILITIES OF THE UNIVERSITY AND DISTRICT**

1. Both the University and the District are committed to ensuring that the Interns receive a diverse fieldwork training experience.
2. Neither the University nor the District will discriminate on basis of race, color, creed, age, national origin, or sex, nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

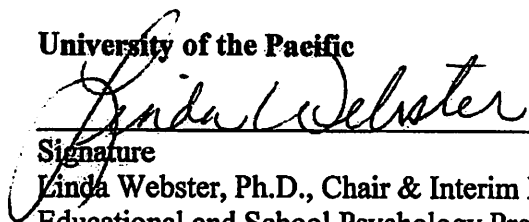
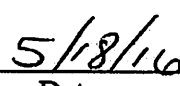
3. The District may terminate an unsatisfactory Intern for cause. The University may refuse academic credit for unsatisfactory performance. Any such actions by either party should be coordinated and the Intern must be granted due process under District and University policies and procedures.

The parties hereto have caused this MOU to be executed by their officials thereunto duly authorized. The faculty of the Educational and School Psychology Program is grateful for your assistance in preparing Interns for entry into the profession.

**Name of District: ROCKLIN USD 2615 Sierra Meadows Drive, Rocklin, CA 95677 Phone (916) 624-2428**

X	_____	_____
	Signature	Date
X	_____	_____
	Print Out Full Name	Title

**University of the Pacific**

	
Signature	Date
Linda Webster, Ph.D., Chair & Interim Dean Educational and School Psychology Program	

**EXHIBIT A**

**LIST OF INTERNS**

**Name of Intern:** Courtney Craven

**Site(s) List ALL** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Hourly Requirement at Each Location:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Site Supervisor/Title/Degree/Contact Info (Email/Cell):** Kristina  
Royer, Program Specialist- kroyer@rocklin.k12.ca.us  
\_\_\_\_\_  
\_\_\_\_\_

**Site Supervisor/Title/Degree:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Site Supervisor/Title/Degree:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Site Supervisor/Title/Degree:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Other Info:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## EXHIBIT B

### INTERN EXPERIENCES

1. **Role and Function:** Develop a knowledge base and understanding of the various roles and functions of the school psychologist, and be able to selectively deliver services utilizing a variety of alternative models.
2. **Legal/Ethical:** Develop a knowledge base of federal and state laws, professional ethics, and professional standards as well as the skills to apply them in public and private educational agencies. Develop the skills to adhere to due process guidelines in major decisions affecting all students and to accepted standards in the practice of school psychology.
3. **Organization and Operation of Schools:** Develop an understanding of the organization and administration of public schools and the cultural, ethnic, religious, and geographic diversity of the students, parents, and staff served by school psychologists. Develop an awareness of community resources and the roles of other professionals in helping children, parents, and school personnel. Develop the skills to foster and facilitate interagency partnerships among family, school, health care, and community agencies to create healthy school environments.
4. **Assessment:** Develop the skills to select, administer, score, and interpret psychoeducational tests for individuals of different ages, exceptionalities, and cultural backgrounds. Develop competence in the use of interviewing, functional behavioral assessment, and curriculum-based methods. Develop the skills to integrate psychological and educational data into a psychological report and be able to link assessment results to educationally relevant interventions.
5. **Counseling:** Develop a counseling and mental health knowledge base and the skills to work with Interns who have educational, emotional, and/or behavioral problems to mitigate the emergence of enduring, unhealthy patterns of behavior. Develop a knowledge base and skills to help students, families, and schools deal with crises, such as school violence, suicide, and loss.
6. **Intervention:** Develop a knowledge base and the skills to identify controllable, causal aspects of social, emotional, and academic difficulties and be able to consult and collaborate in the design, implementation, and evaluation of interventions based on these aspects.
7. **Communication Skills:** Develop the interpersonal skills and both oral and written communication skills necessary to communicate effectively with children, parents, and school personnel from varied cultural, ethnic, religious, and geographic backgrounds. Develop the interpersonal skills to function as team leaders in school-based multidisciplinary teams.

8. **Research:** Become educated consumers of research relating to school psychology and be able to apply these research findings to the development of solutions for educational psychological problems. Be able to disseminate information from the school psychology knowledge base to promote healthy school environments.

### **EXHIBIT C**

#### **PROGRAM SYLLABI**

**EDUC 398 – School Psychology Internship – Available Upon Request**

**EXHIBIT D**

**INTERN AGREEMENT**

Intern(s)

 05/17 / 2016  
\_\_\_\_\_  
Signature Date

Courtney Craven

\_\_\_\_\_  
Print Out Full Name

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Print Out Full Name



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
12/30/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Commercial Lines - 800-388-9274 CA DOI#OB48048 10940 White Rock Road, 2nd Floor Rancho Cordova, CA 95670-6076	<b>CONTACT NAME:</b> Helen Hudson	
	<b>PHONE (A/C, No, Ext):</b> 916-589-8225	<b>FAX (A/C, No):</b> 877-822-5194
<b>E-MAIL ADDRESS:</b> helen.hudson@wellsfargo.com		
<b>INSURER(S) AFFORDING COVERAGE</b>		<b>NAIC #</b>
<b>INSURER A:</b> United Educators Insurance Risk Retention Group		10020
<b>INSURER B:</b> Federal Insurance Company		20281
<b>INSURER C:</b>		
<b>INSURER D:</b>		
<b>INSURER E:</b>		
<b>INSURER F:</b>		

**COVERAGES**                      **CERTIFICATE NUMBER:** 9968533                      **REVISION NUMBER:** See below

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:			CGL201600346400	1/1/2016	6/1/2017	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
B	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			73586592	1/1/2015	6/1/2016	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)**  
 CGL 06 2008 RE: University of the Pacific Psychology Internship  
 Mt. Diablo Unified School District is included as additional insured with respect to general liability per form CGL 06-2008 attached.

<b>CERTIFICATE HOLDER</b> Mt. Diablo Unified School District 1936 Carlotta Drive Concord, CA 94519-1397	<b>CANCELLATION</b> SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 
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**Insured:** University of the Pacific  
**Policy Number:** CGL201600346400  
**Policy Period:** 1/1/2016 TO 6/1/2017  
**Carrier:** United Educators Insurance

**Insured means:**

- a. the Included Entities;
- b. any past, present or future trustees, governing board directors or Officers of an Included Entity while acting within the scope of their duties on behalf of that Included Entity; the estates, heirs, legal representatives or assigns of deceased, incompetent, insolvent or bankrupt trustees, governing board directors, or Officers; and spouses or domestic partners of governing board directors or trustees to the extent they are involved in Claims solely because of their status as spouses or domestic partners;
- c. at the option of the Educational Organization, any
  - (1) past, present and future employee, member of the faculty, student teacher, or teaching assistant of an Included Entity;
  - (2) member of a committee, including an Institutional Review Board (as recognized by the U.S. Food and Drug Administration and U.S. Department of Health and Human Services) of an Included Entity, or a representative to an education association of which the Educational Organization is a member;
  - (3) uncompensated volunteer worker performing services on behalf and with the express direction and authority of an Included Entity;
  - (4) student of an Educational Organization while serving in a supervised internship program in satisfaction of course requirements; or
  - (5) student of an Educational Organization while acting at the direction of, complying with the policies and procedures governing conduct at, or performing services primarily for or on behalf of, the Educational Organization;but only while acting within the scope of their duties or obligations in their respective capacities to an Included Entity as described in clause a. or b. above, and coverage for these individuals is subject always to all other terms and conditions of this Policy; and
- d. any person or organization to whom any Included Entity is obligated by virtue of a contract or agreement to provide liability insurance such as is afforded by this Policy, but only
  - (1) to the extent of such obligation;
  - (2) for operations (other than insurance operations) by or on behalf of that Included Entity or operation of facilities of that Included Entity or use of facilities by that Included Entity; and
  - (3) if the contract or agreement is made prior to a covered Occurrence.

Subject to all other terms and conditions of the policy



ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Approve Contract with Adrylan Communications, Inc.

**DEPARTMENT:** Office of the Deputy Superintendent, Educational Services

---

**Background:**

In order to facilitate data analysis and data based decision making, a data warehousing system is vital for housing current and longitudinal student assessment data. Adrylan Communications is the parent company of EDAMS, the student data processing system that replaces Datawise as the District student assessment data warehousing system.

**Status:**

Educator's Assessment Data Management System (EADMS) is an online tool that will be used to warehouse student assessment data used to inform instructional practice, evaluate programs and communicate student growth to staff and parents. The contract includes training for staffs to administer, understand and use data for driving instruction and creating growth targets.

**Presenter(s):**

Kathy Pon, Deputy Superintendent, Educational Services

**Financial Impact:**

Current year: N/A  
Future years: \$46,004.00 for 2016-17  
Funding source: Restricted Lottery and Educator Effectiveness

**Materials/Films:**

None

**Other People Who Might Be Present:**

None

**Allotment of Time:**

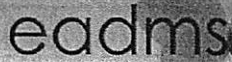
Check one of the following:  Consent Calendar  Action Item  Information Item

**Packet Information:**

Adrylan Contract

**Recommendation:**

Staff recommends Board approval of the agreement with EADMS data warehousing tool.



# Renewal Sales Order

QUOTE # 10371  
DATE : 06/02/2016  
Quote good for 30 days

## Adrylan Communications, Inc.

25032 Las Brisas Rd # D  
Murrieta, California 92562  
Phone: (951) 506-3593 Fax: (951) 506-3593  
EADMS Contact : Kevin Mannion  
Email : kevin@eadms.com

TO Karen Huffines  
Rocklin Unified School District  
2615 Sierra Meadows Dr  
Rocklin, CA 95677

SHIP Karen Huffines  
TO Rocklin Unified School District  
2615 Sierra Meadows Drive  
Rocklin, CA 95677

### Renewal Terms

TERM	TERM START DATE	TERM END DATE	TERM TOTAL	NOTE
1	07/01/2016	06/30/2017	\$46,004.00	EADMS 16/17 Renewal Grades K-12

### License Fees and Charges for Platform, Services and Add-ons

QTY	PRODUCT NUMBER	DESCRIPTION	PRICE	LINE TOTAL
11,501	EA-011	EADMS Assessment Platform	\$4.00	\$46,004.00
1	EA-042	Training Day(s) Onsite (Rollover)	\$0.00	\$0.00

Total	\$46,004.00
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# EADMS™: Renewal Agreement of Terms and Conditions

## For Service Agreement with **Rocklin Unified School District**

### **DESCRIPTION OF SERVICE**

Adrylan Communications, Inc., a California corporation located at 25032 Las Brisas Rd. #D, Murrieta, CA 92562, (hereafter referred to as "Adrylan") agrees to provide the services set forth herein in accordance with terms and conditions of this Agreement to **Rocklin Unified School District**, (hereafter referred to as "Customer"), for access to the Educator's Assessment Data Management System (EADMS™) Technology Platform ("EADMS™ Assessment Technology Platform" or "Service"). Adrylan hereby grants to Customer a non-exclusive, limited license to use the Service as described below. This is part of a comprehensive professional development program being implemented by Customer to foster better collaboration and instruction by teachers.

The term of this Agreement is for a single-year contract spanning July 1, 2016 - June 30, 2017. Customer may elect to thereafter annually renew this Agreement at Adrylan's regular pricing in accordance with a written renewal Agreement executed by the parties. Upon acceptance of this Agreement, Customer shall be entitled to the level of services listed in Appendix A-H.

### **Contract Pricing**

EADMS™ Assessment & Analytic Technology Platform	\$ 46,004.00 (Appendix A)
Item Bank & Assessment Content	\$ 0.00 (Appendix B)
Scanning Software Licenses & Support	\$ 0.00 (Appendix C)
Integrated Add-on Products	\$ 0.00 (Appendix D)
New System Implementation: Migration & Transition Svcs	\$ 0.00 (Appendix E)
Customized Software & Functionality	\$ 0.00 (Appendix F)
Training Support (1 Days onsite)	\$ 0.00 (Appendix G)
Assessment & Survey Materials Production & Support	\$ 0.00 (Appendix H)
<hr/>	
Total contract price for one year:	\$ 46,004.00

Customer agrees that the annual contract price is payable no later than 30 days past written acceptance of the Service by the Customer. Adrylan shall pay all contributions, taxes, and premiums payable under federal, state and local laws measured upon the payroll of employees engaged in the performance of work under this Agreement, and all applicable sales, use, excise, transportation, privilege, occupational, and other taxes applicable to furnish the work performance hereunder and shall save Customer harmless from liability for any such contributions, premiums, and taxes for Adrylan's employees and sub-contractors, if applicable. Customer is a tax-exempt entity.

## **Assessment Technology Platform**

The EADMS™ Assessment Technology Platform features and costs per student are provided as a part of this contract as specified in Appendix A.

During the terms of this contract, Customer is entitled to access the standard EADMS™ Technology Platform. EADMS™ is a full featured Assessment Management & Analytic Reporting System delivered as Software as a Service (SaaS). Service includes without limitation, any improvements, upgrades and new version releases. If any products or functionality are renamed, repackaged or rebundled by Adrylan, Customer is entitled to equivalent or better products or functionality at no additional cost to Customer. All Service shall meet Americans with Disabilities Act (ADA) accessibility requirements.

## **Optional Contract Support Services & Products**

### **1. Item Bank & Assessment Content**

Item Banks and Assessment Content provided as a part of this contract are specified in Appendix B.

### **2. Scanning and Data Collection Support**

A list of compatible scanners, various scanning options that integrate seamlessly with EADMS™, and Scanning and Data Collection Support provided as a part of this contract are specified in Appendix C.

Customer is responsible for purchasing and installing scanners and scanning software compatible with the EADMS™ Technology Platform, if requiring a paper & pencil assessment capability. Customer can freely use any third party scanning or data collection software it chooses, but then Customer is responsible to verify the software used is capable of exporting student test results in an electronic format compatible with EADMS™. A multi-purpose data upload utility is provided within the EADMS™ platform to support this option.

### **3. Training & Support**

Training and Support tasks and training session scheduling provided as a part of this contract are specified in Appendix G.

Customer may request and pay for additional days of training at any time throughout the term of this contract based upon fees specified in Appendix G.

## **Contract Service Descriptions**

### **4. Data Services**

The EADMS™ Technology Platform delivers data services using the Software as a Service (SaaS) model, using advanced technology servers located in duplicate data centers in multiple geographic areas. Access to the EADMS™ data services shall be available to Customer by regular Internet connection. Customer shall be responsible to provide all Internet ready computers with appropriate browser software for its own use. Appropriate browsers must be HTML5-compliant, and include Microsoft Internet Explorer, Chrome, Firefox, and others. EADMS™ Web-site pages are optimized to display at 1024 x 768 screen resolutions; however, other resolutions will work but may require additional scrolling. Some EADMS™ Web-site features utilize client-side JavaScript, including client pop-up windows. EADMS™ requires the use of client-side "cookies" to track user selections. Access to the EADMS™ student online testing service requires specification of acceptable use IP ranges if access needs to be restricted to Customer designated computer and mobile devices.

### **5. Proprietary Item Bank Data**

The EADMS™ system may contain an integrated third-party item bank licensed from another vendor. These items are wholly owned by and proprietary to the third-party vendor, and as such, are protected against unauthorized copying and use. The Customer, its employees, and agents are prohibited from extracting, copying, or otherwise using any third-party test item from the EADMS™ system and using it outside of the EADMS™ system. Customer acknowledges that Adrylan Communications is not responsible for the quality and content of third-party item bank content. Adrylan is only responsible for providing access to third-party item bank items, consistent with existing standard EADMS™ test creation, management, administration, and reporting features.

Customer access to all third-party content is only available during the term of this contract. Upon contract termination, Adrylan is not liable for loss of access to any tests or student results based on third-party content. Customer must make arrangements with third-party content vendors for continuation of access beyond contract termination date.

### **6. Proprietary Locally Created Item Bank Data**

The EADMS™ system has the capability to allow the Customer to create its own item bank items. Such items shall only be available to Customer and are not shared as public items among different customers. Customer certifies that the EADMS™ system will not be used to enter test items from any third-party source, such as test publishers, or download content from the Internet, including images, without authorization from the source or copyright holder. In no event shall Adrylan be liable for any violation of third-party copyrights resulting from input of proprietary or copyrighted test items or images by the Customer, its employees, or agents.

## **7. CUSTOMER DATA OBLIGATIONS**

Customer shall be responsible to provide Adrylan in computer ready format all enrollment and test data in accordance with Adrylan's input specification. Customer shall be responsible to provide all test, demographic, and enrollment data identified with permanent, unique student and teacher identification numbers.

## **8. SECURITY**

EADMS™ is delivered using the Secure Sockets Layer (SSL) protocol (<https://www.eadms.com>). EADMS™ also uses a secure FTP over SSL (FTPS) and SFTP servers for transfer of bulk Customer data. All transfer of data between EADMS™ and Customer is encrypted. All student identifying information is protected by federal Family Educational Rights and Privacy Act (FERPA), California SB-1177 (*Applicable starting January 1, 2016*) & AB-1584, and any other specific student privacy laws and intent mandated by other states where we do business and may be restricted from disclosure by applicable state and federal law. Refer to Addendums 1-2 for required FERPA and specific state compliance statements.

All use of the data by Customer or any of its employees shall be by creation of a user account and entry of a security password assigned to each of Customer's users. Customer shall be responsible for administering user accounts, protecting all passwords, and shall be responsible for all use or alteration of data by any individual in possession of the password.

## **9. QUALITY OF THE DATA PROVIDED**

Adrylan shall provide reports and data summaries available through the EADMS™ Technology Platform. Customer shall be solely responsible for any decisions it or any other party makes based upon the data or any report created using the data.

## **10. DESIGNATED EADMS CUSTOMER DATA REPRESENTATIVE**

Customer shall designate one individual to act as Customer's Primary Data Representative who shall be responsible for transmission of all data to Adrylan and shall be the point of contact for Adrylan in the event of any questions regarding the data or services provided by Adrylan to the Customer pursuant to the Agreement.

The Customer Primary Data Representative shall be Customer's database administrator (DBA) or his/her designee(s) until such time as Customer designates new Primary Data Representative in writing. The Primary Data Representative or designee(s) shall be the only Customer contact person authorized to perform data maintenance; addition, deletion, or correction of user accounts; or correction of errors in student enrollment or demographic data.

## **11. ACCESS TO DATA**

Customer shall have access to the data at all times except when the system is undergoing maintenance, upgrade, or repair. All reasonable efforts shall be made to schedule system maintenance, upgrade, or repair during non-business hours. However, in the event Adrylan is required to perform system maintenance, upgrades, or repairs, Adrylan's responsibility shall be limited to completing the work as promptly as commercially reasonable.

## **12. ADDITIONAL SERVICES**

Other data related service and support, customized software or functionality services, or assessment products requested by Customer not specifically specified in Appendix A-H at any time during the period of time covered by this contract are to be provided at additional cost. Customer shall make requests for services not provided as a part of this contract and specified in Appendix A-H in writing and Adrylan shall respond in writing with a quotation for the additional products or services.

## **WARRANTY**

Adrylan hereby represents and warrants to Customer that Adrylan is the owner of the Service or otherwise has the right to grant to Customer the rights set forth in this Agreement. Each party warrants that it has the authority to enter into this Agreement and, in connection with its performance of this Agreement, shall comply with all laws applicable to it related to data privacy, international communications, and the transmission of technical or personal data. Adrylan warrants that during the Term (i) the Service shall perform materially substantially in accordance with the Agreement; and (ii) the functionality of the Service will not be materially or substantially decreased during the Term and shall meet this service level: 99.5% (Exception: Section *Additional Services*; Paragraph 12). Adrylan warrants that during the Term of this Agreement installers and/or executables made available by Adrylan to the Customer are free from defects in material and workmanship. Adrylan further warrants that during the Term of the Agreement the Service shall operate materially and substantially in accordance with the functional specifications in the Agreement under normal, proper, and intended usage and that the Service does not contain any malicious code, computer worms, viruses, or other harmful code or disabling device or any unlawful, discriminatory, libelous, harmful, obscene, or otherwise objectionable material of any kind. Adrylan further warrants that (a) Adrylan has the right to possess, use, and license the Service to Customer for the purposes contemplated herein and stated in the Agreement; and (b) that to Adrylan's knowledge, the Service does not infringe any copyright, trademark, or trade secret of any third party; provided, however, that notwithstanding any other terms of this Agreement to the contrary, Adrylan shall have no obligation to Customer with respect to any claim that arises from any modification of the Service by Customer or any third party not authorized by Adrylan.

## **LIMITATION OF LIABILITY**

In no event shall Adrylan be liable for any use of the data by any party, including Customer. Customer shall indemnify, pay for the defense of, and hold harmless Adrylan and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, suits, actions, and causes of actions of whatsoever kind, nature, or sort which may be incurred by reason of the Customer's negligent or willful acts and/or omissions in relation to this Agreement.

Adrylan shall assume full responsibility for payments of federal, state, and local taxes or contributions imposed or required under social security, worker's compensation or income tax law, or any disability or unemployment law, or retirement contribution of any sort whatever, concerning Adrylan or any employee of Adrylan and shall further indemnify, pay

for the defense of, and hold harmless the Customer of and from any such payment or liability arising out of or in any manner connected with Adrylan's performance under this agreement.

Adrylan shall defend, indemnify, and hold Customer harmless against any loss, damage, or costs (including reasonable attorneys' fees) in connection with claims, demands, suits, or proceedings ("Claims") made or brought against Customer by a third party alleging that the use of the Service as contemplated hereunder infringes a copyright, a U.S. patent, trade name, trade secret, trademark, or other proprietary or contractual right of a third party, excluding such claims caused by the sole negligence or willful misconduct of the Customer; provided, however, that Customer: (a) promptly gives written notice of the Claim to Adrylan; (b) gives Adrylan sole control of the defense and settlement of the Claim (provided that Customer may participate in the defense of any Claim and Adrylan may not settle any Claim unless it unconditionally releases Customer of all liability); and (c) provides to Adrylan, at Adrylan's cost, all reasonable assistance. If Customer is enjoined from using the Service or Adrylan reasonably believes it will be enjoined, Adrylan shall have the right, upon written approval of Customer, to obtain for Customer the right to continue use of the Service or to replace or modify the Service so that it is no longer infringing, so long as the replacement or modified Service provides the same level and quality of the Service set forth in this Agreement. If neither of the foregoing options is reasonably available to Adrylan, then use of the Service may be terminated at the option of Adrylan.

Adrylan agrees to and does hereby indemnify, hold harmless and defend Customer and its Board of Trustees, officers, employees, and agents from every claim or demand made and every liability, loss, damage, or expense (including attorneys' fees), of any nature whatsoever ("Damages"), which may be incurred by reason of any injury to or death of any person(s), or damage to or loss of any property or any and all other actions, claims, liens, damages to persons or property, penalties, obligations, or liabilities that may be asserted or claimed by any person, firm, association, entity, corporation, political subdivision, or other organization, caused by any act, neglect, default, or omission of the Adrylan, or any person, firm or corporation employed by the Adrylan, either directly or by independent contract, arising out of, or related to, the Service covered by this Agreement, whether said Damages occur either on or off Customer's property, except for liability for Damages which result from the sole negligence or willful misconduct of Customer or its officers, employees, or agents. This Section shall survive the termination of the Agreement.

### **CONFIDENTIAL DATA**

In connection with the Service, each party will have access to confidential information, including, but not limited to Customer Data (As defined in Addendums 1 and 2) and trade secrets, data, business plans, customer information, marketing information, and financial matters which are made available by the other party that at the time of disclosure is clearly marked as "proprietary" or "confidential" (collectively, "Confidential Information"). Each party shall protect Confidential Information in the same manner as it protects its own Confidential Information of like kind, but in no event less than a reasonable degree of care.



In the event that any Confidential Information is required to be disclosed pursuant to any law, code or regulation, if permitted by law, the receiving party will give the disclosing party immediate notice thereof and the recipient may disclose the Confidential Information of the disclosing party, provided that, to the extent permitted by law, (i) the disclosing party is notified in writing before disclosure of the information and given a reasonable opportunity to obtain a protective order, and (ii) the recipient assists the disclosing party, at the disclosing party's sole expense, in any attempt to limit or prevent the disclosure of the Confidential Information. It is understood that Customer is subject to the California Public Records Act (Gov. Code § 6250 *et seq.*). If Adrylan fails to obtain a court order enjoining that disclosure, Customer will release the requested information on the date required under the California Public Records Act. Upon termination of this Agreement, Confidential Information shall be returned to the disclosing party or certified as destroyed at the disclosing party's option.

### **Compliance with Applicable Law**

Adrylan agrees to comply with all federal, state, and local laws, rules, regulations, and ordinances that are now or may in the future become applicable to Adrylan, Adrylan's business, equipment, and personnel engaged in operations covered by this Agreement. Adrylan certifies that it is familiar with the federal and state laws, as well as any other applicable requirements for the storage and transmission of Customer Data and Adrylan will comply with all such requirements. Adrylan and all Adrylan's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this Agreement. Adrylan certifies that it is familiar with the applicable laws and requirements and shall update the Service to remain in compliance with any such laws and/or requirements. Adrylan shall indemnify, defend, and hold Customer harmless from all claims, liabilities, damages, or judgments involving a third party, including Customer's costs and attorney's fees, which arise as a result of Adrylan's failure to meet any of its obligations under this Section.

### **ENTIRE AGREEMENT; AMENDMENT**

This Agreement incorporates all of the terms and conditions mentioned herein, or incidental hereto, and supersedes all negotiations and previous agreements between the parties with respect to all or part of the subject matter thereof. Modification or amendment of this Agreement including by waiver shall only be in writing signed by representatives of both parties.

### **Arbitration**

In the event a dispute shall arise between the parties to this agreement, it is hereby agreed that the dispute shall be referred to arbitration in accordance with the rules of the American Arbitration Association. The arbitrator's decision shall be final and legally binding and judgment may be entered thereon. Each party shall be responsible for its share of the arbitration fees in accordance with the applicable Rules of Arbitration. In the event a party fails to proceed with arbitration, unsuccessfully challenges the arbitrator's award, or fails

to comply with the arbitrator's award, the other party is entitled to costs of suit, including a reasonable attorney's fee for having to compel arbitration or defend or enforce the award.

### **APPLICABLE LAW**

To the extent permitted by law, the Agreement shall be construed in accordance with and governed by the laws of the State of California, with venue in San Bernardino County, California.

### **Termination**

This is a one-year contract spanning *July 1, 2016 -June 30, 2017*. Each party ("Terminating Party") may terminate this Agreement if the other party breaches any material term or condition of this Agreement provided that the Terminating Party gave written notice to the other party of the need to correct a breach of a material obligation under this Agreement, which notice included sufficient detail to allow the other party to identify and correct the breach, and the other party failed to take reasonable steps to remedy the breach within thirty (30) days of receipt of Terminating Party's written notice. The Customer may also terminate for convenience by providing sixty (60) days prior written notice of the same to the Adrylan.

### **No Assignment**

Neither this Agreement nor any interest in this Agreement may be assigned by either party without the prior express written approval of the other party.

### **Time is of the Essence**

Time is of the essence of all terms, covenants, and conditions of this Agreement and except as otherwise provided herein, all of the terms, covenants, and conditions of this Agreement shall apply to, benefit, and bind the successors or assigns of the respective parties, jointly and individually.

### **Use of Customer Name**

Adrylan shall not, without the express written permission of the Customer and its Board, use the name, or any abbreviation of it, or any name of which these words are a part in any of the following ways to imply, indicate, or otherwise suggest that any organization, or any product or service of that organization, is connected or affiliated with, or is endorsed, favored, or supported by Customer.

### **Continued Performance During Dispute**

In the event that a dispute arises between Customer and Adrylan, Adrylan expressly agrees to continue to perform its obligations under this Agreement during the pendency of the dispute. Each party agrees to the other that it shall diligently and in good faith attempt to resolve any disputes which may arise.

### **Severability**

If any term of this Agreement is held by a court of competent jurisdiction to be invalid or

unenforceable, then this Agreement, including all of the remaining terms, will remain in full force and effect as if such invalid or unenforceable term had never been included.

**Headings**

Headings used in this Agreement are provided for convenience only and shall not be used to construe meaning or intent.

**Audit**

Adrylan agrees that auditors from any state, federal, or other agency, as well as auditors so designated by the Customer, shall have the option to audit Adrylan's Service. Records pertaining to the Service shall be made available to auditors and the Customer when requested.

Customer hereby accepts the terms and conditions as set forth above.

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

Name: \_\_\_\_\_

Title: \_\_\_\_\_

ADRYLAN COMMUNICATIONS hereby accepts the terms and conditions as set forth above.

By: Anthony Tooley

Date: May 31, 2016

Name: Anthony Tooley

Title: President

## Appendix A – Assessment & Analytics Level of Service

The following assessment and analytic technology services will be delivered as part of this contract agreement:

### EADMS™ Data Management Technology Platform Features:

- EADMS™ Data Management System Hosted at Adrylan’s Data Center
  - Common Core Support
  - Test Creation & Administration Module
  - Student Online Assessment Module
  - Performance Task Creation & Assessment Module
  - Analytical Reporting Module, including:
    - Customized Enrollment Reports
    - Student Profile & Mastery Reports
    - Standards-Based Reporting Suite
    - State Mandated & Local Benchmark Performance Reports
    - System Usage Reports
      - User Monitoring of Logins and Report Access
      - Benchmark Activity & Compliance Reports
    - Custom Reports Services
      - Movement Analysis Reports
      - Scaled Score Calculations
    - General Purpose Report-Builder Module
  - Teacher, Principal, & Administrator Dashboards
- Support for general third-party Item Banks
- Unlimited phone support provided to Customer’s EADMS™ Data Administrator(s)
- Electronic enrollment/demographic updates processed daily from SIS

Under the terms of this one-year agreement, the Customer agrees to pay the following standard Technology Platform fees:

Contract Year	Student Count	Price / Student	Total EADMS™ Platform Cost
2016-2017	11,501	\$4	\$46,004.00

## Appendix G – Training Services

Under the terms of this one-year agreement, the Customer agrees to purchase the following selected Training Services:

Contract Year	Description	Qty	Scheduled Dates	Total Cost
16/17	Onsite Training Day	1	TBD	\$0 (rolled over from 15/16)
<b>Total Training Services contract cost:</b>				<b>\$0</b>

## Addendum 1

# Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

## Addendum 2

### Compliance with California Law, Assembly Bill 1584

Adrylan Communications, Inc., through its EADMS related K-12 products and services, ensures it complies with all of the required provisions listed in California Assembly Bill No. 1584, Education Code, Section 49073.1, enacted January 1, 2015.

Definitions: As used herein the following terms are defined as follows:

- a. "Adult Pupil" means a Pupil who has reached 18 years of age.
- b. "Customer Data" means documents, information and data, including Pupil Records, submitted to Adrylan by Customer for processing through Adrylan's services and/or documents, information and data input, or maintained by Customer through Adrylan's services.
- c. "Deidentified Information" means information that cannot be used to identify an individual Pupil.
- d. "Parent" means a natural parent, an adopted parent, or legal guardian of a Pupil.
- e. "Pupil" means a student of Customer.
- f. "Personally Identifiable Information" includes: 1) the Pupil's name; 2) the name of the Pupil's parent or other family members; 3) the address of the Pupil or Pupil's family; 4) a personal identifier, such as a Pupil's social security number, Pupil's number, or biometric record; 5) other indirect identifiers, such as the Pupil's date of birth, place of birth, and mother's maiden name; 6) other information that, alone or in combination, is linked or linkable to a specific Pupil that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the Pupil with reasonable certainty; or 7) information requested by a person who the educational agency or institution reasonably believes knows the identity of the Pupil to whom the Pupil Record relates.
- g. "Pupil Records" means both of the following regardless of how otherwise defined or described in the Agreement: 1) any information directly related to a Pupil that is maintained by Customer, and 2) any information acquired directly from the Pupil through the use of instructional software or applications assigned to the Pupil by a teacher or other Customer employee. "Pupil Records" does not mean aggregated Deidentified Information used by Adrylan for the following purposes: to improve educational products for adaptive learning purposes and for customizing Pupil learning; to demonstrate the effectiveness of the Adrylan's products in the marketing of those products; or for the development and improvement of educational sites, services, or applications.
- h. "Pupil Generated Content" means materials created by a Pupil, including but not limited to essays, research reports, portfolios, creative writing, music or other audio files, or photographs; but it does not include Pupil responses to a standardized assessment where Pupil possession and control would jeopardize the validity and reliability of that assessment.

## California Assembly Bill No. 1584 Provisions:

- *A statement that pupil records continue to be the property of and under the control of the school district.*
  - Adrylan Communications complies with this provision and ensures that Pupil Records are the property of and under the control of the Customer. The EADMS System only contains Customer Data provided to it from the Customer either through direct secure data transfer from Customer servers or via Customer controlled data gathering methods, such as online or paper and pencil testing proctored by Customer staff. All Customer Data, including Pupil Records, remain the exclusive property of Customer and Customer retains exclusive rights, ownership, and control thereto.
- *A description of the means by which pupils may retain possession and control of their own pupil-generated content, if applicable, including options by which a pupil may transfer pupil-generated content to a personal account.*
  - Adrylan Communications complies with this provision. When access to Pupil-Generated Content is granted by the Customer through a Customer issued and controlled pupil EADMS secure login account, Pupils have the ability to access and download copies of their content to a personal account.
- *A prohibition against the third party using any information in the pupil record for any purpose other than those required or specifically permitted by the contract.*
  - Adrylan Communications complies with this provision. Adrylan Communications prohibits using any Customer Data for any purpose outside those required or permitted by our contract, such as report generation. Adrylan shall not use Pupil Records to which it has access by way of the Agreement for any purpose other than those required or specifically permitted by the Agreement.
- *A description of the procedures by which a parent, legal guardian, or eligible pupil may review personally identifiable information in the pupil's records and correct erroneous information.*
  - Adrylan Communications complies with this provision. The Customer controls whether Parents or Pupils have access to Pupil Records through the EADMS System. When such access is granted, Parents or Pupils can review such data. However, since all Pupil Records are provided to EADMS by the Customer, any Parent or Pupil request to correct data has to come directly from the Customer through daily student data updates or by utilizing specific EADMS System management tools.
- *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 pupil records.*
  - Adrylan Communications complies with this provision by ensuring that staff is trained and systems are in place to provide required security and confidentiality of Pupil Records. All access to EADMS for viewing Pupil Records is strictly controlled by Customer controlled user access lists. It is the Customer that grants user access to their data stored in EADMS. Adrylan Communications employees



are granted access to Pupil Records on a need-to-know basis and then only in order to deliver services described by the Agreement. Adrylan Communications does not provide third parties access to Pupil Records unless directed to do so in writing by the Customer.

Adrylan will do the following to ensure the security and confidentiality of Pupil Records:

- a. Designate an employee responsible for the training and compliance of all Adrylan employees, agents, and assigns on compliance with security and confidentiality provisions detailed in this Agreement.
  - b. Adrylan will protect the confidentiality of Pupil Records and take all reasonably necessary measures consistent with industry standards to protect Customer Data from any and all unauthorized access and disclosures.
  - c. Adrylan represents and warrants that it has designated an individual responsible for training Adrylan employees, agents, and assigns on reasonable protection measures and the confidentiality of Pupil Records consistent with state and federal law.
  - d. Adrylan shall not disclose Pupil Records, except as specified under the terms of the Agreement, or as required by law.
  - e. Adrylan shall develop, implement, maintain and use appropriate administrative, technical, and physical security measures to preserve the confidentiality, integrity, and availability of all stored, managed, retained, accessed, or used Pupil Records received from or on behalf of Customer, Parents, or Adult Pupils.
  - f. Adrylan warrants that all confidentiality and security measures identified in the Agreement will be extended by contract to any and all subcontractors used by Adrylan, if any, to execute the terms of the Agreement.
  - g. Adrylan warrants that all Pupil Records will be encrypted in transmission and storage.
  - h. Adrylan will use appropriate and reliable storage media, regularly backup Pupil Records, and retain such backup copies for the duration of the Agreement.
  - i. Adrylan warrants that all Pupil Records will be stored in the United States.
  - j. Adrylan warrants that all confidentiality and security measures identified in this Agreement will be extended by contract to any and all subcontractors used by Adrylan, if any, to execute the terms of the Agreement.
- Compliance with this requirement shall not, in itself, absolve Adrylan of any liability in the event of an unauthorized disclosure of Pupil Records.
- *A description of the procedures for notifying the affected parent, legal guardian, or eligible pupil in the event of an unauthorized disclosure of the pupil's records.*
    - Adrylan Communications complies with this provision. In the event of an unauthorized disclosure of Pupil Records the following process will be implemented:
      - Immediately upon becoming aware of a compromise of Pupil Records, or of circumstances that could have resulted in an unauthorized access to or disclosure of Pupil Records, Customer and Adrylan agree to notify the

- other party, fully investigate the incident, and fully cooperate with Customer's investigation of the incident, implement remedial measures, and respond in a timely manner.
- Parent or Adult Pupil will be immediately notified of:
    - the nature of the unauthorized use or disclosure (e.g., security breach, nonconsensual re-disclosure, etc.);
    - the specific Pupil Records that were used or disclosed without authorization;
    - what Adrylan and Customer have done or will do to mitigate any effects of the unauthorized use or disclosure; and
    - what corrective action Adrylan and Customer have taken or will take to prevent future occurrences.
  - Except as otherwise required by law, Adrylan will not provide notice of the incident directly to the Parent or Adult Pupil whose Pupil Records were involved, regulatory agencies, or other entities, without prior written permission from Customer.
  - Compliance with this requirement shall not, in itself, absolve Adrylan of any liability in the event of an unauthorized disclosure of Pupil Records.
- *A certification that a pupil'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. (NOTE: These requirements do not apply to pupil-generated content if the pupil chooses to establish or maintain an account with the third party for the purpose of storing that content either by retaining possession and control of their own pupil-generated content, or by transferring pupil-generated content to a personal account.)*
    - Adrylan warrants that upon the termination of the Agreement, Adrylan will securely transmit all Customer Data, including Pupil Records, to Customer in a mutually agreed upon format, without retaining any copies of Customer Data. In the alternative, and subject to a written request from Customer, Adrylan will securely destroy all Customer Data, including Pupil Records, upon termination of the Agreement. Adrylan will then provide verification to Customer that the Customer Data not otherwise returned to Customer was destroyed pursuant to Customer's written request, the date of destruction and the method of destruction. If Pupil chooses to establish or maintain an account with Adrylan for the purpose of storing Pupil-Generated Content, this provision shall not apply. Notwithstanding this provision, Adrylan will comply with all litigation holds and/or court orders to preserve Customer Data.
  - *A description of how the district and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g).*
    - Adrylan Communications complies with this provision and fully complies with FERPA regulations.
      - Adrylan Communications supports the Customer's requirement to allow Parents or Pupils to inspect and review the Pupil Records maintained in the EADMS system for all Parents or Pupils issued a parent/student login.
      - A request by Parents or Pupils to correct Pupil Records which they believe to be inaccurate or misleading that affects assessment data

stored in the EADMS System will be changed upon receipt by EADMS from the Customer's student information system.

- Adrylan Communications does not release any student assessment information to any non-Customer party.
- As Customer Data includes Pupil Records subject to the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g) ("FERPA"), Adrylan will be considered a "School Official" (as the term is used in FERPA and its implementing regulations) for any and all software, hosting, and services provided to Customer through the Agreement. Customer and Adrylan agree that the services provided to Customer through the Agreement serve a "legitimate educational interest," as defined and used in FERPA and its implementing regulations. Customer and Adrylan will jointly ensure compliance with FERPA, its implementing regulations, Pupil privacy, and confidentiality requirements of California law, including but not limited to California Education Code section 49060 et seq. The parties shall comply with the following process for compliance with FERPA and California law:
  - Adrylan and Customer warrant that they are familiar with the confidentiality, security, and disclosure requirements of FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to California Education Code section 49060 et seq. and have designated an individual responsible for ensuring compliance therewith.
  - Adrylan and Customer shall abide by the disclosure, security, breach notification, retention/destruction, and use provisions contained in this Agreement and as required by law.
  - By the signature of its authorized representative or agent below, Adrylan hereby acknowledges that Customer has provided notice under California Education Code section 49075(a) and 34 C.F.R. section 99.33(d) that Adrylan is strictly prohibited from disclosing Pupil Records to any third party without the prior written consent and direction to authorize disclosure by Customer.
  - Compliance with this requirement shall not, in itself, absolve Adrylan of its duty to comply with other applicable privacy laws. Adrylan hereby agrees to comply with all other applicable federal and state privacy laws.
- *A prohibition against the third party using personally identifiable information in pupil records to engage in targeted advertising.*
  - Adrylan Communications complies with this provision. It is Adrylan Communication's policy to not sell, trade, or rent personal identification information in student records to anyone outside our organization. Adrylan shall not use any Customer Data, including Pupil Records, to engage in targeted advertising during the term of the Agreement, and this provision shall survive the termination of the Agreement.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

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SUBJECT: Agreement and Stipulation for Expulsions

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

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**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 060816-02 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 060816-02.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

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**SUBJECT:** Approve Adoption of 2016-2019 Rocklin Unified School District (RUSD) Local Control Accountability Plan (LCAP)

**DEPARTMENT:** Office of the Deputy Superintendent, Educational Services

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**Background:**

The Local Control Funding Formula (LCFF) has given districts broad discretion over how to use base and supplemental funds. The use of the supplemental funds must expand or improve services for every student who is low income, learning English, or in foster care in proportion to the additional supplemental funding that these students bring to the district. The Rocklin Unified School District (RUSD) Local Control Accountability Plan (LCAP) has been aligned with the District-wide Strategic Plan. RUSD LCAP stakeholder engagement process during the 2015-2016 school year involved the engagement and consultation of parents, students, staff, and advisory groups. The Board reviewed the draft actions/services for each goal with estimated budget allocations during the April 20, 2016 meeting. The LCAP Advisory Committee convened on May 24, 2016 for a final review of the draft 2016-2019 LCAP. The draft LCAP was posted to the RUSD website on May 25, 2016 for public review and comment. During the June 8, 2016 Board meeting the Public Hearing was held.

**Status:**

Educational Services staff will present the draft 2016-2019 LCAP, including the 2015-2016 Annual Update for adoption. In addition, staff recommends the Board authorizes staff to make necessary technical corrections to enable the approval of the LCAP by the County Superintendent of Schools that does not change the intent or represent a substantial change to program content.

**Presenters:**

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

**Financial Impact:**

Current year: \$3,349,288  
Future years: \$3,494,156  
Funding source: LCFF Supplemental Grant

**Materials/Films:**

None

**Other People Who Might Be Present:**

Melanie Patterson, Program Specialist, Local Control Accountability Plan

**Allotment of Time:**

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

**Packet Information:**

2016-2019 RUSD Local Control Accountability Plan

**Recommendation:**

Staff recommends the Board of Trustees approve the adoption of the draft 2016-2019 LCAP and authorizes staff to make necessary technical corrections to enable the approval of the LCAP by the County Superintendent of Schools that does not change the intent or represent a substantial change to program content.

**Introduction:**

The mission of Rocklin USD, the cornerstone and leader of educational excellence, is to ensure each student becomes a well-rounded individual who thrives intellectually and develops unique strengths to pursue and achieve personal ambitions while contributing to a dynamic world through a school system distinguished by:

- A culture of innovation, collaboration and high expectations
- Inspired personal learning and growth
- Respect and support of all those who serve our students
- Vital partnerships throughout our community

**Education Acronym Dictionary:**

- A-G...University of California/California State University entrance requirements
- AMAO...Annual Measurable Achievement Objective
- AP....Advanced Placement
- AVID....Advancement Via Individual Determination
- CAASPP.....California Assessment of Student Performance and Progress
- CCCSS....California Common Core State Standards
- CELDT....California English Language Development Test
- CSEA....California State Employees Association
- CTE....Career Technical Education
- CTEIG....Career Technical Education Incentive Grant
- DELAC....District English Language Advisory Committee
- DLT....District Leadership Team
- EL....English Learner
- ELA....English Language Arts
- ELAC....English Language Advisory Committee
- ELD....English Language Development
- FEP.....Fluent English Proficient
- FY....Foster Youth
- GATE....Gifted and Talented Education
- GLAD....Guided Language Acquisition Design
- MTSS....Multi Tiered System of Supports
- MYIP....Mid Year Intervention Program (Night School)
- PBIS....Positive Behavioral Intervention and Supports
- PCOE....Placer County Office of Education
- PD....Professional Development
- PLC....Professional Learning Community
- PSAT....Preliminary Scholastic Aptitude Test

- RTPA....Rocklin Teachers Professional Association
- RUSD....Rocklin Unified School District
- SARC....School Accountability Report Card
- SED....Socio Economically Disadvantaged
- SOAR....Strategic Observation and Reflection
- STEM....Science, Technology, Engineering, Mathematics
- TK....Transitional Kindergarten
- TOSA....Teacher on Special Assignment
- UDL....Universal Design for Learning

**LEA:** Rocklin Unified

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**LCAP Year:** 2016-17

### ***Local Control and Accountability plan and Annual Update Template***

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

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

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

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those*

*goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

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

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

***Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and*



*subdivisions (a) to (l), inclusive, of Section 51220, as applicable. (Priority 7)*

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

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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

Following the Board of Trustee's adoption of the District's Local Control Accountability Plan in June 2015, actions and services identified in the plan were initially implemented beginning the summer of 2015. All stakeholders in the Rocklin community were informed of the LCAP through the District website. The consultation of all stakeholders in Rocklin Unified School District in the implementation and development of the 2016-2019 LCAP was purposeful and effective utilizing the RUSD LCAP infographic including extensive data indicating progress. The process for consulting each stakeholder group is described below.

### Parent/Guardian Input

During January 2016, all RUSD parents were given the opportunity to provide input via the LCAP Parent/Guardian Survey. 2982 parents responses were received representing approximately 26% of our of our student population.

In addition, during the January 14, 2016 District English Learner Advisory Committee meeting parents reviewed the goals, expected measurable outcomes, and actions/services then were given the opportunity to complete the parent/guardian survey utilizing translator services as necessary.

### Student Input

Our engagement plan included consulting with students by our LCAP Program Specialist during student forums and at half of our sites this year with the other half planned for next year. During January and February of 2016, 104 students were consulted with at Breen Elementary, Rocklin Elementary, Granite Oaks Middle School, Victory High School, Rocklin Independent Charter Academy, and Whitney High School. After reviewing the three district LCAP goals, expected measurable outcomes, and actions/services as well as participating in a discussion/clarification of the four survey questions, students completed the following questions using a Google form:

1. What aspects of school make it easier to learn and achieve at the highest level?
2. What actions or services do you think could be added to help you learn and achieve at the highest level
3. What makes you feel safe at school?
4. What actions or services do you think could be added to help you feel safer at school?

### Goal 1

The following is a summary of the impact of stakeholder input on the development of actions/services for **Goal 1**, ensuring all students achieve at their highest potential and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards.

*Students* indicated the need for increased access to Chromebooks, project-based learning opportunities, real-life learning opportunities (W2, checkbooks, public speaking, job searching), and after school tutoring/access to teachers for one to one assistance.

*Parents/Guardians* indicated the need for increased technology devices and WIFI, efficiency and relevancy of technology use to teaching and learning, more opportunities and courses supporting STEM/CTE/Enrichment, increased tutoring/interventions for students at all grade levels, expansion and diversification of GATE programs at the elementary level, increased respect toward all students regardless of academic ability, more frequent communication, and increased opportunities to learn how to help struggling students at home.

*Staff* indicated the need for additional EL and Special Education supports and interventions, and alignment of district and grade level assessments and intervention.

Our *advisory groups*, including DLT, the District Advisory Committee, and Site Councils, indicated the need for the Multi-Tiered System of Supports (MTSS), Universal Design for Learning, social emotional support, common assessments across grades and sites, intervention and enrichment opportunities after school, during summer school, and during the school day, and increased career/vocational course offerings, parent education, and counseling/guidance.

### Goal 2

The following is a summary of the impact of stakeholder input on the development of actions/services for **Goal 2**, ensuring staff continually builds capacity through professional learning and growth opportunities that support student achievement and success.

*Students* indicated the need for teacher facilitation versus lecturing, flipped and blended learning opportunities, and collaborative discussions. They also reinforced the importance of continuing

In addition, 5th, 7th, 9th, and 11th grade students completed the Coalition of Placer Youth Health survey in the fall of 2015 providing valuable data used to measure our progress on our goals.

#### **Site Staff Input**

As with students, our plan was to consult with staff at half the sites this year. Approximately 157 staff members were consulted during staff meetings at Breen Elementary, Rocklin Elementary, Twin Oaks Elementary, Granite Oaks Middle School, Victory High School, Rocklin Independent Charter Academy and Whitney High School. After reviewing the LCAP goals, expected measurable outcomes, and actions/services, staff members completed an online Google survey. In addition, 42 teachers completed the survey individually via an email notification to all staff.

#### **Site Council Meetings**

Utilizing the leadership of our site principals, approximately 55 parents, 67 staff members, and 13 students from 14 of our 17 sites across the district were consulted and gave input regarding actions/services that have the most impact on improving progress on each goal as well as suggestions for actions/services that could be added. Members of the Site Council included representatives from community organizations, such as the City of Rocklin, Rocklin Police Department, and Rocklin Fire Department.

#### **District Leadership Team (DLT)**

During the December 1, 2015 DLT meeting the Site Council engagement process was reviewed with principals and stakeholder engagement discussed. On January 26, 2016, all members of the District Leadership Team were consulted and asked to provide input regarding the action/services that have the most impact on progress for each goal. In addition, the team was asked to identify actions/services that should be added to improve progress. On March 29, 2016, members reviewed all stakeholder input including parent input specific to each site. The recommended actions/services for 2016-2017 were reviewed and discussed. Members provided input on the priorities for 2016-2017.

#### **LCAP Advisory Committee Meetings**

The LCAP Parent Advisory Committee consists of 21 parents/guardians, 2 teachers of English Learners, 1 Rocklin Teachers Professional

to have fully credentialed teachers in the classroom.

*Parents/Guardians* indicated the need for monitoring the effectiveness of training opportunities.

*Staff* indicated the need for input on specific professional development opportunities, a district-wide focus on one or two focus areas per year to minimize the frequency of change.

*Advisory Groups* indicated the need for more collaboration such as PLC time, lesson study, and planning time, and continued efforts toward the implementation of MTSS. In addition, they indicated the value development opportunities provided by our Teachers on Special Assignment. Input also included a concern regarding the frequency of teacher release time and the effect on quality teaching/learning.

#### **Goal 3**

The following is a summary of the impact of stakeholder input on the development of actions/services for **Goal 3**, providing support systems for learning (during both the school day and after school) and safe schools with healthy climates where all students have opportunities to achieve at high levels.

*Students* indicated the need for increased tutoring and access to teachers for one to one support, increased campus supervision, more efficient/effective safety drills, and increased anti-bullying training and awareness.

*Parents/Guardians* indicated the need for increased tutoring/interventions for students at all grade levels, increased respect toward all students regardless of academic ability, more frequent communication, increased opportunities to learn how to help struggling students at home, increase access to crisis hotlines, and student team building activities.

*Staff* indicated the need for additional EL and Special Education supports and interventions and the alignment of district and grade level assessments and intervention.

*Advisory Groups* indicated the need for Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), social emotional support, intervention and enrichment opportunities, increased parent education and

Association (RTPA) representative, 1 California State Employee Association (CSEA) representative, 1 elementary school principal, 1 middle school principal, 1 high school principal, the Chief of Communications and Community Engagement, the Deputy Superintendent of Educational Services, and Superintendent. On April 5, 2016 the committee met to review all stakeholder input and the recommended 2016-2019 LCAP actions/services, provide feedback, and address comments. On May 24, 2016 the committee met to review the 2016-2019 LCAP with the budget in order to provide feedback and address comments.

**Superintendent's Cabinet and District LCAP Team**

On February 29, 2016, the Superintendent's Cabinet and all members of the District LCAP Team, totaling thirteen district leaders, reviewed all stakeholder input from parents, advisory groups (DLT, Site Councils, LCAP Parent Advisory Committee), staff, and students, identified the 2016-2019 status of current actions/service, and suggested actions/services to be continued, enhanced, expanded, eliminated and added based upon stakeholder input. Representatives from the district Business and Educational Services Departments worked collaboratively to prioritize the recommended actions/services and develop the 2016-2017 supplemental and base LCAP budgets to share with stakeholder groups including the Board of Trustees.

**Board of Trustees Meetings:**

The Board of Trustees was involved throughout the development of the 2016-2019 LCAP in the following ways:

- March 16, 2016: Presentation of stakeholder input and recommended 2016-2019 actions/services for Board input and suggestions.
- April 20, 2016: Presentation of the draft 2016-2019 LCAP with budget.
- June 8, 2016: Public Hearing and comments regarding LCAP.
- June 22, 2016: Presentation of 2016-2019 LCAP to Board of Trustees for Adoption

counseling/guidance, increased partnering with parents and community.

The impact on the development of the 2016-2019 LCAP as a result of stakeholder engagement and consultation included the continuation of many current actions/services, the enhancement and expansion of others, and the addition of new actions/services.

**Annual Update:**

**Annual Update:**

The review process for the 2015-2016 Annual Update began with a compilation of actions/services and metrics to be reviewed by the District Leadership Team (DLT), consisting of district and site administrators on October 27, 2015.

In the overall engagement process of all stakeholders, including the LCAP Advisory Committee, DLT, District English Learner Advisory Committee, GATE Advisory Committee, parents/guardians, site councils, staff, and students, the 2015-2016 LCAP was reviewed, measurable outcomes with metrics and progress on current actions and services were discussed focusing on the actions/services that have the most impact on goal accomplishment. In addition, suggestions for further development of current actions and services were discussed and recorded in a Google form by each stakeholder group.

The District LCAP Leadership Team consisting of members for the Educational Services Department and the Business Department convened several times this year to plan and discuss implementation of the 2015-2016 LCAP actions/services focusing on metrics to identify progress. On September 14, 2015 the team met to backwards plan and the outline LCAP implementation timeline for this school year.

On October 19, 2015 the team provided feedback regarding the process for stakeholder engagement.

On January 26, 2016 the LCAP Advisory Committee convened. Members reviewed 2015-2016 LCAP goals, outcomes, and actions/service as well as discussed and provided input regarding the actions/services that have the most impact on goal achievement.

On February 29, 2016, the Superintendent's Cabinet and all members of the District LCAP Team, totaling thirteen district leaders, updated the progress and status for current 2015-2016 actions/services. Each action/service as assigned a status based on the following indicators:

C - Complete

O - Ongoing

IP - In Progress

N - No Progress

As a result of stakeholder input regarding the 2015-2016 LCAP goals, outcomes, and actions/services and the extended Cabinet meeting on February 29, 2016, the current status indicators were assigned which lead to the identification of the 2016-2019 status for each action/service. The following includes the status assigned for each of the 2015-2016 action/services.

#### Goal 1 Actions/Services:

1. Insure all students have access to standards aligned curriculum and materials: **Continue**
2. Support early learning by expanding implementation of full-day Kindergarten program to all sites and continuing Transitional Kindergarten: **Ongoing**
3. Support student academic achievement and engagement by expanding International Baccalaureate to Middle Years Program (IB) at SVMS: **No Progress due to limited time and site strategic planning process**
4. Support college readiness by providing PSAT testing opportunities for all 11th grade students: **Some Progress**
5. Support college/career readiness by providing AVID Tutoring: **Some Progress**
6. Provide College and Career Counseling to increase successful transitioning for foster/EL/SED students and other specific college/career related outcomes: **Ongoing**
7. Identify and support CTE pathways connected to industry sectors: **In Progress**
8. Engage in a District and Site Strategic Planning process to meet both Strategic Plan and LCAP goals: **In Progress**
9. Support implementation of LCAP goals through provision of administrative and operations services. **Ongoing**
10. Refine and implement program offerings to TK-12 English Learners: **Ongoing**

#### Goal 2:

1. Maintain and/or develop highly qualified staff based on desired skills and qualifications and placed in the correct assignments: **Ongoing**
2. Provide TK and K targeted learning: **In Progress**
3. Provide focused learning on inclusion, tolerance, and teaching students with diverse learning styles: **In Progress**
4. Provide professional learning supported by Teachers on

Special Assignment in alignment with the RUSD PD Plan:  
**Ongoing**

5. Support learning in MTSS for all staff: **Ongoing**
6. Provide initial and follow up GLAD training: **Ongoing**
7. Provide training for teachers to support linguistic needs of students in general education courses: **In Progress**
8. Support staff training for those working with subgroups, including but not limited to Instructional Aides: **Ongoing**

**Goal 3:**

1. Provide small group counseling for students in need at VHS: **In Progress**
2. Expand PBIS to schools throughout the district based upon interest: **In Progress**
3. Provide safe and efficient transportation (SED, EL, Foster Youth & Homeless): **Ongoing**
4. Implement Digital Citizenship Curricula across all grade levels: **In Progress**
5. Provide safe and well maintained facilities: **Ongoing**
6. Continue partnerships with PD and Fire: **Ongoing**
7. Provide family engagement opportunities: **In Progress**
8. Support English learners at the elementary and secondary level through the Family Tutoring Center: **Ongoing**
9. Provide parent/adult education through the Latino Literacy Project: **Ongoing**
10. Engage and communicate with families at ELAC/DELAC meetings: **Ongoing**
11. Support student achievement through summer school provided to EL, SED, FY including enrichment opportunities: **In Progress**
12. Support student achievement through high school summer school program: **In Progress**
13. Provide K-8 intervention and opportunities for support: **In Progress**
14. Continue the high school Mid-Year Intervention Program (MYIP Night School): **In Progress**
15. Implement MTSS: **In Progress**
16. Support student achievement through instructional support, including Instructional Aides: **Ongoing**

Stakeholder input regarding the 2015-2016 Annual Update was extensive and valuable in reviewing our current actions/services as

well as in the development of the 2016-2019 actions and services.
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

**Goal: Describe the goal:**

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not



applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

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

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	<p>Goal 1: Rocklin Unified School District will ensure that all students will achieve to their highest potential and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards and expectations.</p>	<p>Related State and/or Local Priorities: X 1 _2 _3 X 4 _5 _6 X 7 X 8 Local:</p> <p>2014-2019 RUSD Strategic Plan:</p> <p>Strategy 1: We will create student academic growth through dynamic, relevant and increasingly challenging learning experiences.</p> <p>Strategy 4: We will enhance student growth through local partnerships that provide learning opportunities and community service experiences</p>
<b>Identified Need:</b>	<p>As related to Goal #1, a review of the current District data was conducted to determine focus needs and metrics. In order for students to achieve at their highest potential we identified the need to continue the provision of instructional materials/supports to implement CCCSS, early learning opportunities, counseling services, increased access to technology, and effective communication pathways based upon the following student achievement data:</p> <ol style="list-style-type: none"> <li>1. 2015 CAASPP Summative Assessment Results: <ul style="list-style-type: none"> <li>◦ 69% of all students district-wide met or exceeded standards in ELA <ul style="list-style-type: none"> <li>▪ 25% of Students with Disabilities met or exceeded standards in ELA</li> <li>▪ 49% of Economically Disadvantaged Students met or exceeded standards in ELA</li> <li>▪ 22% of English Learners met or exceeded standards in ELA</li> <li>▪ 58% of Hispanic or Latino Students met or exceeded standards in ELA</li> </ul> </li> <li>◦ 57% of all students district-wide met or exceeded standards in Math <ul style="list-style-type: none"> <li>▪ 19% of Students with Disabilities met or exceeded standards in Math</li> <li>▪ 37% of Economically Disadvantaged Students met or exceeded standards in Math</li> <li>▪ 22% of English Learners met or exceeded standards in Math</li> <li>▪ 46% of Hispanic or Latino Students met or exceeded standards in Math</li> </ul> </li> </ul> </li> <li>2. 2016 CAASPP Interim Assessment Results: In Progress</li> <li>3. A-G Completion Rates: <ul style="list-style-type: none"> <li>◦ The percentage of students meeting the UC/CSU entrance requirements district-wide decreased from 67.7% to 67.1%</li> </ul> </li> <li>4. CTE Completion Rates: During 2013-2014, 20.3% of students completed a CTE capstone course.</li> <li>5. AP Course Access: <ul style="list-style-type: none"> <li>◦ Total Number of AP Exams by Program and Ethnicity by Year (2014/2015) <ul style="list-style-type: none"> <li>▪ Low Income (50/56)</li> <li>▪ Mexican (79/120)</li> <li>▪ Puerto Rican (11/15)</li> <li>▪ Hispanic/Latino (68/105)</li> </ul> </li> </ul> </li> </ol>	

- American Indian or Alaska Native (9/12)
  - Asian (318/368)
  - Black or African American (24/34)
  - White (1111/1267)
  - Other (80/99)
  - I do not wish to respond to race (11/33)
6. Attendance Rates:
    - 2013-14: 96.37%
    - 2014-15: 96.94%
  7. Graduation Rates:
    - 2012-13: 95%
    - 2013-14: 95%
  8. CELDT Criterion (percentage of student meeting criterion)
    - 2012-2013: 53%
    - 2013-2014: 48%
    - 2014-2015: 51%
  9. Percent of Students Redesignated Fluent-English-Proficient (FEP)
    - 2013-14: 10.9%
    - 2014-15: 14.9%
  10. SARC Conditions of Learning: Instructional Materials: There are sufficient standards-aligned textbooks and other materials for each pupil at all sites.
  11. Access to Technology: 1 device/2.48 students

<b>Goal Applies to:</b>	<b>Schools:</b>	All
	<b>Grades:</b>	All
<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>		

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Increase by 5% students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each Subgroup</li> <li>2. Establish the percent of students who demonstrated 1+ years of growth on ELA/Math standards as measured by CAASPP growth indicators.</li> <li>3. Increase by 3% students meeting and exceeding 3rd Grade ELA standards on CAASPP</li> <li>4. Increase by 3% students meeting and exceeding 8th Grade Math standards on CAASPP</li> <li>5. Establish a baseline of students meeting and exceeding standards on the SBAC Interim Performance Tasks for ELA/Math</li> <li>6. Identify a district interim assessment for ELA/Math and establish a baseline of students meeting and exceeding standards</li> <li>7. Increase percentage of Hispanic and African American students meeting UC/CSU A-G requirements by 4%</li> <li>8. Increase by 5% students who complete the capstone course in a CTE pathway</li> <li>9. Increase by 2% students enrolled in AP courses for Socio Economically Disadvantaged, African American, Hispanic students</li> <li>10. Increase by 2% students passing with a Score of 3 or above for Socio-Economically Disadvantaged and African American students on AP examinations</li> <li>11. Increase the graduation rates for English Learners, Special Education students, and Socio-Economically Disadvantaged students by 3%,</li> <li>12. Increase CELDT reclassification rates by 5%</li> <li>13. Continue meeting/exceeding AMAO 1 and 2 criterion (if applicable)</li> <li>14. Maintain 100% access to standards-aligned instructional materials</li> <li>15. Decrease the device to student ratio</li> <li>16. Establish a rubric and baseline of types of usage of technology for teaching and learning observed by all principals.</li> <li>17. Maintain 100% student access to core curriculum</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.1 Implement California Common Core State Standards by providing new and replacement instructional materials, including ELA/ELD adoption.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,821,823 Base \$372,866 Restricted Lottery

1.2 Support early learning by expanding implementation of full-day Kindergarten program to all sites and continuing Transitional Kindergarten.	Districtwide Grades: TK, K	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$368,441 Supplemental
1.3 Provide College and Career Counseling and training to increase successful transitioning for targeted students and other specific college/career related outcomes.	All Secondary Schools Grades: 7th, 8th, 9th, 10th, 11th, 12th	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$263,477 Supplemental  Cost of training included in 2015-16 Educator Effectiveness (Action 2.1)
1.4 Refine and implement program offerings to TK-12 English Learners	All Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$832,747 Supplemental
1.5 Provide technology and internet access for targeted students in need.	All Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$30,000 Supplemental

1.6 Identify and support CTE pathways connected to industry sectors	All-SVMS, GOMS, RHS, WHS  Grades: 7th, 8th, 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$782,978 CTEI G
1.7 Support implementation of LCAP goals through the provision of administrative and operational services including community engagement.  A. Supplemental Costs include community engagement and staffing  B. Base funds include site allocations to enable site based decision making and district department budgets	A. Districtwide  B. All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	A. \$129,853 Supplemental  B. \$2,150,590 Base
1.8 Provide access for students in dual-enrollment courses in conjunction with Sierra College	All high schools  Grades: 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in 2015-16 Mandated Costs Grant (Action 2.1)
1.9 Support college/career readiness by providing AVID Tutoring	Schoolwide- SVMS, GOMS, WHS  Grades: 7th, 8th, 9th, 10th, 11th, 12th	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (AVID Students)	\$3,315 Supplemental

<p>1.10 Provide timely and effective communication pathways between teachers, parents, and students.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$175,741 Base</p>
<p>1.11 Explore options for supporting college readiness through PSAT testing for all 10th and/or 11th grade students.</p>	<p>All High Schools Grades: 10th, 11th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base (Action2.1)</p>
<p>LCAP Year 2</p>			



<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Increase the percentage of students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each Subgroup based on previous year data</li> <li>2. Increase the percentage of students who demonstrated 1+ years of growth on ELA/Math standards as measured by CAASPP growth indicators based on previous year data by 1%</li> <li>3. Increase the percentage of students meeting and exceeding 3rd Grade ELA standards on CAASPP based on previous year data by 1%</li> <li>4. Increase the percentage of students meeting and exceeding 8th Grade Math standards on CAASPP based on previous year data by 1%</li> <li>5. Increase the percentage of students meeting and exceeding standards on the SBAC Interim Performance Tasks for ELA/Math by 1%</li> <li>6. Increase the percentage of students meeting UC/CSU A-G requirements by subgroup based on previous year data by .5%</li> <li>7. Increase the percentage of students who complete the capstone course in a CTE pathway based on previous year data by 2%</li> <li>8. Increase the percentage of students enrolled in AP courses by subgroup based on previous year data by 1%</li> <li>9. Increase the percentage of students passing AP examinations with a Score of 3 or above by subgroup based on previous years data by 1%</li> <li>10. Increase the graduation rates for students by subgroup based upon the previous year data by 1%</li> <li>11. Increase CELDT reclassification rates based on previous year data by at least 1%</li> <li>12. Continue meeting/exceeding AMAO 1 and 2 criterion (if applicable)</li> <li>13. Maintain 100% access to standards-aligned instructional materials</li> <li>14. Decrease the device to student ratio</li> <li>15. Increase the types of usage of technology for teaching and learning observed by all principals</li> <li>16. Maintain 100% student access to core curriculum</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.1 Implement California State Standards by providing new and replacement instructional materials and supports, including ELA/ELD adoption.	All  Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$295,223 Base  \$372,866 Restricted Lottery

1.2 Support early learning by continuing implementation of full-day kindergarten program and transitional kindergarten.	Districtwide Grades: TK, K	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$379,494 Supplemental
1.3 Continue to provide College and Career Counseling and training to increase successful transitioning for targeted students and other specific college/career related outcomes.	All Secondary Schools Grades: 7th, 8th, 9th, 10th, 11th, 12th	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$271,381 Supplemental
1.4 Examine student data and continue to refine and implement program offerings to TK-12 English Learners	All Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$857,729 Supplemental
1.5 Increase provision of technology and internet access for targeted students based upon need	All Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$50,000 Supplemental

1.6 Continue expansion of CTE pathways connected to industry sectors	All-SVMS, GOMS, RHS, WHS  Grades: 7th, 8th, 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$520,965 CTEIG
1.7 Continue to support implementation of LCAP goals through the provision of administrative and operational services including community engagement  A. Supplemental Costs include community engagement and staffing  B. Base funds include site allocations to enable site based decision making and district department budgets	A. Districtwide  B. All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	A. \$133,748 Supplemental  B. \$2,150,590 Base
1.8 Expand access for students in dual-enrollment courses in conjunction with Sierra College	All high schools  Grades: 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base (Action 2.1)
1.9 Support college/career readiness by providing AVID Tutoring	Schoolwide-SVMS, GOMS, WHS  Grades: 7th, 8th, 9th, 10th, 11th, 12th	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (AVID Students)	\$3,315 Supplemental

1.10 Use data to re-evaluate and refine services for timely and effective communication pathways between teachers, parents, and students	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$181,013 Base
1.11 Provide support for college readiness by providing PSAT testing for all 10th and/or 11th grade students	All High Schools Grades: 10th, 11th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$15,000 Base
LCAP Year 3			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Increase the percentage of students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each Subgroup based on previous year data</li> <li>2. Increase the percentage of students who demonstrated 1+ years of growth on ELA/Math standards as measured by CAASPP growth indicators based on previous year data by 1%</li> <li>3. Increase the percentage of students meeting and exceeding 3rd Grade ELA standards on CAASPP based on previous year data by 1%</li> <li>4. Increase the percentage of students meeting and exceeding 8th Grade Math standards on CAASPP based on previous year data by 1%</li> <li>5. Increase the percentage of students meeting and exceeding standards on the SBAC Interim Performance Tasks for ELA/Math by 1%</li> <li>6. Increase or maintain the percentage of students meeting UC/CSU A-G requirements by subgroup based on previous year data by 1%</li> <li>7. Increase the percentage of students who complete the capstone course in a CTE pathway based on previous year data by 2%</li> <li>8. Increase the percentage of students enrolled in AP courses by subgroup based on previous year data by 1%</li> <li>9. Increase the percentage of students passing AP examinations with a Score of 3 or above by subgroup based on previous years data by 1%</li> <li>10. Increase the graduation rates for students by subgroup based upon the previous year data by 0.5%</li> <li>11. Increase/maintain CELDT reclassification rates based on previous year data bt 1%</li> <li>12. Continue meeting/exceeding AMAO 1 and 2 criterion (if applicable)</li> <li>13. Maintain 100% access to standards-aligned instructional materials</li> <li>14. Decrease/maintain the device to student ratio</li> <li>15. Increase/maintain the types of usage of technology for teaching and learning observed by all principals</li> <li>16. Maintain 100% student access to core curriculum</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.1 Implement California State Standards by providing new and replacement instructional materials and supports, including new Science adoption.	All  Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$2,189,723 Base  \$372,866 Restricted Lottery

1.2 Support early learning by continuing implementation of full-day kindergarten program and transitional kindergarten.	Districtwide Grades: TK, K	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$493,342 Supplemental
1.3 Continue to provide College and Career Counseling and use student data to revise practice to increase successful transitioning for targeted students and other specific college/career related outcomes.	All Secondary Schools Grades: 7th, 8th, 9th, 10th, 11th, 12th	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$279,522 Supplemental
1.4 Examine student data and continue to refine and implement program offerings to TK-12 English Learners	All Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$883,460 Supplemental
1.5 Continue to maintain technology and internet access for targeted students	All Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$40,000 Supplemental

<p>1.6 Use current student participation rates and other relate CTE data to refine the provision of CTE pathways connected to industry sectors</p>	<p>All-SVMS, GOMS, RHS, WHS</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$390,038 CTEIG</p>
<p>1.7 Continue to support implementation of LCAP goals through the provision of administrative and operational services including community engagement</p> <p>A. Supplemental Costs include community engagement and staffing</p> <p>B. Base funds include site allocations to enable site based decision making and district department budgets</p>	<p>A. Districtwide</p> <p>B. All</p> <p>Grades: All</p>	<p>X All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>A.\$137,760 Supplemental</p> <p>B. \$2,150,590 Base</p>
<p>1.8 Use student data to continue appropriate access for students in dual-enrollment courses in conjunction with Sierra College</p>	<p>All</p> <p>Grades: 11th, 12th</p>	<p>X All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost included in Base (Action 2.1)</p>
<p>1.9 Support college/career readiness by providing AVID Tutoring</p>	<p>Schoolwide- SVMS, GOMS, WHS</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p>X Other (AVID Students)</p>	<p>\$3,315 Supplemental</p>

1.10 Use data to re-evaluate and refine services for timely and effective communication pathways between teachers, parents, and students	All Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$186,443 Base
1.11 Continue to support college readiness by providing PSAT testing for all 10th and or 11th grade students	All High Schools Grades: 10th, 11th	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$15,000 Base



<b>GOAL:</b>	Goal 2: Rocklin Unified School District will ensure that staff continually build capacity through professional learning and growth opportunities to support student achievement and success.	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local:  2014-2019 RUSD Strategic Plan  Strategy 3: We will continuously build individual and organizational capacity, and seek additional resources and partnerships to fulfill our mission.
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<b>Identified Need:</b>	<p>As related to Goal #2, a review of the current District data was conducted to determine focus needs and metrics. In order to building staff capacity we identified the need to continue the provision of focused, prioritized adult learning opportunities provided by our Teachers on Special Assignment based upon the following data:</p> <ol style="list-style-type: none"> <li>1. Highly Qualified Teacher Data: 2014-2015 99.6%</li> <li>2. School Accountability Report Card: Conditions of Learning <ul style="list-style-type: none"> <li>◦ Fully Credentialed Teacher Data: 2014-2015 100%</li> <li>◦ Appropriate Assignment Placement: 2014-2015 100%</li> </ul> </li> <li>3. Summary of TOSA Facilitated Professional Learning Opportunities-Spring 2016 (using a scale of 1-5) <ul style="list-style-type: none"> <li>◦ ELA/ELD Training Day 1 (50 teachers): <ul style="list-style-type: none"> <li>▪ 1.06 average pt increase in knowledge gained</li> <li>▪ 4.61 average pt confidence to implement</li> </ul> </li> <li>◦ ELA/ELD Training Day 2 (42 teachers): <ul style="list-style-type: none"> <li>▪ 1.22 average pt increase in knowledge gained</li> <li>▪ 4.52 average pt confidence to implement</li> </ul> </li> <li>◦ Elementary Math Session 3 (113 Teachers) <ul style="list-style-type: none"> <li>▪ .84 average pt increase in knowledge gained</li> <li>▪ 4.2 average pt confidence to implement</li> </ul> </li> <li>◦ Elementary Math Session 4 (146 Teachers) <ul style="list-style-type: none"> <li>▪ 1 average pt increase in knowledge gained</li> <li>▪ 4.13 average pt confidence to implement</li> </ul> </li> <li>◦ Elementary Math Session 3 and Interim Assessment (25 Teachers) <ul style="list-style-type: none"> <li>▪ .53 average pt increase in knowledge gained</li> <li>▪ 4.17 average pt confidence to implement</li> </ul> </li> <li>◦ Elementary Interim Assessment 6th Grade (27 Teachers) <ul style="list-style-type: none"> <li>▪ 1.6 average pt increase in knowledge gained</li> <li>▪ 4.2 average pt confidence to implement</li> </ul> </li> <li>◦ District PD Day "The Power of Yet" (247 Teachers, Administrators, Staff) <ul style="list-style-type: none"> <li>▪ .4 average pt increase in knowledge of technology tools gained</li> <li>▪ 3.7 average pt confidence to implement technology tools</li> <li>▪ .56 average pt increase in knowledge of digital citizenship gained</li> <li>▪ 4 average pt confidence to implement digital citizenship</li> <li>▪ 3.53 average pt confidence to begin learning about UDL</li> </ul> </li> </ul> </li> </ol>	
<b>Goal Applies to:</b>	<b>Schools:</b>	All
	<b>Grades:</b>	All
	<b>Applicable Pupil Subgroups:</b>	All

LCAP Year 1			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Increase participants' perception of growth in knowledge/skills as reflected in all PD evaluations, and maintain ratings of 4-5 (using a 5 point scale) in participant's confidence to implement new learning</li> <li>2. Establish a baseline number of classrooms visited and next levels of work established as a result of learning walks targeting site/district instructional "problems of practice".</li> <li>3. Establish a baseline number of lesson study/peer observations sessions as reported by TOSA/principals.</li> <li>4. Maintain 99% or higher Highly Qualified Staff</li> <li>5. Maintain 100% fully credentialed teachers placed in the appropriately assignments</li> </ol>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support and compensation*.</p> <p>Professional development opportunities include and are not limited to the following in support of RUSD LCAP Goals:</p> <p>A. Incorporate learning walks or Instructional Rounds with administration and teachers to support inquiry around best practices and data collection to inform ongoing adult learning and program development</p> <p>B. Support targeted professional development for both assessment tools, data analysis and interventions to ensure a robust multi-tiered system of academic/social-emotional support for all students</p> <p>C. Provide training for TK and K staff to ensure developmentally appropriate practices in literacy, numeracy and social-emotional instruction</p> <p>D. Identify and begin implementing trainings to increase equity and culturally/ racially proficient interactions, with the goal of eliminating practices that contribute to the under performance of students</p> <p>E. Continue to support GLAD/SOAR training for language/discourse</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$52,608,933 Base</p> <p>\$169,772 2015-2016 Mandated Costs Grant</p> <p>\$277,148 2015-2016 Educator Effectiveness Fund</p> <p>\$127,251 Title IIA</p> <p>Cost for CTE training included in CTEIG (Action 1.6)</p>

<p>F. Support staff training for those working with targeted students, including but not limited to Instructional Aides</p> <p>G. Begin to address how to effectively use Professional Learning Community time by aligning school calendars for early release Mondays to allow for cross site collaboration</p> <p>H. Support CTE teacher training to remain relevant and current in best practice</p> <p>*Base funds include compensation for all teachers and administrators</p>			
<p>2.2 Provide professional learning supported by six Teachers on Special Assignment in alignment with the RUSD Professional Development Plan</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$627,843 Supplemental</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Increase participants' perception of growth in knowledge/skills as reflected in all PD evaluations, and maintain ratings of 4-5 (using a 5 point scale) in participant's confidence to implement new learning</li> <li>2. Deepen the practice of Instructional Rounds as measured by end of year reports by site principals</li> <li>3. Maintain/increase the number of lesson study/peer observations sessions as reported by TOSA/principals based on previous year data</li> <li>4. Maintain 99% or higher Highly Qualified Staff</li> <li>5. Maintain 100% fully credentialed teachers placed in the appropriately assignments</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>2.1 Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support and compensation.</p> <p>Professional development opportunities include and are not limited to the following in support of RUSD LCAP Goals:</p> <p>A. Expand learning walks or Instructional Rounds with administration and teachers to support inquiry around best practices and data collection to inform ongoing adult learning and program development</p> <p>B. Continue to support targeted professional development for both assessment tools, data analysis and interventions to ensure a robust multi-tiered system of academic/social-emotional support for all students</p> <p>C. Use data about student growth and teacher/parent perceptions to provide training for TK and K staff to ensure developmentally appropriate practices in literacy, numeracy and socio-emotional instruction</p> <p>D. Evaluate feedback from trainings to increase equity and culturally and racially proficient interactions, and examination of data related to the under performance of targeted students to inform continued work in these areas</p> <p>E. Continue to support GLAD follow up training as needed and SOAR training for language/discourse</p> <p>F. Support staff training for those working with targeted students, including but not limited to Instructional Aides</p> <p>G. Effectively use PLC time effectively and allow for cross site collaboration</p> <p>H. Continue to support CTE teacher training to remain relevant and current in best practice</p>	<p>All Grades: All</p>	<p>X All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$54,187,200 Base</p> <p>\$169,772 2015-2016 Mandated Costs Grant</p> <p>\$277,148 2015-2016 Educator Effectiveness Funds</p> <p>\$127,521 Title IIA</p> <p>CTE training included in CTEIG (Action 1.6)</p>
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<p>2.2 Continue to provide professional learning supported by six Teachers on Special Assignment in alignment with the RUSD Professional Development Plan</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$641,544 Supplemental</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Increase/maintain participants' perception of growth in knowledge/skills as reflected in all PD evaluations, and maintain ratings of 4-5 (using a 5 point scale) in participant's confidence to implement new learning</li> <li>2. Deepen the practice of Instructional Rounds as measured by end of year reports by site principals</li> <li>3. Maintain/increase the number of lesson study/peer observations sessions as reported by TOSA/principals based on previous year data</li> <li>4. Maintain 99% or higher Highly Qualified Staff</li> <li>5. Maintain 100% fully credentialed teachers placed in the appropriately assignments</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>2.1 Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support and compensation. Professional development opportunities include the following in support of RUSD LCAP Goals:</p> <p>A. Continue to expand learning walks or Instructional Rounds with administration and teachers to support inquiry around best practices and data collection to inform ongoing adult learning and program development</p> <p>B. Continue to support targeted professional development for both assessment tools, data analysis and interventions to ensure a robust multi-tiered system of academic/social-emotional support for all students</p> <p>C. Assess needs for training and support of TK and K staff as needed</p> <p>D. Continue trainings to increase equity and culturally and racially proficient interactions, and examination of data related to the under performance of students, to inform continued work in these areas</p> <p>E. Continue to support GLAD/SOAR training for language/discourse</p> <p>F. Support staff training for those working with targeted students, including but not limited to Instructional Aides</p> <p>G. Continue to use PLC time effectively</p> <p>H. Continue to support CTE teacher training to remain relevant and current in best practice</p>	<p>All Grades: All</p>	<p>X All</p> <hr/> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$55,812,816 Base \$127,521 Title IIA CTE training included in CTEIG (Action 1.6)</p>
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<p>2.2 Continue to provide professional learning supported by six Teachers on Special Assignment in alignment with the RUSD Professional Development Plan</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$658,215 Supplemental</p>
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<b>GOAL:</b>	<p>Goal 3: Rocklin Unified School District will provide support systems for learning (during both the school day and after school) and provide safe schools with healthy climates where all students have the opportunity to achieve at high levels.</p>	<p>Related State and/or Local Priorities: X  1 _2 X3 _4 X5 X6 _7 _8 Local:  2014-2019 RUSD Strategic Plan  Strategy 2: We will provide a variety of opportunities for all students to become healthy, self aware, resilient and high functioning adults.  Strategy 5: We will have regular, consistent, proactive systems of clear communication that improve organizational efficiency, engage the community and promote our district.</p>
<b>Identified Need:</b>	<p>As related to Goal #3, a review of the current District data was conducted to determine focus needs and metrics. In order to provide a supportive, healthy, and safe school climate that promotes student achievement we identified the need to continue multi-tiered intervention approaches, family engagement, PBIS and community engagement. In addition, the need to increase our focus on tutoring, summer school enrichment opportunities, and mental health services was identified base on a comprehensive analysis of the following data:</p> <ol style="list-style-type: none"> <li>1. Coalition of Placer Youth Survey Results: % of student who feel safe at school: <ul style="list-style-type: none"> <li>◦ Grade 5: 2013-89%, 2015-95%</li> <li>◦ Grade 7: 2013-88%, 2015-94%</li> <li>◦ Grade 9: 2013-86%, 2015-95%</li> <li>◦ Grade 11: 2013-89%, 2015-94%</li> </ul> </li> <li>2. Coalition of Placer Youth Survey Results: % of students indicating they were bullied at school in the past year: <ul style="list-style-type: none"> <li>◦ Grade 5: 2013-48%, 2015-55%</li> <li>◦ Grade 7: 2013-41%, 2015-38%</li> <li>◦ Grade 9: 2013-33%, 2015-30%</li> <li>◦ Grade 11: 2013-25%, 2015-34%</li> </ul> </li> <li>3. Coalition of Placer Youth Survey Results: % of students indicating they were cyberbullied at school in the past year: <ul style="list-style-type: none"> <li>◦ Grade 5: 2013-6%, 2015-6%</li> <li>◦ Grade 7: 2013-7%, 2015-24%</li> <li>◦ Grade 9: 2013-9%, 2015-25%</li> <li>◦ Grade 11: 2013-8%, 2015-24%</li> </ul> </li> <li>4. Coalition of Placer Youth Survey Results: % of students reporting lifetime use of tobacco, alcohol, and marijuana <ul style="list-style-type: none"> <li>◦ tobacco <ul style="list-style-type: none"> <li>▪ Grade 5: 2013-0%, 2015- 0.22%</li> <li>▪ Grade 7: 2013-1%, 2015- 1%</li> </ul> </li> </ul> </li> </ol>	

Goal Applies to:	<ul style="list-style-type: none"> <li>▪ Grade 9: 2013-6%, 2015- 3%</li> <li>▪ Grade 11: 2013-15%, 2015- 12%</li> <li>◦ alcohol               <ul style="list-style-type: none"> <li>▪ Grade 5: 2013-6%, 2015-4%</li> <li>▪ Grade 7: 2013-7%, 2015-4%</li> <li>▪ Grade 9: 2013-20%, 2015-15%</li> <li>▪ Grade 11: 2013-46%, 2015-36%</li> </ul> </li> <li>◦ marijuana               <ul style="list-style-type: none"> <li>▪ Grade 5: 2013-0%, 2015-22%</li> <li>▪ Grade 7: 2013-2%, 2015-1%</li> <li>▪ Grade 9: 2013-11%, 2015-5%</li> <li>▪ Grade 11: 2013-34%, 2015-24%</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>5. Suspension/Expulsion Rates:               <ul style="list-style-type: none"> <li>◦ Suspension: 2012-13/3.2%, 2013-2014/2.5%</li> <li>◦ Expulsion: 2012-13/0.1%, 2013-2014/0%</li> </ul> </li> <li>6. Dropout Rates: 2012-13/3.6%, 2013-2014/2.1%</li> <li>7. Middle Grade Dropout Rates: 2013/0.3%, 2014/0.1%, 2015/0%</li> <li>8. Attendance Rates: 2014-2015-96.94%</li> <li>9. SARC: Facilities Inspection Tool: 15 schools with good status, 2 schools with exemplary status</li> </ul>
	Schools:   All
	Grades: All
	Applicable Pupil Subgroups:   All
	LCAP Year 1

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Maintain above 90% and increase by 1% students indicating they feel safe at school and increase</li> <li>2. Decrease by 2% students indicating they were bullied and cyber bullied at school within the last year</li> <li>3. Increase by 1%parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey</li> <li>4. Maintain the dropout rate below 3% and decrease</li> <li>5. Maintain the suspension rate below 3% and decrease</li> <li>6. Maintain the expulsion rate below .5%</li> <li>7. Maintain overall attendance rate above 96%</li> <li>8. Establish baseline data for truancy rate</li> <li>9. Establish baseline data for student tardiness</li> <li>10. Increase the % of students in the district completing the distinguished community service requirement of 150 hours by 2%</li> <li>11. Maintain the % of parents who strongly agree or agree to the statement, "I attend events at my school including but not limited to Back to School Night, performances, informational events, conferences, athletics, and activities" above 90%.</li> <li>12. Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool</li> <li>13. Develop/increase baseline data on of the number of students participating in clubs across the district</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>3.1 Support student achievement through instructional support, including:</p> <p>A. Instructional Aides</p> <p>B. Services for students with exceptional needs</p>	<p>A.Districtwide</p> <p>B. All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>A. \$219,566 Supplemental</p> <p>B. \$8,469,512 Base</p>
<p>3.2 Provide intervention/tutoring opportunities for all students by refining, refocusing, and expanding district-wide Intervention programs TK-12 giving priority to targeted students</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$191,000 Supplemental</p>

3.3 Support targeted students at SVMS in literacy through a learning center model	Schoolwide-Spring View Middle School  Grades: 7th, 8th	<input type="checkbox"/> All <hr/> <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$45,000 Supplemental
3.4 Provide high school Mid-Year Intervention Program (MYIP = Night School)	Schoolwide-WHS, RHS  Grades: 9th, 10th, 11th, 12th	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$60,000 Supplemental
3.5 Support student achievement through elementary and secondary summer school, including enrichment opportunities and transportation provided to targeted students	All  Grades: All	<input type="checkbox"/> All <hr/> <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$145,770 Supplemental
3.6 Provide family engagement/education in math, digital citizenship, college and career readiness, bully prevention (including cyber-bully prevention), Love & Logic, Youth Mental Health First Aid	Districtwide  Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$20,852 Supplemental

3.7 Implement Phase 1 of Multi-Tiered System of Supports (MTSS)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$76,800 2015-2016 Educator Effectiveness Grant
3.8 Support English Learners at the elementary and secondary level through the Family Tutoring Center, MyOn Literacy program, and family engagement	All Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$17,200 Supplemental
3.9 Provide support for students in foster care based upon Individual Success Plans facilitated by the Foster Youth District Liaison and establish a district Foster Youth Task Force to identify further needs and services	All Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2,500 Supplemental
3.10 Continue providing safe and well maintained facilities	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7,209,895 Base

3.11 Continue providing safe and efficient transportation for targeted students removing barriers to education	All Grades: All	<input type="checkbox"/> All <hr/> <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$391,724 Supplemental
3.12 Continue partnerships with Rocklin Police, Rocklin Fire and other EMS personnel to review and revise emergency evacuation procedures for all staff at sites and work locations	All Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$132,397 Base
3.13 Continue expansion of Positive Behavior Intervention & Supports (PBIS) to schools throughout the district based upon need	All Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$68,000 2015-16 Mandated Costs Grant
3.14 Implement Digital Citizenship Curricula across all grade levels	All Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Cost included in Action 2.1

<p>3.15 Work with site principals to provide universal anti-bullying policies, procedures, curricula and universal/discipline practices using pro-social strategies and alternatives to suspension</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base (Action 2.1)</p>
<p>3.16 Provide counseling support for struggling secondary students and social skill interventions at elementary sites</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$150,000 2015-16 Mandated Costs Grant</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Maintain above 92% and increase the % of students indicating they feel safe at school and increase</li> <li>2. Decrease by 1% students indicating they were bullied and cyber bullied at school within the last year</li> <li>3. Increase by 1% parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey with the goal of reaching 100%</li> <li>4. Maintain the dropout rate below 3%</li> <li>5. Maintain the middle school dropout rate below 1%</li> <li>6. Maintain the suspension rate below 3%</li> <li>7. Maintain the expulsion rate below .5%</li> <li>8. Maintain overall attendance rate above 96%</li> <li>9. Decrease truancy rate by 2%</li> <li>10. Increase by 3% students in the district completing the distinguished community service requirement of 150 hours based upon baseline data</li> <li>11. Maintain the % of parents who strongly agree or agree to the statement, "I attend events at my school including but not limited to Back to School Night, performances, informational events, conferences, athletics, and activities" above 90%.</li> <li>12. Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool</li> <li>13. Increase the number of students participating in clubs across the district by 3%</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>3.1 Support student achievement through instructional support, including:</p> <p>A. Instructional Aides</p> <p>B. Services for students with exceptional needs</p>	<p>A. Districtwide</p> <p>B. All</p> <p>Grades: All</p>	<p>X All</p> <hr/> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>A. \$232,739 Supplemental</p> <p>B. \$8,723,597 Base</p>
<p>3.2 Evaluate data on student progress and refine delivery of intervention/tutoring opportunities for all students giving priority to targeted students</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <hr/> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$191,000 Supplemental</p>
<p>3.3 Evaluate data on student progress and refine support of targeted students at SVMS in literacy through a learning center model</p>	<p>Schoolwide-Spring View Middle School</p> <p>Grades: 7th, 8th</p>	<p>_ All</p> <hr/> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>\$45,000 Supplemental</p>
<p>3.4 Evaluate data on student progress and refine delivery of high school Mid-Year Intervention Program (MYIP = Night School)</p>	<p>All High Schools-schoolwide</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <hr/> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000 Supplemental</p>



3.5 Continue to refine and support student achievement through elementary and secondary summer school, including enrichment opportunities and transportation provided to targeted students	All Grades: All	<input type="checkbox"/> All <hr/> <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$150,000 Supplemental
3.6 Evaluate feedback and provide family engagement/education on topics based on identified need, including but not limited to college and career readiness, Love & Logic and Youth Mental Health First Aide	Districtwide Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$20,000 Supplemental
3.7 Implement Phase 2 of Multi-Tiered System of Supports (MTSS)	All Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$76,800 2015-16 Educator Effectiveness Fund
3.8 Evaluate data on student progress and refine delivery of support for English Learners through the Family Tutoring Center, MyOn Literacy Program, and family engagement	All Grades: All	<input type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$17,200 Supplemental

<p>3.9 Evaluate and refine support for students in foster care based upon Individual Success Plans facilitated by the Foster Youth District Liaison</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$5,000 Supplemental</p>
<p>3.10 Continue providing safe and well maintained facilities</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$7,209,895 Base</p>
<p>3.11 Continue providing safe and efficient transportation for targeted students removing barriers to education</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$450,000 Supplemental</p>
<p>3.12 Evaluate model through surveys and data on safety procedures and refine, continuing to strengthen partnerships with Rocklin Police, Rocklin Fire and other EMS personnel</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$135,000 Base</p>

<p>3.13 Continue expansion of Positive Behavior Intervention &amp; Supports (PBIS) to a both first and second cohorts of schools throughout the district based upon need</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$68,000 2015-16 Mandated Costs Grant</p>
<p>3.14 Evaluate effectiveness of Digital Citizenship Curricula Implementation</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Action 2.1</p>
<p>3.15 Evaluate data on student progress and refine delivery of anti-bullying policies, procedures, curricula and universal/discipline practices using pro-social strategies and alternatives to suspension</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base (Action 2.1)</p>
<p>3.16 Evaluate data on student progress and refine delivery to build capacity within the district for counseling support for struggling secondary students and social skill interventions at elementary sites</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Action 3.7</p>
<p>LCAP Year 3</p>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Maintain above 94% and increase the % of students indicating they feel safe at school and increase</li> <li>2. Decrease % of students indicating they were bullied and cyber bullied at school within the last year</li> <li>3. Increase the % of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey with the goal of reaching 100%</li> <li>4. Maintain the dropout rate below 3% and decrease</li> <li>5. Maintain the middle school dropout rate below 1%</li> <li>6. Maintain the suspension rate below 3%</li> <li>7. Maintain the expulsion rate below .5%</li> <li>8. Maintain overall attendance rate above 96%</li> <li>9. Decrease truancy rate by 2%</li> <li>10. Decrease student tardiness by .5%</li> <li>11. Maintain the % of students in the district completing the distinguished community service requirement of 150 hours</li> <li>12. Increase by 2% parents who strongly agree or agree to the statement, "I attend events at my school including but not limited to Back to School Night, performances, informational events, conferences, athletics, and activities" above 90%.</li> <li>13. Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool</li> <li>14. Increase my 3% the number of students participating in clubs across the district</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>3.1 Support student achievement through instructional support, including:</p> <p>A. Instructional Aids</p> <p>B. Services for students with exceptional needs</p>	<p>A. Districtwide</p> <p>B. All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>A. \$239,721 Supplemental</p> <p>B. \$8,985,304 Base</p>
<p>3.2 Evaluate data on student progress and refine delivery of intervention/tutoring opportunities for all students giving priority to targeted students</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$191,000 Supplemental</p>

3.3 Evaluate data on student progress and refine support for targeted students at SVMS in literacy through a learning center model	Schoolwide-Spring View Middle School  Grades: 7th, 8th	<input type="checkbox"/> All <hr/> <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$45,000 Supplemental
3.4 Evaluate data on student progress and refine delivery of high school Mid-Year Intervention Program (MYIP = Night School)	All High Schools-Schoolwide  Grades: 9th, 10th, 11th, 12th	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$60,000 Supplemental
3.5 Continue to refine and support student achievement through elementary and secondary summer school, including enrichment opportunities and transportation provided to targeted students	All  Grades: All	<input type="checkbox"/> All <hr/> <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$155,000 Supplemental
3.6 Continue to refine and support student achievement through elementary and secondary summer school, including enrichment opportunities and transportation provided to targeted students	Districtwide  Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$20,000 Supplemental

3.7 Implement Phase 3 of Multi-Tiered System of Supports (MTSS)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$76,800 New Mandated Costs Grant
3.8 Continue to evaluate data on student progress and refine delivery of support for English Learners through the Family Tutoring Center, MyOn Literacy Program, and family engagement	All Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$17,200 Supplemental
3.9 Evaluate and refine support for students in foster care based upon Individual Foster Youth Success Plans facilitated by the Foster Youth District Liaison	All Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7,500 Supplemental
3.10 Continue providing safe and well maintained facilities	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7,209,895 Base

3.11 Continue providing safe and efficient transportation for targeted students removing barriers to education	All Grades: All	<input type="checkbox"/> All <hr/> <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$450,000 Supplemental
3.12 Evaluate model through surveys and data on safety procedures and refine, continuing to strengthen partnerships with Rocklin Police, Rocklin Fire and other EMS personnel	All Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$135,000 Base
3.13 Continue PBIS supports to sites throughout the district	All Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$68,000 New Mandated Costs Grant
3.14 Refine effectiveness of Digital Citizenship Curricula Implementation	All Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Cost included in Action 2.1

<p>3.15 Evaluate data on student progress and refine delivery of anti-bullying policies, procedures, curricula and universal/discipline practices using pro-social strategies and alternatives to suspension</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base (Action 2.1)</p>
<p>3.16 Evaluate data on student progress and refine delivery to build capacity within the district for counseling support for struggling secondary students and social skill interventions at elementary sites</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base (Action 3.7)</p>



### Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

<b>Original Goal from prior year LCAP:</b>	Rocklin Unified School District (RUSD) will ensure that all students will achieve to their highest potential and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards and expectations.		Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Academic growth will be measured using the 2015 Smarter Balanced summative assessment results as the baseline to compare to the 2016 results.	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 2015 CAASPP Summative Assessment Results:                             <ul style="list-style-type: none"> <li>◦ 69% of all students district-wide met or exceeded standards in ELA</li> </ul> </li> </ol>

Students not demonstrating sufficient improvement, or scoring below district average, will receive additional targeted support. Use of interim assessments will be focused at the site level to increase formative opportunities for learning. Target is to have all sites implement interim assessments in the 2015-16 school year. A-G completion rates will be monitored and expected to increase by 2% annually. CTE course completion rates will be increased by 2%. AP course access will be monitored with an emphasis to increase under-performing sub-groups - AP English, AP Calculus and AP Biology will be examined. CAHSEE pass rates will maintain or increase incrementally for each under-performing (defined as below District for two consecutive years) sub-group. Staff satisfaction of professional development opportunities will be, on average 85% as a baseline result as measured by participation rates and staff surveys targeting PD. Graduation rates will maintain above the county and state average; currently at 95%; all subgroups who are under district average will increase by 1%. Conditions of learning metrics on the SARC will be monitored to address the following: the degree to which pupils have access to standards-aligned instructional materials. The reclassification rate will be maintained at a rate greater than that of Placer County. The percentage of students meeting the CELDT criterion will be equal to or greater than that of Placer County. Conditions of learning metrics on the SARC will be monitored to address the following: the degree to which pupils have access to standards-aligned instructional materials.

- 25% of Students with Disabilities met or exceeded standards in ELA
    - 49% of Economically Disadvantaged Students met or exceeded standards in ELA
    - 22% of English Learners met or exceeded standards in ELA
    - 58% of Hispanic or Latino Students met or exceeded standards in ELA
  - 57% of all students district-wide met or exceeded standards in Math
    - 19% of Students with Disabilities met or exceeded standards in Math
    - 37% of Economically Disadvantaged Students met or exceeded standards in Math
    - 22% of English Learners met or exceeded standards in Math
    - 46% of Hispanic or Latino Students met or exceeded standards in Math
2. 2016 CAASPP Interim Assessment Results: In Progress
  3. A-G Completion Rates:
    - The percentage of students meeting the UC/CSU entrance requirements district-wide decreased from 67.7% to 67.1%
  4. CTE Completion Rates: During 2013-2014, 20.3% of students completed a CTE capstone course. A comparison with 2014-2015 was not available due to inaccurate data entry.
  5. AP Course Access (all AP courses were monitored for course access):
    - Total Number of AP Exams by Program and Ethnicity by Year (2014/2015)
      - Low Income (50/56)
      - Mexican (79/120)

- Puerto Rican (11/15)
- Hispanic/Latino (68/105)
- American Indian or Alaska Native (9/12)
- Asian (318/368)
- Black or African American (24/34)
- White (1111/1267)
- Other (80/99)
- I do not wish to respond to race (11/33)

6. CAHSEE Success Rates: Not Applicable

7. Analysis of Professional Learning

Opportunities:

- 84.7% Satisfaction indicated by staff after districtwide professional learning
- Extensive training opportunities were implemented from August 2015 to December 2015
  - 85 TK-12 Teacher Trainings
  - 20 Support Staff Trainings
  - 25 Special Education Trainings

8. Graduation Rates:

- 2012-13: 95%
- 2013-14: 95%

9. CELDT Criterion (percentage of student meeting criterion)

- 2012-2013: RUSD 53%, PCOE 46%
- 2013-2014: RUSD 48%, PCOE 47%
- 2014-2015: RUSD 51%, PCOE 48%

10. Percent of Students Redesignated Fluent-English-Proficient (FEP)

- 2013-14: RUSD 10.9%, PCOE 11.6%
- 2014-15: RUSD 14.9%, PCOE 11.9%

11. SARC Conditions of Learning: Instructional Materials: There are sufficient standards-aligned textbooks and other materials for each pupil at all sites.

12. Access to Technology: 1 device/2.48 students

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Implement California Standards in math, ELA/ELD, and NGSS science standards by providing professional learning opportunities supported by Teachers on Special Assignment (TOSAs), supports for English learners, new instructional materials where available, and general intervention support and materials.</p> <ul style="list-style-type: none"> <li>• Insure all students have access to standards aligned curriculum and materials.</li> <li>• Develop Transitional Kindergarten (TK) and Kindergarten (K) programs to better support early learning.</li> </ul> <p>1. Teachers on Special Assignment (5) includes program support (Lines 1&amp;2)</p> <p>2. Evaluate pilot of full-day Kinder and TK programs (Lines 3,4,5) and make plans to continue as appropriate.</p> <p>3. Analyze expansion plans for IB program at Spring View Middle School (Line 6)</p> <p>4. Instructional support materials for students with exceptional needs (Lines 12,24)</p> <p>5. Support EL students at secondary level (social-emotional &amp; academic achievement) (Line 13)</p> <p>6. Continue to support GLAD teacher training using a TNT model (Line 11)</p> <p>7. Current teachers/administrators</p> <p>8. Allocate funds to school sites to enable site-based decision making</p>	<p>1. Supplemental al 479,500</p> <p>2. Supplemental al 133,100</p> <p>3. Supplemental al 14,000</p> <p>4. Supplemental al 60,000</p> <p>5. Supplemental al 10,000</p> <p>6. Supplemental al 20,000</p> <p>7. Base 47,640,000</p> <p>8. Base 949,000</p>	<p>1. Extensive professional learning opportunities were provided to staff supported by five TOSAs throughout the school year focusing on Math and ELA/ELD CCCSS implementation</p> <p>2. Full-day Kindergarten and TK Programs were provided at five elementary school sites to support early learning. To implement full- day K there was an increase in aide time and VAPA/PE teachers needed in addition to increases in compensation.</p> <p>3. Exploration of The International Baccalaureate® (IB) Middle Years Programme (MYP) at SVMS was postponed due to the identification of priorities including the need to conduct the site strategic planning process with several new staff members</p> <p>4. Instructional support materials were provided to ensure all students have access to standards aligned curriculum and materials</p> <p>5. Sufficient materials/supplies were utilized to support secondary EL students in addition to funds utilized in other actions. \$5,000 additional dollars, transferred to Goal 3, were used to support secondary EL students at WHS and SVMS through the provision of teacher or aide instruction during intervention periods.</p> <p>6. Initial and follow up GLAD training was provided to support English Learners. Due to an increase of adult learning opportunities across the district in support of Goal 2, GLAD initial training opportunities were maximized as teachers elected to participate in Math PD which was conflicting with GLAD.</p> <p>7. Teachers/Administrators were maintained and compensated including an increase for all staff.</p> <p>8. Site Allocations were provided to support site based decision making. Variance is due to the inclusion of carryover from 2014-2015.</p>	<p>1. Supplemental \$511,872</p> <p>2. Supplemental \$186,079</p> <p>3. Supplemental \$0</p> <p>4. Supplemental \$65,499</p> <p>5. Supplemental \$3,444</p> <p>6. Supplemental \$10,367</p> <p>7. Base \$50,460,000</p> <p>8. Base \$1,254,000</p>
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<p><b>Scope of service:</b></p>	<p>All Schools: Standards Implementation</p> <p>All Elementary Schools: Development of TK and K programs</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Engage learners at strategic transition points in order to facilitate academic success in subsequent years.</p> <ul style="list-style-type: none"> <li>-Early learners</li> <li>-Middle School transition</li> <li>-Transition to college and career</li> </ul> <p>Programs and support that will be developed or continued to support student academic achievement will include:</p> <ul style="list-style-type: none"> <li>-TK/K Professional learning</li> <li>-IB Expansion to MYP</li> <li>-After school support for students at SVMS</li> <li>-AVID Tutor support</li> <li>-Career and College Counselors</li> <li>-Graduation rate support for target groups</li> <li>-EL/FY/LI Categorical support and dues</li> <li>-Expand college opportunities subgroups</li> <li>-Elementary Instructional support</li> </ul> <p>1.Fund PSAT and AP opportunities for underperforming students (Line 23)</p> <p>2.AVID tutors and Career College Counselors (Lines 30 &amp; 31)</p> <p>3.SVMS after school intervention (Line 26)</p> <p>4.EL Summer School-transportation, teachers, aides, supplies (Lines 34 &amp; 39)</p> <p>5.Support CTE offerings targeting subgroup students (Line 22)</p> <p>6.Continue implementation of a MTSS (Lines 15, 16, 17)</p> <p>7.Fund literacy program for ELL students K-6 (Line 21)</p> <p>8.Literacy web hosting (RenLearn) K-12 (Line 25)</p>		<p>1.Supplemental 5,000</p> <p>2.Supplemental 238,000</p> <p>3.Supplemental 20,000</p> <p>4.Supplemental 20,000</p> <p>5.Supplemental 15,000</p> <p>6.Supplemental 134,000</p> <p>7.Supplemental 6,600</p> <p>8.Supplemental 13,000</p>	<p>1. Support for PSAT/AP testing was postponed. Exploration to support testing for secondary students will be explored during the 2016-17 school year</p> <p>2. AVID tutoring and counseling support was provided as planned.</p> <p>3. SVMS after school intervention including transportation was provided. Variance is due to a November start, later in the school year than planned.</p> <p>4. EL Summer School-transportation, teachers, aides, supplies required more funding than budgeted. During budget development, the number of teachers needed for EL summer school was underestimated.</p> <p>5. This year a CTE 5 year plan was developed in association with the CTE Incentive Grant. Therefore the use of supplemental funds for CTE training were postponed.</p> <p>6. Extensive progress was made in MTSS planning at the district level to successfully implement phase 1 of MTSS in the coming year. Funds for implementation were not utilized this school year. Therefore, additional funds to support MTSS efforts will be utilized in the coming years.</p> <p>7.The MyOn Literacy Program was implemented as planned.</p> <p>8. Renaissance Learning was funded in Base. PBIS license was funded in Supplemental</p>	<p>1.Supplemental \$0</p> <p>2.Supplemental \$249,425</p> <p>3.Supplemental \$15,124</p> <p>4.Supplemental \$27,502</p> <p>5.Supplemental \$0</p> <p>6.Supplemental \$22,306</p> <p>7.Supplemental \$6,603</p> <p>8.Supplemental \$300, Base \$13,000</p>
<b>Scope of service:</b>	<p>All Schools</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide</p> <p>Grades: All</p>	



<p><u>  </u> All</p> <p>X Foster Youth <u>  </u> American Indian or Alaska Native <u>  </u> Hispanic or Latino <u>  </u> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <u>  </u> Asian <u>  </u> Native Hawaiian or Pacific Islander X English Learners <u>  </u> Black or African American <u>  </u> Filipino <u>  </u> White X Students with Disabilities <u>  </u> Homeless  X Other (Students with exceptional needs-development of MTSS is expected to increase the achievement and engagement of all students including our students receiving special education services and GATE)</p>			<p><u>  </u> All</p> <p>X Foster Youth <u>  </u> American Indian or Alaska Native <u>  </u> Hispanic or Latino <u>  </u> Two or More Races X Low Income Pupils <u>  </u> Redesignated fluent English proficient <u>  </u> Asian <u>  </u> Native Hawaiian or Pacific Islander X English Learners <u>  </u> Black or African American <u>  </u> Filipino <u>  </u> White X Students with Disabilities X Homeless  X Other(AVID Students)</p>		
<p>Support implementation of LCAP goals through provision of administrative and operational services including :</p> <p>-Human Resources  -Educational Services  -Technology  -Custodial/Grounds  -Business</p> <p>1.District Office departmental budgets  2.LCAP Program Specialist (Line18)  3.Additional classified support to support subgroups (Line 28 &amp; 29)  4.Transportation % LI students &amp; EL Summer School (Lines 28 &amp; 34)</p>		<p>1.Base 586,000  2.Supplemental 73,200  3.Supplemental 38,900  4.Supplemental 360,000</p>	<p>1.District Office departmental budgets were allocated. The variance was due to departmental savings that will be carried over to 2016-2017  2.The Program Specialist increase is due to placement on the administrative salary schedule and an increase in compensation districtwide  3.The variance in classified support was due to a vacant position as of 2/29/2016  4. The 2014-15 actual was \$425,833.51 thus the budget should have reflected this amount. The increase is due to compensation increases districtwide and the redirect of costs for homeless transportation services from McKinney Vento</p>	<p>1.Base \$337,000  2.Supplemental \$89,851  3.Supplemental \$33,294  4.Supplemental \$465,731</p>	
<p><b>Scope of service:</b></p>	<p>All  Grades: All</p>		<p>Scope of service:</p> <p>Districtwide  Grades: All</p>		



<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>RUSD is engaged in a district wide strategic planning process to meet both Strategic Plan and LCAP goals. Efforts focused on:</p> <ul style="list-style-type: none"> <li>-Implementation of literacy practices</li> <li>-Measure academic growth through assessments</li> <li>-Foster healthy relationships and interactions</li> <li>-Coordinate district wide resources for student long term goal setting/planning</li> <li>-Support, motivate and guide struggling students</li> <li>-Develop centralized support system for professional learning/blended learning included</li> </ul> <p>1.RUSD Strategic Planning Implementation (Activated Action)</p> <p>2.Site Strategic Planning Development</p>		<p>1.Base 430,000</p> <p>2.Base 70,000</p>	<p>1.RUSD continued implementation of Activated Actions. Funds needed for Activated Actions were less than budgeted and will be carried over/implemented in 2016-17</p> <p>2.Site Strategic Planning continued with Rocklin Elementary, Antelope Creek Elementary, Ruhkala Elementary, Spring View Middle School, and Rocklin High School. Variance is due to a decrease in the number of schools originally planned from six to five</p>	<p>1.Base \$100,000</p> <p>2.Base \$50,000</p>	
<p>Scope of service:</p>	<p>Continue to support district school sites in planning and implementation of site and district Strategic Planning.</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Continue to fund programs for students with exceptional needs including operational support.  1.Services for students with exceptional needs; general fund support  2.Clerical support to assist in intervention activities		1.Base 7,300,000  2.Supplemental at 34,200	1.The scope of services for students with exceptional needs exceeded the budgeted amount for a variety of reasons including the implementation of goals as recommended by a study conducted by West Ed, professional services required, and an increase in the number of students in need  2.Funding for clerical support to assist in intervention activities increased due to placement on the salary schedule and an increase in compensation districtwide	1.Base \$8,400,000  2.Supplemental \$48,026
<b>Scope of service:</b>	All  Grades: All		Scope of service:  Districtwide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	

<b>What changes in actions, services, and expenditures</b>	As a result of reviewing past progress on this goal from extensive stakeholder engagement metrics, actions, services, and expenditures were refined to reflect student needs for the 2016-2017 school year. Most actions and services will continue including the implementation of the CCCSS and appropriate support for targeted students. The focus on CTE pathways and early education through TK and Full-Day Kindergarten will be expanded. IB exploration and PSAT testing will be addressed in the planning stages for consideration in future as the need is clarified. Support services and interventions, including MTSS, previously included in Goal 1 were more appropriately placed in Goal 3.
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<b>Original Goal from prior year LCAP:</b>	RUSD will ensure that staff continually build capacity through professional learning and growth opportunities that support student achievement and success.		Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 X 6 _7 _8 Local:
<b>Goal Applies to:</b>	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
<b>Expected Annual Measurable Outcomes:</b>	RUSD will maintain 99% or higher Highly Qualified Staff assignments. RUSD will continue to offer and support professional learning opportunities that positively impact instructional practice and student outcomes as demonstrated through pre and post professional learning surveys. Professional learning initiatives will be monitored through classroom observational data and teacher surveys. Expectation is that professional learning satisfaction will be targeted at 85% or above. Pre and post surveys will indicate that instruction regarding delivery of standards has made a positive impact on practice. The California Standards for the Teaching Profession will be used as a measure of impact in the classroom. Conditions of learning metrics on the SARC will be monitored to address the following: the degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	<b>Actual Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Highly Qualified Teacher Data: 2014-2015 99.6%</li> <li>2. School Accountability Report Card: Conditions of Learning <ul style="list-style-type: none"> <li>◦ Fully Credentialed Teacher Data: 2014-2015 100%</li> <li>◦ Appropriate Assignment Placement: 2014-2015 100%</li> </ul> </li> <li>3. Professional Learning Survey Results: <ul style="list-style-type: none"> <li>• 84.9% overall satisfaction from districtwide PD day</li> <li>• ELA/ELD Training Day 1 (50 teachers): <ul style="list-style-type: none"> <li>◦ 1.06 average pt increase in knowledge gained</li> <li>◦ 4.61 average pt confidence to implement</li> </ul> </li> <li>• ELA/ELD Training Day 2 (42 teachers): <ul style="list-style-type: none"> <li>◦ 1.22 average pt increase in knowledge gained</li> <li>◦ 4.52 average pt confidence to implement</li> </ul> </li> <li>• Elementary Math Session 3 (113 Teachers)</li> </ul> </li> </ol>

		<ul style="list-style-type: none"> <li>◦ .84 average pt increase in knowledge gained</li> <li>◦ 4.2 average pt confidence to implement</li> <li>• Elementary Math Session 4 (146 Teachers)             <ul style="list-style-type: none"> <li>◦ 1 average pt increase in knowledge gained</li> <li>◦ 4.13 average pt confidence to implement</li> </ul> </li> <li>• Elementary Math Session 3 and Interim Assessment (25 Teachers)             <ul style="list-style-type: none"> <li>◦ .53 average pt increase in knowledge gained</li> <li>◦ 4.17 average pt confidence to implement</li> </ul> </li> <li>• Elementary Interim Assessment 6th Grade (27 Teachers)             <ul style="list-style-type: none"> <li>◦ 1.6 average pt increase in knowledge gained</li> <li>◦ 4.2 average pt confidence to implement</li> </ul> </li> <li>• District PD Day "The Power of Yet" (247 Teachers, Administrators, Staff)             <ul style="list-style-type: none"> <li>◦ .4 average pt increase in knowledge of technology tools gained</li> <li>◦ 3.7 average pt confidence to implement technology tools</li> <li>◦ .56 average pt increase in knowledge of digital citizenship gained</li> <li>◦ 4 average pt confidence to implement digital citizenship</li> <li>◦ 3.53 average pt confidence to begin learning about UDL</li> </ul> </li> </ul> <p>*CSTPs were not an appropriate metric to measure impact of professional learning.</p>
<p>LCAP Year: 2015-16</p>		
<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>Highly-qualified teachers will be maintained and/or developed based on desired skills and qualifications and placed in the correct assignments to ensure student success.</p> <p>1.Classroom and Specialist (PE, VAPA, Music, etc.) Teachers</p> <p>2.Instructional support including certificated and classified staff supporting development of English language. (Line 33)</p>		<p>1.Base 41,700,000</p> <p>2.Supplemental 1,350,000</p>	<p>Highly qualified teachers were maintained/developed and placed in the correct assignments including staff for English Learners.</p>		<p>1.Base \$43,960,000</p> <p>2.Supplemental \$1,248,218</p>
<b>Scope of service:</b>	<p>District-wide</p> <p>Grades: All</p>		<b>Scope of service:</b>	<p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Professional learning will be provided and targeted to meet the identified needs of teachers, administrators and support staff including:</p> <ul style="list-style-type: none"> <li>-TK and K targeted learning</li> <li>-Focused learning on inclusion, tolerance and teaching students with diverse learning styles</li> <li>-Project GLAD follow up training support</li> <li>-Support staff training for those working directly with subgroups</li> <li>-Secondary English learner professional learning</li> <li>-Support learning for Multi-Tiered System of Support (MTSS)</li> </ul> <p>1. Professional development opportunities with support staff working directly with students with exceptional needs, English learners, Foster Youth, and students in poverty. (Line 8)</p>		<p>1. Supplemental 8,000</p>	<p>Extensive, targeted professional learning occurred and supported through One Time, Educator Effectiveness, and Title IIA funds.</p> <p>The funds included here were utilized to provide social-emotional support for targeted students at VHS.</p>	<p>1. Supplemental \$5000</p>
<p><b>Scope of service:</b></p>	<p>District-Wide</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p> <p>Victory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p>	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>X Other (Students with exceptional needs)</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	



Support implementation of LCAP goals through provision of administrative and operational services including : -Human Resources -Educational Services -Technology -Custodial/Grounds -Business  1.District Office departmental budgets		1.Base 586,000	LCAP goal implementation was supported through administrative and operational services at the district level. Variance is due to departmental savings that will be carried over to 2016-17.	1.Base \$337,000
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:  All  Grades: All	
X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
<b>What changes in actions, services, and expenditures</b>	The provision of targeted adult learning opportunities will continue to be supported by Teachers on Special Assignment (TOSA) and expanded by one TOSA. TOSAs, that were previously placed in Goal 1 were more appropriately placed in Goal 2.			

<b>Original Goal from prior year LCAP:</b>	RUSD will provide support systems for learning (during both the school day and after-school) and provide safe schools with healthy climates where all students have opportunities to achieve at high levels.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 _7 X 8 Local:
<b>Goal Applies to:</b>	Schools:  All  Grades: All	

	Applicable Pupil Subgroups:	All
<p>Expected Annual Measurable Outcomes:</p>	<p>Reduce incidences of bullying reported (by parents and students), suspension and expulsion rates, and dropout rates by 1 to 2%. An increase in positive school climate programs will be measured by pre and post surveys. A 2% increase in positive climate metrics and a decrease in drug and alcohol usage by students as measured by the CPY, in grades 5,7,9 and 11 will be observed over the last reporting period. RUSD will maintain attendance rates at or above 96% and chronic absenteeism will decrease by 1 to 2% as evidenced through number of student cases referred to SARB. Attendance at parent engagement events including those focused on students with disabilities and students considered at risk will increase by 5%. The district will also maintain a rating of very good or above on the Facilities Inspection Tool (FIT). Conditions of learning metrics on the SARC will be monitored to address the following: the degree to which school facilities are maintained in good repair.</p>	<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> <li>1. Coalition of Placer Youth Survey Results: % of student who feel safe at school:               <ul style="list-style-type: none"> <li>◦ Grade 5: 2013-89%, 2015-95%</li> <li>◦ Grade 7: 2013-88%, 2015-94%</li> <li>◦ Grade 9: 2013-86%, 2015-95%</li> <li>◦ Grade 11: 2013-89%, 2015-94%</li> </ul> </li> <li>2. Coalition of Placer Youth Survey Results: % of students indicating they were bullied at school in the past year:               <ol style="list-style-type: none"> <li>i. Grade 5: 2013-48%, 2015-55%</li> <li>ii. Grade 7: 2013-41%, 2015-38%</li> <li>iii. Grade 9: 2013-33%, 2015-30%</li> <li>iv. Grade 11: 2013-25%, 2015-34%</li> </ol> </li> <li>3. Coalition of Placer Youth Survey Results: % of students indicating they were cyber bullied at school in the past year:               <ol style="list-style-type: none"> <li>i. Grade 5: 2013-6%, 2015-6%</li> <li>ii. Grade 7: 2013-7%, 2015-24%</li> <li>iii. Grade 9: 2013-9%, 2015-25%</li> <li>iv. Grade 11: 2013-8%, 2015-24%</li> </ol> </li> <li>4. Coalition of Placer Youth Survey Results: % of students reporting lifetime use of tobacco, alcohol, and marijuana               <ol style="list-style-type: none"> <li>i. tobacco                   <ol style="list-style-type: none"> <li>a. Grade 5: 2013-0%, 2015-.22%</li> <li>b. Grade 7: 2013-1%, 2015-1%</li> <li>c. Grade 9: 2013-6%, 2015-3%</li> <li>d. Grade 11: 2013-15%, 2015-12%</li> </ol> </li> <li>ii. alcohol                   <ol style="list-style-type: none"> <li>a. Grade 5: 2013-6%, 2015-4%</li> <li>b. Grade 7: 2013-7%, 2015-4%</li> <li>c. Grade 9: 2013-20%, 2015-15%</li> <li>d. Grade 11: 2013-46%, 2015-36%</li> </ol> </li> <li>iii. marijuana                   <ol style="list-style-type: none"> <li>a. Grade 5: 2013-0%, 2015-.22%</li> <li>b. Grade 7: 2013-2%, 2015-1%</li> <li>c. Grade 9: 2013-11%, 2015-5%</li> <li>d. Grade 11: 2013-34%, 2015-24%</li> </ol> </li> </ol> </li> <li>5. Suspension/Expulsion Rates:               <ul style="list-style-type: none"> <li>◦ Suspension: 2012-13/3.2. 2013-2014/2.5</li> </ul> </li> </ol>



		<ul style="list-style-type: none"> <li>◦ Expulsion: 2012-13/0.1, 2013-2014/0</li> <li>6. Dropout Rates: 2012-13/3.6, 2013-2014/2.1</li> <li>7. Attendance Rates: 2014-2015-96.94%</li> <li>8. Truancy Rates: 2012-13-13.05%, 2013-14-28.61%</li> <li>9. Parent Participation: 90.6% of parents strongly agreed or agreed to the statement, "I attend events at my school including but not limited to Back to School Night, performances, informational events, conferences, athletics, and activities" on the 2016 LCAP Parent/Guardian Survey</li> <li>10. SARC: Facilities Inspection Tool: 15 schools with good status, 2 schools with exemplary status</li> <li>11. 0 cases reported to the School Attendance Review Board</li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Create layers of support to meet the identified needs of under performing students targeted to subgroups including:</p> <ul style="list-style-type: none"> <li>-Services for students with exceptional needs</li> <li>-Instructional support for English learners</li> <li>-Family Tutoring Center and Latino Literacy Project for EL students.</li> </ul> <p>1.Services for students with exceptional needs; general fund support</p> <p>2.Support Family Tutoring Center and Latino Literacy Project (Lines 34, 35, 36)</p>	<p>1.Base 7,300,000</p> <p>2.Supplemental 17,500</p>	<p>Layers of support to meet the needs of under performing students with exceptional needs and English Learners were provided including the Family Tutoring Center and Latino Literacy Project</p> <p>1. The Special Education Contribution variance is due to implementation of recommendations from a study conducted by West Ed</p> <p>2. Variance for this action is due to and increase in the number of teachers/aides to support the tutoring center</p>	<p>1.Base \$8,400,000</p> <p>2.Supplemental \$22,650</p>

<b>Scope of service:</b>	District-wide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Students with exceptional needs)			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Ensure socially, emotionally and physically safe school campuses by: -Partnering with Rocklin Police and Fire departments -Continue and expand student behavior support through PBIS -Continuing Family Engagement Coordinator -Small group counseling at Victory High School -Professional learning opportunities regarding tolerance -Ensure safe and well-maintained facilities  1.Small group counseling for students at risk emotionally (VHS) (Line 8)  2.Partner with Rocklin Police to provide SROs at RHS, WHS, VHS  3.Family Engagement Coordinator  4.Expand opportunities for family engagement (Line 19)  5.PBIS continuation and expansion to additional campuses (Lines 10 & 14)		1.Supplemental 8,000 2.Base 110,000 3.Base 120,000 4.Supplemental 8,000 5.Supplemental 40,000	1. Small group counseling at VHS was conducted as planned.  2. Partnerships with Rocklin Police through SROs were implemented as planned.  3. The Chief of Communications and Community Engagement position was created and filled in support of effective and expansive communication pathways. Variance is due to vacancy savings as position was filled on 11/2/15.  4. Family engagement did not require a significant purchase of materials and supplies.  5. PBIS implementation and expansion was continued with effectiveness. Expansion will continue in future years.	1.Supplemental \$5,000 2.Base \$120,000 3.Base \$92,932 4.Supplemental \$1,174 5.Supplemental \$44,955	
<b>Scope of service:</b>	District-wide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Maintain school facilities at high levels. 1. Payroll for basic functioning of schools and support services. 2. Utilities 3. Insurance 4. Software Licensing 5. Ongoing technology replacement and repair costs		1. Base 13,650,000  2. Base 3,095,000  3. Base 630,000  4. Base 380,000  5. Base 300,000	Facilities were maintained as planned.	1. Base \$14,170,000  2. Base \$3,285,000  3. Base \$630,000  4. Base \$420,000  5. Base \$300,000
<b>Scope of service:</b>	District-wide  Grades: All		Scope of service:	All  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Transportation of all students will be organized for efficiency and safety.  1.Maintenance and Transportation Supplies		1.Base 1,090,000	Safe and efficient transportation was provided as planned	1.Base \$1,200,00
<b>Scope of service:</b>	District-wide  Grades: All		Scope of service:  All  Grades: All	
X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Increase levels of family and community engagement by: -Supporting English learners at the secondary level to improve graduation rates -Continuing Family Tutoring Center & Latino Literacy Project for English learners -Expand Opportunities for family engagement K-12  1.ELAC/DELAC Meetings (Line 41)		1.Supplemental 3,000	ELAC/DELAC meetings to support English learners with family engagement was implemented as planned and effective.	1.Supplemental \$1,614
<b>Scope of service:</b>	District-wide  Grades: All		Scope of service:  Districtwide  Grades: All	

<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Students with exceptional needs)			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
Support implementation of LCAP goals through provision of administrative and operational services including :  -Human Resources -Educational Services -Technology -Custodial/Grounds -Business  1. District Office departmental budgets		1.Base 586,000	Services were implementated as planned. Variances are due to department savings that will carry over to 2016-17.	1.Base \$337,000
<b>Scope of service:</b>	District-wide  Grades: All		Scope of service:  All  Grades: All	
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff including additional clerical support.  1.Services for students with exceptional needs (general fund support)		1.Base 7,300,000	Action was completed as planned. Variance is due to implementation of recommendations from West Ed, professional services needed, and a variety of other reasons.	1.Base \$8,400,000
<b>Scope of service:</b>	District-wide  Grades: All		Scope of service:  All  Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			_ All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
<b>What changes in actions, services, and expenditures</b>	Layers of support to meet the needs of underperforming students academically, socially, emotionally, and behaviorally, through MTSS, PBIS and other interventions will expand in 2016-2017. The provision of maintained, safe facilities and efficient transportation will continue as will partnerships with the Rocklin community.			

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

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

Total amount of Supplemental and Concentration grant funds calculated:

3349288



RUSD has created a system to support academic and social emotional excellence through:

1. Highly qualified and trained teachers, administrators, and support staff who can effectively integrate and implement twenty-first century teaching and learning through a well-defined system of professional learning. RUSD's instructional delivery system is built on quality classrooms and powerful teaching and learning for each student. The district's priority of providing high quality professional learning and coaching ensures our teachers fully and effectively implement state and district initiatives, and continue to transform their practice. Our system of professional development, coaching support and learning, including time for evaluation and reflection, ensures that all staff are involved in a cycle of continuous improvement. This structure of adult learning and support is linked to high levels of student achievement (Hammond, L., 2005; Leaning Forward, 2014).
2. A program of robust early education, with strong emphasis on literacy and numeracy development. RUSD is committed to full day kindergarten programs to close achievement gaps between young children from minority and low-income families and their peers and by providing a solid foundation of learning to children from all backgrounds to increase all students' academic, social, and emotional success. Likewise, the district's support of resources for Transitional Kindergarten ensures all children are better prepared to succeed academically and emotionally in later grades, so they are less likely to be placed in special education or held back in later grades (National Education Association, 2006).
3. Multiple tiers of intervention focusing on literacy, numeracy and social emotional support. Well taught, systematic, differentiated instruction for all underperforming students improves student achievement (Tomlinson, 2001). In addition, early academic intervention has led to improved learning outcomes as measured on state assessments (Brennan, 2015). The district's plan for both academic and socio-emotional interventions leads to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and increased performance standardized achievement tests (Elias, 2014).
4. District structures and systems supporting highly engaged families in meaningful and two-way communication. RUSD has intentionally designed both district and school level parent engagement structures and practices, to be inclusive of parent voice, sensitive to parents' backgrounds and experiences, utilizing a strength based approach to their partnership. RUSD makes it a priority to include parents on advisory committees and to provide them with multiple opportunities to be involved with their children's education, as this engagement practice is linked to overall positive students outcomes in school (Timar & Maxwell-Jolly, 2012).

Therefore, Supplemental LCAP funds were allocated districtwide for all students in the following actions and services, which were identified among the alternatives available, as the most effective use of funds to meet RUSD goals for unduplicated pupils in the state and local priority areas: Action 1.2: Full-Day and Transitional Kindergarten, Action 2.2: Professional Development provided by Teachers on Special Assignment (TOSAs), Action 3.6: Family Engagement and Education, and Action 1.7: Administrative and Operational Service, and Actions 1.9, 3.1, 3.3, 3.4: Interventions and Supports.



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

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

3.95

%

According to the minimum proportionality percentage calculation of 3.95%, services provided for EL, FY, LI, and Homeless (targeted) students in RUSD have been increased and improved as compared to services provided to all students accordingly and are described below:

- Refined and increased counseling support for targeted students at the secondary levels to increase successful transitioning and college/career goals (Action 1.2) \$263,447
- Refined and improved services to our EL population through a trainer of trainers model of professional learning supporting language across content areas. (Actions 1.4 and 3.8) \$849,947
- Increased technology and internet access for targeted students in need. (Action 1.5) \$30,000
- Improved communication pathways through the Chief of Communications and a District Communications plan that will improve services to targeted students and families.(Action 1.10)
- Priority access to interventions and tutoring for targeted students (Action 3.2 and 3.8) \$115,000
- Development of the learning center model to provide academic support and intervention for a cohort of targeted students at Spring View Middle School (Action 3.3) \$45,000
- Increased and improved enrichment summer school opportunities for targeted elementary students in a STEM based program (Action 3.5) \$20,000
- Provide progress monitoring tools and professional development provided by our Teachers on Special Assignment supporting UDL, and improved intervention programs that ensure targeted students receive effective first instruction (Tier I) and priority intervention services (Tier II) that results in increased/improved academic and behavioral outcomes for students of need. (Action 2.2 and 3.7) \$704,643
- Individualized support for foster youth and the establishment of a RUSD Foster Youth Task Force to target the needs of students increasing academic and social-emotional outcomes (Action 3.9) \$2,500

These specific actions and services quantitatively and qualitatively exceed the minimum proportionality rate to improve the educational program for our targeted students.

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

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**SUBJECT:** Approve Adoption of 2016-2019 Rocklin Independent Charter Academy (RICA)  
Local Control Accountability Plan (LCAP)

**DEPARTMENT:** Office of the Deputy Superintendent, Educational Services

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**Background:**

Over the course of the 2015-2016 school year, RICA engaged students, parents, and staff through combined surveys, informal discussions, Advisory Council meetings, and staff meetings to monitor progress and identify needs to meet the 2015-2016 LCAP goals and develop the 2016-2019 goals, actions, services, and expected outcomes. The RICA Advisory Council convened on May 25, 2016 to review the results of parent, student, and staff surveys as well as the draft RICA 2016-2019 LCAP. The draft LCAP was posted to the RUSD website on May 27, 2016 for public review and comment. The Public Hearing was held on June 8, 2016.

**Status:**

Educational Services staff will present the draft 2016-2019 LCAP, including the 2015-2016 Annual Update for adoption. In addition, staff recommends the Board authorizes staff to make necessary technical corrections to enable the approval of the LCAP by the County Superintendent of Schools that does not change the intent or represent a substantial change to program content.

**Presenters:**

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

**Financial Impact:**

Current year: \$65,801  
Future years: \$79,837  
Funding source: LCFF Supplemental Grant

**Materials/Films:**

None

**Other People Who Might Be Present:**

Mark Williams, Principal, Rocklin Alternative Education Center  
Skott Hutton, Assistant Principal, Rocklin Alternative Education Center  
Melanie Patterson, Program Specialist, Local Control Accountability Plan

**Allotment of Time:**

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

**Packet Information:**

2016-2019 RICA Local Control Accountability Plan

**Recommendation:**

Staff recommends the Board of Trustees approve the adoption of the draft 2016-2019 LCAP and authorizes staff to make necessary technical corrections to enable the approval of the LCAP by the County Superintendent of Schools that does not change the intent or represent a substantial change to program content.

**Introduction:**

Rocklin Independent Charter Academy operates three programs: college-preparatory, a traditional independent study and a K-8 at-school/home-school model. RICA's programs offer a blended model school with the support of tutoring, intensive intervention, direct instruction, technology, electives, and in 9-12 college preparation coursework. Our schools are located on two of the Rocklin Unified school campuses in the City of Rocklin. The RICA curriculum and instruction is tailored to meet the individual needs of its students, providing choice, variety and flexibility. Student assessment and performance is instructed and supervised by fully credentialed teachers.

**LEA:** Rocklin Independent Charter Academy

**Contact:** Skott Hutton, RICA Assistant Principal, kshutton@rocklin.k12.ca.us, (916)632-8630

**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

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

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

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

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

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

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP



The consultation of all stakeholders in Rocklin Independent Charter Academy regarding the development of the 2016-2019 LCAP goals, actions/services, and metrics involved the following:

### Parent/Guardians

During the month of January 2016, RICA parents/guardians were given the opportunity to provide input via an online survey. 32 responses were received representing approximately 26% of the student population. In addition, RICA parents were surveyed during the month of April to provide valuable input for the educational decision making regarding the educational experience of RICA students.

### Students

A representative sampling of students were consulted with on February 17, 2016. After reviewing the three LCAP goals, outcomes, and actions/services, students were asked to complete an online survey consisting of the following four questions:

1. What aspects of school make it easier to learn and achieve at the highest level?
2. What actions or services do you think could be added to help you learn and achieve at the highest level?
3. What makes you feel safe at school?
4. What actions or services do you think could be added to help you feel safer at school?

In addition, RICA students were surveyed during the month of April to provide valuable input for the educational decision making regarding the educational experience of RICA students.

### Staff

Six RICA staff members were consulted with during a special meeting on January 11, 2016. After an elaborate discussion of the goals, members worked in groups of three to provide input utilizing an online survey.

In addition, RICA staff were surveyed during the month of April to provide valuable input for the educational decision making regarding the educational experience of RICA students.

### Impact on Goal 1

The following is a summary of the stakeholder input that had an impact on the development of actions/services for Goal 1, ensuring students achieve at their highest potential.

Students indicated they would like to see more time for collaboration and efficient use of the learning management system to provide course resources.

Parents indicated a need for extra academic support to keep students motivated, support for students to be career ready, and free tutoring opportunities.

Staff indicated a need to reduce the levels of anxiety students have around academics.

### Impact on Goal 2

The following is a summary of the stakeholder input that had an impact on the development of actions/services for Goal 2, building staff capacity in support of student achievement.

Students indicated teachers were highly qualified.

Parents indicated a need for professional learning around differentiated instructional strategies and technology.

Staff indicated a desire to have a PD calendar available for planning as well as follow up trainings to support learning.

### Impact on Goal 3

The following is a summary of the stakeholder input that had an impact on the development of actions/services for Goal 3, providing a supportive, safe school environment.

Students indicated some ideas to increase campus safety would be the addition of cameras and staff walking the campus.

Parents indicated a need for bully prevention and signage for the school.

Staff indicated a need for digital citizenship curricula.

During a staff meeting in May, staff reviewed the 2016-2019 recommended goals, actions/services, outcomes, and budget providing valuable feedback.

#### **RICA Advisory Board**

On May 25, 2016 the RICA Advisory Board reviewed the 2016-2019 recommended goals, actions/services, outcomes, and budget providing valuable feedback before the Public Hearing and Board approval process mentioned below.

#### **Board of Trustees**

The RICA LCAP was presented for Public Hearing during the June 8, 2016 Board meeting and for Board approval on June 22, 2016.

#### **Additional Staff, Student, Parent Survey Results:**

Results from the Parent and Student Surveys conducted in April 2016 demonstrate very common beliefs in the strengths and areas of growth of the Rocklin Independent Charter Academy. Many of the results reinforce what the RICA staff continues to discuss as future goals for RICA and its students. As seen in both surveys, first and foremost, there is significant satisfaction with the RICA program from both students and Parents. A resounding 95% of students have a sense of pride for being a part of RICA while a strong majority of both parents and students feel that there is a strong need for additional 92% are somewhat or Very Satisfied at RICA (with only 6% being Unsatisfied or Very Unsatisfied). When taking into consideration that many students come to RICA for a variety of reasons including dissatisfaction with their previous school site for issues revolving around (need for smaller individualized class sizes, anxiety with their son/daughter, a desire for something different, etc.. this percent of satisfied students/parents is a testament to the RICA program. In addition, there is tremendous respect among all stakeholders of RICA. Student respect towards other students, staff, in addition to their view of staff respect towards students is a testament to the focus on relationships and partnerships between students and staff of RICA and how this reflects with the students. This focus on respect for the student (demonstrated with over 90% of students feeling RICA staff respects and cares for students without judgment) leads to an overall 90.7% of students feeling RICA is a safe place most or all of the time. This is reinforced with the survey results of parents indicating over 90% of parents feeling Respect as a major emphasis on campus with an overall satisfaction level among parents of RICA being above 92%.

The Student/Parent surveys do indicate areas of growth already identified by the staff (but reinforced by the survey results). An emphasis needs to be placed on assisting students not only with graduating but also in planning for their future. Over 26% of students are unsure of plans after high school with 19% unsure of plans after college yet a resounding 56% want to pursue a 4 year college. This difference in numbers indicates that further exploration of career options (including colleges, trade schools, etc...) need to be emphasized while the students are at RICA. In addition, while the results indicate that significant technology is available to students (with close to 90% indicating the most used strategy by teachers involves the use of technology (Chromebooks/IPads, etc...), reading

strategies was indicated to only be used 42% of the time (with only 67% of students indicating writing is emphasized most or all of the time). With the emphasis of Common Core focusing on reading and writing, a further push for reading/writing strategies implemented within the classroom is an area of growth for RICA moving forward. Other areas of growth can be seen with a need to increase the rigor of the class work while also working to improve the avenues for communication among the parents. While both student and parent results indicate a very strong sense of communication from the school (admin and teachers) to the parents, only 48% of students say they reach out when struggling on work with teacher yet 80% answered teachers offer individual help when needed. This combined with still over 25% of students saying they only check grades monthly or never. The same can be said with parents with both access to Schoology and the website as the access to both is not at the desired level of the RICA staff. Combining this lack of access to the RICA communication tools combined with the introduction of the graduation plan for students (in which still 20% of students don't understand completely what is necessary to graduate (yet Unlike students, parents have good understanding of what is needed for student to be successful (93% of parents), an emphasis needs to be pushed on allowing the tools currently in place to get to parents in an easier fashion. Lastly, while the overall view of RICA is significantly strong, there is without a doubt a very strong desire from both parents and students to increase the level of extra-curricular activities to students both inside and outside the school day. The results were overwhelming in regards to both sets of stakeholders having a need for stronger communication, organization and creation of school based activities to engage students in the entire learning process.

<p><b>Annual Update:</b></p> <p>In the overall engagement process of all stakeholders described above the 2015-2016 LCAP was reviewed focusing on the actions/services that have the most impact on goal accomplishment. In addition, suggestions for further development of current actions and services were discussed and recorded in a Google form by each stakeholder group.</p> <p>During the October 28, 2015 RICA Advisory Board meeting the 2015-2016 goals, including progress and estimated actuals, were reviewed. On March 25, 2016 the Advisory Council reviewed the survey questions that were to be given to Parents, Students, and Staff (3 separate Surveys). The parent survey was reviewed with the Council who provided immediate feedback and input. In addition, the student/staff surveys were provided to the Council that same evening. Members were asked to provide feedback (if needed) via email or phone call to either AP Skott Hutton or Principal Mark Williams.</p> <p>Lastly, during staff and Advisory Council meetings throughout the year, staff and members reviewed the following:</p> <ul style="list-style-type: none"> <li>• CAASPP scores from previous year</li> <li>• Current ADA and enrollment numbers</li> <li>• Referral data in regards to number of referrals to the School Based Therapist</li> </ul>	<p><b>Annual Update:</b></p> <p>RICA Advisory Board members provided input into the development of important survey questions to gather feedback from stakeholders. Utilizing data, staff and Advisory Board members provided input regarding the continued implementation of the LCAP Actions, including the effectiveness of student involvement and engagement in extracurricular activities and elective courses.</p>
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer

pursuant to Education Code section 47604.33.

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

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

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	Goal 1: RICA 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.	Related State and/or Local Priorities: X 1 _2 _3 X4 _5 _6 X7 X8 Local: N/A
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<b>Identified Need:</b>	<p>As related to Goal #1, a review of the current data was conducted to determine focus needs and metrics. In order for students to achieve at their highest potential we identified the need to continue the provision of instructional materials/supports to implement CCCSS, counseling services, increased access to technology and materials/supplies, and effective communication pathways based upon the following student achievement data:</p> <ol style="list-style-type: none"> <li>1. 2015 CAASPP Summative Assessment Results:               <ul style="list-style-type: none"> <li>◦ 44% of all students met or exceeded standards in ELA                   <ul style="list-style-type: none"> <li>▪ 35% of Economically Disadvantaged Students met or exceeded standards in ELA</li> <li>▪ 45% of White met or exceeded standards in ELA</li> <li>▪ 38% of Hispanic or Latino Students met or exceeded standards in ELA</li> </ul> </li> <li>◦ 13% of all students district-wide met or exceeded standards in Math                   <ul style="list-style-type: none"> <li>▪ 12% of Economically Disadvantaged Students met or exceeded standards in Math</li> <li>▪ 14% of White met or exceeded standards in Math</li> <li>▪ 8% of Hispanic or Latino Students met or exceeded standards in Math</li> </ul> </li> </ul> </li> <li>2. A-G Completion Rates: 2013-2014 2.4%</li> <li>3. Graduation Rates               <ul style="list-style-type: none"> <li>◦ 2013-14: 81.6%</li> </ul> </li> <li>4. SARC Conditions of Learning: Instructional Materials: There are sufficient standards-aligned textbooks and other materials for each pupil at all sites. In order to continue with this provision there is a need to continually purchase new and replacement instructional material including text books.</li> </ol>		
<b>Goal Applies to:</b>	<b>Schools:</b>	RICA  Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Increase by 5% the students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each Subgroup</li> <li>2. Establish the percent of students who demonstrated 1+ years of growth on ELA/Math standards as measured by CAASPP growth indicators.</li> <li>3. Increase by 3% students meeting and exceeding 8th Grade Math standards on CAASPP</li> <li>4. Establish a baseline of students meeting and exceeding standards on the SBAC Interim Performance Tasks for ELA/Math</li> <li>5. Identify a district interim assessment for ELA/Math and establish a baseline of students meeting and exceeding standards</li> <li>6. Increase percentage of students meeting UC/CSU A-G requirements</li> <li>7. Increase the graduation rates by 5%</li> <li>8. Maintain 100% access to standards-aligned instructional materials</li> </ol>		



Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Implement California State Standards by providing new and replacement instructional materials and supports	RICA Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$106,500 Base \$5,876 Lottery
1.2 Provide College and Career Counseling and training to increase successful transitioning for targeted students and other specific college/career related outcomes	RICA- schoolwide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$36,614 Supplemental
1.3 Provide technology and additional materials/supplies for targeted students in need	RICA Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$10,379 Supplemental

<p>1.4 Support implementation of LCAP goals through provision of administrative and operational services including community engagement</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$48,198 Base</p>
<p>1.5 Ensure structures are in place to communicate a clear vision of success to parents and students through orientation, parent meetings including but not limited to 9-12 graduation plans</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Increase the percentage of students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each Subgroup based on previous year data</li> <li>2. Increase the percentage of students who demonstrated 1+ years of growth on ELA/Math standards as measured by CAASPP growth indicators based on previous year data</li> <li>3. Increase the percentage of students meeting and exceeding 3rd Grade ELA standards on CAASPP based on previous year data</li> <li>4. Increase the percentage of students meeting and exceeding 8th Grade Math standards on CAASPP on previous year data</li> <li>5. Increase the percentage of students meeting and exceeding standards on the SBAC Interim Performance Tasks for ELA/Math</li> <li>6. Increase the percentage of students meeting and exceeding standards</li> <li>7. Increase percentage of students meeting UC/CSU A-G requirements</li> <li>8. Increase the graduation rates for students by subgroup based upon the previous year data</li> <li>9. Maintain 100% access to standards-aligned instructional materials</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>1.1 Implement California State Standards by providing new and replacement instructional materials and supports</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$106,500 Base \$5,876 Lottery</p>
<p>1.2 Continue to provide College and Career Counseling and training to increase successful transitioning for targeted students and other specific college/career related outcomes</p>	<p>RICA- schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$37,712 Supplemental</p>
<p>1.3 Increase provision of technology and additional materials/supplies for targeted students based upon need</p>	<p>RICA Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>\$8,500 Supplemental</p>
<p>1.4 Continue to support implementation of LCAP goals through provision of administrative and operational services including community engagement</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$49,642 Base</p>

<p>1.5 Use data to re-evaluate and refine structures to communicate a clear vision of success to parents and students through orientation, parent meetings including but not limited to 9-12 graduation plans</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Increase the percentage of students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each Subgroup based on previous year data</li> <li>2. Increase the percentage of students who demonstrated 1+ years of growth on ELA/Math standards as measured by CAASPP growth indicators based on previous year data</li> <li>3. Increase the percentage of students meeting and exceeding 3rd Grade ELA standards on CAASPP on previous year data</li> <li>4. Increase the percentage of students meeting and exceeding 8th Grade Math standards on CAASPP based on previous year data</li> <li>5. Increase the percentage of students meeting and exceeding standards on the SBAC Interim Performance Tasks for ELA/Math</li> <li>6. Increase the percentage of students meeting and exceeding standards</li> <li>7. Increase percentage of students meeting UC/CSU A-G requirements</li> <li>8. Increase the graduation rates for students by subgroup based upon the previous year data</li> <li>9. Maintain 100% access to standards-aligned instructional materials</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>1.1 Implement California State Standards by providing new and replacement instructional materials and supports, including new Science adoption</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$106,500 Base \$5,876 Lottery</p>

1.2 Continue to provide College and Career Counseling and use student data to revise practice to increase successful transitioning for targeted students and other specific college/career related outcomes	Schoolwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$38,843 Supplemental
1.3 Continue to maintain provision of technology and additional supplies/materials for targeted students	RICA Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	\$8,500 Supplemental
1.4 Continue to support implementation of LCAP goals through provision of administrative and operational services including community engagement	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$51,131 Base
1.5 Continue to use data to re-evaluate and refine structures to communicate a clear vision of success to parents and students through orientation, parent meetings including but not limited to 9-12 graduation plans	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base

<b>GOAL:</b>	Goal 2: RICA will ensure staff continually build capacity through professional learning and growth opportunities that support student achievement and success.	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local: N/A		
<b>Identified Need:</b>	<p>As related to Goal #2, a review of the current data was conducted to determine focus needs and metrics. In order to build staff capacity we identified the need to continue the provision of focused, prioritized adult learning opportunities based upon the following data:</p> <ol style="list-style-type: none"> <li>1. Highly Qualified Teacher Data: 2014-2015 95.2%</li> <li>2. Summary of PD survey results from March 28, 2016               <ul style="list-style-type: none"> <li>◦ There was an increase in understanding regarding digital citizenship due to the training provided.</li> <li>◦ All teachers indicated a high level of confidence to begin learning about embedded technology.</li> <li>◦ 66% of teachers indicated a high level of confidence to begin learning about Universal Design for Learning</li> </ul> </li> <li>3. School Accountability Report Card: Conditions of Learning               <ul style="list-style-type: none"> <li>◦ Fully Credentialed Teacher Data: 2014-2015 100%, 2013-2014 100%</li> </ul> </li> </ol>			
<b>Goal Applies to:</b>	<b>Schools:</b>	RICA		
	<b>Grades:</b>	All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Increase participants' perception of growth in knowledge/skills as reflected in all PD evaluations, and maintain ratings of 4-5 (using a 5 point scale) in participant's confidence to implement new learning</li> <li>2. Establish a baseline number of classrooms visited and next levels of work established as a result of learning walks targeting site/district instructional "problems of practice".</li> <li>3. Maintain 95% or higher Highly Qualified Staff</li> <li>4. Maintain 100% fully credentialed teachers placed in the appropriately assignments</li> </ol>			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>2.1 Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support and compensation. Professional development opportunities include and are not limited to CCSA conference, Special Education conference, AVID conference, and other RUSD PD opportunities in support of RICA LCAP Goals</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$464,000 Base \$11,196 Educator Effectiveness</p>	
<p><b>LCAP Year 2</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Increase participants' perception of growth in knowledge/skills as reflected in all PD evaluations, and maintain ratings of 4-5 (using a 5 point scale) in participant's confidence to implement new learning</li> <li>2. Increase the number of classrooms visited and next levels of work established as a result of learning walks targeting site/district instructional "problems of practice"</li> <li>3. Maintain 95% or higher Highly Qualified Staff</li> <li>4. Maintain 100% fully credentialed teachers placed in the appropriately assignments</li> </ol>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>2.1 Continue to ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support and compensation. Professional development opportunities include and are not limited to CCSA conferences, other conferences, and RUSD PD opportunities in support of RICA LCAP Goals</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$477,920 Base</p>	
<p><b>LCAP Year 3</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Increase/maintain participants' perception of growth in knowledge/skills as reflected in all PD evaluations, and maintain ratings of 4-5 (using a 5 point scale) in participant's confidence to implement new learning</li> <li>2. Maintain/Increase the number of classrooms visited and next levels of work established as a result of learning walks targeting site/district instructional "problems of practice"</li> <li>3. Maintain 95% or higher Highly Qualified Staff</li> <li>4. Maintain 100% fully credentialed teachers placed in the appropriately assignments</li> </ol>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>2.1 Continue to ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support and compensation. Professional development opportunities include and are not limited to CCSA conferences, other conferences, and RUSD PD opportunities in support of RICA LCAP Goals</p>	<p>RICA Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$500,000 Base</p>
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<b>GOAL:</b>	Goal 3: RICA will provide support systems for learning (during both the school day and after school) and provide safe schools with healthy climates where all students have opportunities to achieve at high levels.	Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
<b>Identified Need:</b>	<p>As related to Goal #3, a review of the current data was conducted to determine focus needs and metrics. In order to provide a supportive, healthy, and safe school climate that promotes student achievement we identified the need to increase our focus on tutoring and support provided by instructional aides base on a comprehensive analysis of the following data:</p> <ol style="list-style-type: none"> <li>1. Suspension/Expulsion Rates: 2013-2014: 0%</li> <li>2. Dropout Rates: 2013-2014: 10.5%</li> <li>3. Attendance Rates: 2016 86.16%</li> <li>4. SARC: Facilities Inspection Tool: Exemplary status in 2014 and 2015</li> <li>5. Coalition of Placer Youth Survey Results:             <ul style="list-style-type: none"> <li>o 100% of students indicated feeling safe at school (most of the time/always)</li> <li>o 33% of students indicated being Bullied during the last year at school</li> <li>o 2.33% of students indicated being Cyber-Bullied during the last year at school</li> <li>o 14.29% of students indicated being Cyber-Bullied during the last year at home</li> <li>o 17.95% of students indicated they talked with an adult at school if bullied or harassed at school</li> <li>o 22.22 % of students indicated that if they talked with someone indicated it was helpful</li> </ul> </li> </ol>	
<b>Goal Applies to:</b>	<b>Schools:</b>	RICA
	<b>Grades:</b>	All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Maintain above 95% of students indicating they feel safe at school and increase</li> <li>2. Decrease % of students indicating they were bullied and cyber bullied at school within the last year</li> <li>3. Maintain above 90% of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey and increase</li> <li>4. Decrease the dropout rate by 2%</li> <li>5. Maintain the suspension rate below .5%</li> <li>6. Maintain the expulsion rate at 0</li> <li>7. Maintain overall attendance rate above 85%</li> <li>8. Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool</li> <li>9. Increase the percentage of parents strongly agreeing and agreeing their student is engaged at school as evidenced by participation in extracurricular activities</li> </ol>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Support student achievement through instructional support, including Instructional Aides and services for students with exceptional needs	Schoolwide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$17,808 Supplemental \$102,418 Base
3.2 Provide intervention/tutoring opportunities for all students giving priority to targeted students	RICA Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Cost included in Base
3.3 Provide family engagement/education in math, digital citizenship, college and career readiness, bully prevention (including cyber-bully prevention), Love & Logic, Youth Mental Health First Aid	RICA Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Cost included in Base

3.4 Implement Phase 1 of Multi-Tiered System of Supports (MTSS)	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.5 Support English Learners and Foster Youth based upon individual need	RICA Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,000 Supplemental
3.6 Continue to build school culture through student bonding activities and support for the social-emotional well-being of students	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.7 Continue providing safe, well maintained, and adequate facilities and transportation	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$36,090 Base

<p>3.8 Continue partnerships with Rocklin Police, Rocklin Fire and other EMS personnel to review and revise emergency evacuation procedures</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base</p>
<p>3.9 Implement Digital Citizenship Curricula across all grade levels</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Action 2.1</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Maintain above 95% of students indicating they feel safe at school and increase</li> <li>2. Decrease % of students indicating they were bullied and cyber bullied at school within the last year</li> <li>3. Maintain above 90% of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey and increase</li> <li>4. Decrease the dropout rate by 2%</li> <li>5. Maintain the suspension rate below .5%</li> <li>6. Maintain the expulsion rate at 0</li> <li>7. Maintain overall attendance rate above 87%</li> <li>8. Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool</li> <li>9. Increase the percentage of parents strongly agreeing and agreeing their student is engaged at school as evidenced by participation in extracurricular activities</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>3.1 Support student achievement through instructional support, including Instructional Aides and services for students with exceptional needs</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$18,342 Supplemental \$105,491 Base</p>
<p>3.2 Evaluate data on student progress and refine delivery of intervention/tutoring opportunities for all students giving priority to targeted students</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base</p>
<p>3.3 Evaluate feedback and provide family engagement/education on topics of based on identified need, including but not limited to college and career readiness, Love &amp; Logic and Youth Mental Health First Aide</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base</p>
<p>3.4 Implement Phase 2 of Multi-Tiered System of Supports (MTSS)</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base</p>

3.5 Evaluate data on student progress and refine delivery of support for English Learners and Foster Youth	RICA Grades: All	<input type="checkbox"/> All <hr/> <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$500 Supplemental
3.6 Continue to build school culture through the evaluation and refinement of student bonding activities and support for the social-emotional well-being of students	RICA Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Cost included in Base
3.7 Continue providing safe, well maintained, and adequate facilities and transportation	RICA Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$36,500 Base
3.8 Evaluate model through surveys and data on safety procedures and refine, continuing to strengthen partnerships with Rocklin Police, Rocklin Fire and other EMS personnel	RICA Grades: All	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Cost included in Base

3.9 Evaluate effectiveness of Digital Citizenship Curricula Implementation	RICA Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Cost included in Action 2.1
<b>LCAP Year 3</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. Maintain above 95% of students indicating they feel safe at school and increase 2. Decrease % of students indicating they were bullied and cyber bullied at school within the last year 3. Maintain above 90% of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey and increase with the goal of reaching 100% 4. Maintain the dropout rate below 6% and decrease 5. Maintain the suspension rate below .5% 6. Maintain the expulsion rate at 0 7. Maintain overall attendance rate above 90% 8. Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool 9. Increase the percentage of parents strongly agreeing and agreeing their student is engaged at school as evidenced by participation in extracurricular activities		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
3.1 Support student achievement through instructional support, including Instructional Aides and services for students with exceptional needs	Schoolwide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$18,892 Supplemental \$108,656 Base

<p>3.2 Evaluate data on student progress and refine delivery of intervention/tutoring opportunities for all students giving priority to targeted students</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base</p>
<p>3.3 Evaluate feedback and provide family engagement/education on topics of based on identified need, including but not limited to college and career readiness, Love &amp; Logic and Youth Mental Health First Aide</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base</p>
<p>3.4 Implement Phase 3 of Multi-Tiered System of Supports (MTSS)</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Base</p>
<p>3.5 Continue to evaluate data on student progress and refine delivery of support for English Learners and Foster Youth</p>	<p>RICA Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 Supplemental</p>



3.6 Continue to build school culture through the evaluation and refinement of student bonding activities and support for the social-emotional well-being of students	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.7 Continue providing safe, well maintained, and adequate facilities and transportation	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$37,000 Base
3.8 Evaluate model through surveys and data on safety procedures and refine, continuing to strengthen partnerships with Rocklin Police, Rocklin Fire and other EMS personnel	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.9 Refine effectiveness of Digital Citizenship Curricula Implementation	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Action 2.1

### Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

<b>Original Goal from prior year LCAP:</b>	RICA will ensure that all students engage in meaningful and increasingly challenging learning experiences so that all students will find his or her passion as a learner, purpose in college and career goals, and proficiency in state standards		Related State and/or Local Priorities: _1 X 2 X 3 X 4 X 5 _6 X 7 X 8 Local:
<b>Goal Applies to:</b>	<b>Schools:</b>	RICA	
	<b>Grades:</b>	All	
<b>Applicable Pupil Subgroups:</b>	All		

<p>Expected Annual Measurable Outcomes:</p>	<p>Gap between subgroups (LI, EL, and Foster) and general student population decreased 6% on each metric. Students will increase participation and completion of elective courses. RICA will have a 90% retention rate of students from year to year.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 2015 CAASPP Summative Assessment Results: <ul style="list-style-type: none"> <li>◦ 44% of all students met or exceeded standards in ELA <ul style="list-style-type: none"> <li>▪ 35% of Economically Disadvantaged Students met or exceeded standards in ELA</li> <li>▪ 45% of White met or exceeded standards in ELA</li> <li>▪ 38% of Hispanic or Latino Students met or exceeded standards in ELA</li> </ul> </li> <li>◦ 13% of all students district-wide met or exceeded standards in Math <ul style="list-style-type: none"> <li>▪ 12% of Economically Disadvantaged Students met or exceeded standards in Math</li> <li>▪ 14% of White met or exceeded standards in Math</li> <li>▪ 8% of Hispanic or Latino Students met or exceeded standards in Math</li> </ul> </li> </ul> </li> <li>2. A-G Completion Rates: 2013-2014 2.4%</li> <li>3. Graduation Rates <ul style="list-style-type: none"> <li>◦ 2013-14: 81.6%</li> </ul> </li> <li>4. SARC Conditions of Learning: Instructional Materials: There are sufficient standards-aligned textbooks and other materials for each pupil at all sites. In order to continue with this provision there is a need to continually purchase new and replacement instructional material including text books.</li> <li>5. Elective Participation: 108 students (approximately 51% of all students) enrolled in one or more elective course</li> </ol>
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LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide students the opportunity to connect their passions/interests to their curriculum.  1. Design your own elective course per student material costs  2. Spanish 1 & 2 A-G course teacher salary  3. Art 1 as a non A-G elective option, teacher salary		1. \$3,500 Base  2. \$5,000 Base  3. \$5,000 Base	1. A total of two students participated in the Design Your Own Elective course. No cost for materials was required.  2. Spanish A-G only offered through Odysseyware (online curriculum) which was coordinated by the Recovery/Elective teacher.  3. Implemented a stand alone Art class on Fridays (Block 1). Strongly attended and strong enrollment. Plan to increase the Art class offerings moving forward with another section in 2016-2017	
<b>Scope of service:</b>	RICA  Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	RICA  Grades: 9th, 10th, 11th, 12th
X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Provide funding for materials and resources that support the implementation of CCCSS</p> <p>1. Curriculum: 9th grade Geography/Cultures, Integrated Math 2, Great Books/ELA Journey's, K-8 Singapore Math, K-12 writing program (Excellence in Writing), Spanish 1 and 2, Econ "Foundations" workbooks</p> <p>2. Books and Supplies</p> <p>3. Art 1 Supplies</p> <p>4. Services for students with disabilities</p>		<p>1. \$45,000 Base</p> <p>2. \$29,400 Base</p> <p>3. \$3,000 Base</p> <p>4. \$83,000 Base</p>	<p>1. Purchased curriculum K-8 that met Common Core standards. Variance is due to the increase in RICA enrollment.</p> <p>2. Variance is due to a decreased need for K-8 books and supplies</p> <p>3. Art supplies were purchased as needed.</p> <p>4. Variance is due to an increase in enrollment and students with disabilities</p>	<p>1. \$72,472 Base</p> <p>2. \$16,668 Base</p> <p>3. \$1,451 Base</p> <p>4. \$98,085 Base</p>
<p><b>Scope of service:</b></p>	<p>RICA</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>RICA</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Create layers of support to meet the identified needs of students including increased counselor time to support Naviance Implementation, research an dconnect students with community resources and mentors. 9-12 students will meet quarterly with counselor to plan pathway to college or career, and evaluate struggles in completing courses of study. In addition, parents as primary educators will receive added support in the form of workshops to increase effective teacher skills. Students will participate in class activities off campus that supports learning and connects them to social awareness, real life problem solving skills, and future college and career planning. Resource libraries will provide at risk students with needed materials required at home for completion of courses and additional intervention supports at both the high school and elementary levels.</p> <ol style="list-style-type: none"> <li>1. Intervention personnel costs</li> <li>2. Parents as Educators Workshops</li> <li>3. Materials and transportation for off campus enrichment</li> <li>4. K-8 parent resource library</li> <li>5. High school student resource library</li> </ol>	<ol style="list-style-type: none"> <li>1. \$30,000 Supplemental</li> <li>2. \$1,500 Supplemental</li> <li>3. \$5,000 Supplemental</li> <li>4. \$6,500 Supplemental</li> <li>5. \$5,000 Supplemental</li> </ol>	<ol style="list-style-type: none"> <li>1. Added a .4 FTE Counselor specifically designated for RICA. Variance is due to actual placement on the salary schedule</li> <li>2. Cost for Parents as Educators Workshops was included in Base</li> <li>3. Created a "Flight School" class in which students were selected that would benefit from a class focused on addressing real life problem solving skills, future college and career planning and coping skills, in addition to other enrichment offerings as planned. Costs were included in Base</li> <li>4 and 5. This action was postponed due to constraints on time and a focus on other priorities</li> </ol>	<ol style="list-style-type: none"> <li>1. \$44,014 Supplemental</li> <li>2. \$0 Supplemental</li> <li>3. \$0 Supplemental</li> <li>4. \$0 Supplemental</li> <li>5. \$0 Supplemental</li> </ol>
<p><b>Scope of service:</b></p>	<p>RICA Grades: All</p>	<p>Scope of service:</p>	<p>RICA Grades: All</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>RICA will provide built in structural support to address student needs in order to maximize achievement in the classroom/Independent Study and planning for future goals. Students will attend an orientation course prior to starting other courses. Course will be designed to assess student strengths and barriers to success. In addition, it will teach study and organizational skills needed in a blended delivery school. Course will utilize Expected School Wide Learning Results (ESLR) to help students set goals.</p>		<p>\$10,000 Base</p>	<p>Two Orientation classes were created for all incoming students in the 2015-2016 school year. At the completion of the intake meeting, students were assigned to attend an Orientation class in which the following topics were addressed:                  * Signatures on all Independent Study Paperwork requirements                  * Review of the RICA program                  * Teaching of study and organizational skills needed to be successful in RICA                  * Review of Philosophy and School Goals of RICA.</p>	<p>\$11,400 Base</p>
<p><b>Scope of service:</b></p>	<p>RICA Grades: All</p>		<p>Scope of service: All Grades: All</p>	
<p>X All -----                  _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless                  _ Other</p>			<p>X All -----                  _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless                  _ Other</p>	
<p><b>What changes in actions, services, and expenditures</b></p>		<p>The terminology of Goal 1 was revised in alignment with RUSD Goal 1. Counseling services and the Orientation course will continue to support student needs in future years. The plan will include additional field trips to community colleges in addition to further inclusion of all Junior/Senior RICA students in the annual Career Fair.</p>		

<p><b>Original Goal from prior year LCAP:</b></p>	<p>Goal 2: RICA will ensure that staff engage in professional learning that supports student achievement and success.</p>	<p>Related State and/or Local Priorities: X                  1 _2 _3 X4 X5 _6 X7 X8 Local:</p>
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Goal Applies to:	Schools:	RICa	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	The gap between at risk students and general population on benchmarks and SBAC scores will decrease by 3%. Graduation rate will increase by 3%.		Actual Annual Measurable Outcomes:
			<ol style="list-style-type: none"> <li>1. See goal 1 for outcomes on SBAC and Graduation rate</li> <li>2. Highly Qualified Teacher Data: 2014-2015 95.2%</li> <li>3. Summary of PD survey results from March 28, 2016 <ul style="list-style-type: none"> <li>◦ There was an increase in understanding regarding digital citizenship due to the training provided.</li> <li>◦ All teachers indicated a high level of confidence to begin learning about embedded technology.</li> <li>◦ 66% of teachers indicated a high level of confidence to begin learning about Universal Design for Learning</li> </ul> </li> <li>4. School Accountability Report Card: Conditions of Learning <ul style="list-style-type: none"> <li>◦ Fully Credentialed Teacher Data: 2014-2015 100%, 2013-2014 100%</li> </ul> </li> </ol>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<p>Provide funding for professional learning that supports the implementation of CCCSS for all students</p> <p>1. training all staff in Excellence in Writing and on going coaching to support reluctant and struggling writers</p>	1. \$6,000 Supplemental	1. Staff participated in numerous Professional Development opportunities throughout the year including all RUSD Staff Development days. Opportunities revolved around learning a variety of strategies and skills to better address the CCCSS for all students (including Excellence in Writing, Technology based programs, etc...). Additional costs to pay teachers to participate in learning opportunities was included in Base	1. \$1,224 Supplemental



<b>Scope of service:</b>	RICA Grades: All		<b>Scope of service:</b>	RICA Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Professional Development for certificated and classified staff to include: <ul style="list-style-type: none"> <li>• ELA/Math</li> <li>• Technology integration (Schoology, Odysseyware, Naviance, myHRW, Pearson Math)</li> <li>• Project based learning training</li> <li>• Close Reading</li> <li>• Inquiry and research skills</li> </ul> 1. Professional Development 2. Teacher Salaries 3. Admin Salaries 4. Classified Salaries		1. \$5000 Base 2. \$496,000 Base 3. \$94,000 Base 4. \$68,000 Base	1. Professional development was implemented as planned 2.The retention of highly qualified teachers with appropriated compensation was conducted as planned. 3. The variance in administrative salaries was higher due to placement on the salary schedule of new personnel 4.Classified salaries were lower than originally planned.	1. \$4,600 Base 2. \$479,024 Base 3. \$117,971 Base 4. \$48,024 Base	
<b>Scope of service:</b>	RICA Grades: All		<b>Scope of service:</b>	RICA Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>	<p>The terminology in Goal 2 will be updated to be consistent with RUSD Goal 2 and efforts to build capacity will continue in order to support student achievement.</p>	

<p><b>Original Goal from prior year LCAP:</b></p>	<p>Goal 3: RICA in cooperation with RUSD will maintain and support positive learning environment and provide a safe school where students have the chance to become healthy, self-aware, resilient, and high-functioning adults</p>	<p>Related State and/or Local Priorities:  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 X 5 X 6 <input type="checkbox"/> 7 X 8 Local:</p>						
<p>Goal Applies to:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%; background-color: #cccccc;">Schools:</td> <td>RICA</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>		Schools:	RICA	Grades:	All	Applicable Pupil Subgroups:	All
Schools:	RICA							
Grades:	All							
Applicable Pupil Subgroups:	All							

<p>Expected Annual Measurable Outcomes:</p>	<p>Increased enrollment and class participation at the middle school level based on teh individualized middle school classroom created (in addition to the extended time on campus for middle school students)</p> <p>Stronger participation rate in school activities due to increased school culture among student body</p>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Middle school enrollment: 2014-2015-19 students, 2015-2016-24 students</li> <li>2. Participation in school activities: over 90% participation in K-8 grade field trips</li> <li>3. Suspension/Expulsion Rates: 2013-2014: 0%</li> <li>4. Dropout Rates: 2013-2014: 10.5%</li> <li>5. Attendance Rates: 2016 86.16%</li> <li>6. SARC: Facilities Inspection Tool: Exemplary status in 2014 and 2015</li> <li>7. Coalition of Placer Youth Survey Results: <ul style="list-style-type: none"> <li>◦ 100% of students indicated feeling safe at school (most of the time/always)</li> <li>◦ 33% of students indicated being Bullied during the last year at school</li> <li>◦ 2.33% of students indicated being Cyber-Bullied during the last year at school</li> <li>◦ 14.29% of students indicated being Cyber-Bullied during the last year at home</li> <li>◦ 17.95% of students indicated they talked with an adult at school if bullied or harassed at school</li> <li>◦ 22.22 % of students indicated that if they talked with someone indicated it was helpful</li> </ul> </li> </ol>
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LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
Ensuring facility is hte most supportive for students engagement achievement.  1. School site and district office support (Indirect costs paid RUSD)  2. Maintenance, facilities, and transportation cost paid to RUSD		1. \$55,000 Base  2. \$29,000 Base	1. Indirect costs were paid to RUSD as planned.  2. Maintenance, facilities, and transportation costs increased due to an increase in course offerings and thus an increase in energy and maintenace costs	
1. \$60,966 Base  2. \$35,736 Base				
<b>Scope of service:</b>	RICA  Grades: All		<b>Scope of service:</b>	RICA  Grades: All
X All  ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All  ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

Establish a classroom for 7th and 8th grade students that is separate from high school classes		1. \$3,000 Base	1. Room 50 in the "Annex" was created specifically for the 7th/8th RICA class. Purchasing of desks, projector, and all other classroom supplies were done in order to make room operational for 7th/8th grade classes.		1. \$2,736 Base
1. Increased facilities costs for 1 additional classroom		2. \$10,000 Base	2. The actual expense for furniture and equipment was less due to the use and repurposing of existing furniture.		2. \$4,187 Base
2. Furniture and equipment costs					
<b>Scope of service:</b>	RICA		Scope of service:	RICA	
	Grades: All			Grades: 7th, 8th	
X All			X All		
<input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Continue to build school culture through student bonding activities, guest speakers on self esteem, anti-bullying, substance abuse, etc. Goal would be to ensure that at risk students are continuing to feel comfortable on campus and building connections with peers.		\$3000 Supplemental	Efforts were made toward progress on this action. For example, at the K-6 level, RICA Shirts were made for students so that they can be worn on "spirit days". Costs were included in Base.		\$0 Supplemental
<b>Scope of service:</b>	RICA		Scope of service:	RICA	
	Grades: All			Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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**What changes in actions, services, and expenditures**

The terminology of this goal will be updated to be consistent with Goal 3 of RUSD. In addition, further development of school culture activities will occur in future years including an increase of extracurricular activities. Support of students instructional needs academically and behaviorally will be added.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

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

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	65801
<p>RICA has created a system to support academic achievement and social emotional wellbeing, including multiple tiers of intervention focusing on literacy, numeracy and social emotional support. Well taught, systematic, differentiated instruction for all underperforming students improves student achievement (Tomlinson, 2001). In addition, early academic intervention has led to improved learning outcomes as measured on state assessments (Brennan, 2015). RICA's plan for both academic and socio- emotional interventions leads to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and increased performance standardized achievement tests (Elias, 2014). Therefore, Supplemental LCAP funds were allocated school wide for all students in the following actions and services, which were identified among the alternatives available as the most effective use of funds to meet RICA goals for unduplicated pupils in the state and local priority areas: Action 1.2 Counseling Services and Action 3.1 Instructional Aide Support.</p>	

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

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

5.42	%
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According to the minimum proportionality percentage calculation of 5.42%, services provided for EL, FY, LI, and Homeless (targeted) students in RICA have been increased and improved as compared to services provided to all students quantitatively and qualitatively as described below:

- Refined and increased counseling support giving targeted students priority to increase successful transitioning and college/career goals (Action 1.2) \$36,614
- Refined and improved services to our EL and Foster Youth population to increase student attendance and achievement (Action 3.5) \$1,000
- Increased technology and materials for targeted students in need. (Action 1.3) \$10,379
- Increased communication between home and school to improve and allow parents, staff and students to interact more effectively thereby improving student engagement, access to services, and academic performance (Action 1.5)
- Priority access to interventions and tutoring for targeted students (Action 3.1 and 3.2) \$17,808
- Increased and improved progress monitoring to identify needs of targeted students and implement effective intervention strategies in our Multi-tiered System of Supports (Action 3.4)

Therefore, services for unduplicated pupils have been increased or improved to meet the minimum proportionality percentage qualitatively and quantitatively.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

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**SUBJECT:** Adopt Budget and Annual Certification for Workers' Compensation Claims  
**DEPARTMENT:** Office of the Deputy Superintendent, Business & Operations

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**Background:**

A public hearing was held on June 8, 2016 along with a presentation of the proposed 2016-17 budget and information regarding the estimated accrued but unfunded cost of Workers' Compensation claims.

**Status:**

The Board will be asked to adopt the 2016-17 budget and approve the Annual Certification Regarding Self-Insured Workers' Compensation Claims (as required by Ed Code 42141) as presented on June 8, 2016. Revisions to reflect the final state adopted budget will be presented for approval at the board meeting in August.

**Presenter:**

Barbara Patterson, Deputy Superintendent, Business & Operations

**Financial Impact:**

Current year:

Future years:

Funding source:

**Materials/Films:**

**Other People Who Might Be Present:**

None

**Allotment of Time:**

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

**Packet Information:**

A copy of the proposed budget and the 2016-17 Budget Book will be included as separate documents. This document is available to the public by calling the Business Department at 630-2234

**Recommendation:**

Staff recommends approval of the 2016-17 budget and Annual Certification for Workers' Compensation Claims.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

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**SUBJECT:** Approve Selection of Architectural Firm for Professional Services to Develop Educational Specifications

**DEPARTMENT:** Office of the Senior Director, Facilities, Maintenance & Operations

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**Background:**

Developing a new District educational specification is a significant and important step as we move forward with the District facility needs assessment and updating the facility master plan. This will also align the District with meeting the strategic and LCAP plans.

**Status:**

District requested the three architectural firms who were selected to be in the pool of architects, by the board subcommittee and district staff on Feb 20, 2016, to submit their proposal for updating the Pre K-12 educational specifications.

WLC Architects	\$45,000.00
Rainforth Grau Architects	\$68,400.00
ATI Architects and Engineers	\$112,690.00

Bids were reviewed by the Superintendent, Deputy Superintendent Business & Operations and the Senior Director of Facilities, Maintenance & Operations. The reviewers were in agreement to recommend award to WLC Architects for the complete bid of \$45,000.00.

**Presenter:**

Barbara Patterson, Deputy Superintendent, Business & Operations

**Financial Impact:**

Current year:	N/A
Future years:	\$45,000.00
Funding source:	Fund 25

**Materials/Films:**

None

**Other People Who Might Be Present:**

None

**Allotment of Time:**

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

**Packet Information:**

None

**Recommendation:**

Staff recommends approval of the contract for the professional services to develop educational specifications, in the amount of \$45,000.00, with WLC Architects.

# ROCKLIN UNIFIED SCHOOL DISTRICT

## *Facilities, Maintenance and Operations*

2615 Sierra Meadow Way Drive, Rocklin, CA 95677 916-630-3188

### INDEPENDENT CONSULTANT AGREEMENT

For Professional Services

This Independent Consultant Agreement for Professional Services ("Agreement") is made and entered into as of the **23rd day of June, 2016** by and between the Rocklin Unified School District, 2615 Sierra Meadows Drive, Rocklin, California 95677 ("District") and **WLC Architects** ("Consultant"), (together, "Parties").

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall provide the services as described in **Exhibit "A,"** attached hereto and incorporated herein by this reference ("Services" or "Work"). The scope of services will generally consist of the following:

- 1.1 **Professional Services for the Rocklin Unified School District K-12 Educational Specifications**

The scope of services is more specifically indicated on **Exhibit "A"** Proposal No. from **WLC Architects** and is subject to the terms and conditions of this Agreement.

**N/A. Exhibit "B"** (Division of the State Architect ("DSA") Form SSS 103-1 (Revised 4/07), Structural Tests and Inspections) ("Services"). **Exhibit "B"** must be completed specifically for this Agreement, with all appropriate boxes checked to indicate the type(s) of Inspection(s) and/or testing that will be performed as part of the scope of this Agreement.

- 1.2 The Services shall be performed on the following project(s) / site(s) ("Project"):

- K-12 Educational Specifications**

- 1.3 **N/A.** The Consultant's Services at any one of the sites or combination thereof may be changed, including terminated, in the same manner as the Project, as indicated herein, without changing in any way the remaining Consultant's Services at other site(s). The provisions of this Agreement shall apply to the Consultant's Services at each site, without regard to the status of the remaining component(s). Consultant shall invoice for each inspection and test separately and for each site separately and District shall compensate Consultant for each site separately based on the level and scope of Services completed for each site.

2. **Term.** The term of this Agreement shall be no longer than the period of construction of the Project, unless this Agreement is terminated and/or otherwise cancelled prior to that time.
3. **Submittal of Documents.** The Consultant shall not commence the Work under this Contract until the Consultant has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

<u>  X  </u>	Signed Agreement
<u>  X  </u>	Workers' Compensation Certification
<u>      </u>	Fingerprinting/Criminal Background Investigation Certification
<u>  X  </u>	Insurance Certificates and Endorsements
<u>  X  </u>	W-9 Form

Consultant agrees to submit any other documentation as may be required pursuant to this Agreement applicable to the scope of services for the Project(s) listed herein.

4. **Compensation.** As full consideration for the satisfactory completion of the services required pursuant to this Agreement, District agrees to pay Consultant on an hourly basis and/or a per unit basis, as indicated in **Exhibit "A"** equal to an amount not to exceed **Forty Five Thousand (\$45,000)**. District shall pay Consultant according to the following terms and conditions:

- 4.1 Payment for the Work shall be made for all undisputed amounts in monthly installment payments within thirty (30) days after the Consultant submits an invoice to the District for Work actually completed and after the District's written approval of the Work, or the portion of the Work for which payment is to be made.
- 4.2 Consultant shall prepare a separate invoice for each school site, if Consultant works at more than one site. The itemized invoice shall reflect the hours spent by the Consultant in performing its Services pursuant to this Agreement.
- 4.3 All payments to Consultant hereunder shall be issued pursuant to a processed and executed Purchase Order and comply with the following important instructions, as applicable, to the scope of services for the Project(s):
- 4.3.1 Accept no order as valid except on this form;
- 4.3.2 All labor, equipment and materials shall be in accordance with the latest Federal, State and Local codes, rules and regulations. Nothing in the purchase order is to be construed to permit work, furnish equipment or materials, not conforming to these laws;
- 4.3.3 N/A. Transportation charges must be prepaid and shown on the invoice. If quoted FOB shipping point, enclose original receipted freight bill with invoice. **Shipments are to be made to the "Ship Prepaid To" address of the Rocklin Unified School District address listed herein;**
- 4.3.4 N/A. A delivery slip must accompany each shipment;
- 4.3.5 N/A. There must be a separate invoice for each order;
- 4.3.6 N/A. Invoices for merchandise must be itemized, stating quantity, price and amounts of each item. Invoices for repairs must itemized as to material and time, and rate of labor.

4.3.7 **Invoice To:** Rocklin Unified School District, Attn: Accounting Department, 2615 Sierra Meadows Drive, Rocklin, CA 95677, (916) 630-3188.

5. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing services for District, except as follows:

5.1 As shown in Exhibit "A".

6. **Independent Contractor.** Consultant, in the performance of this Agreement, shall be and act as an independent contractor. Consultant understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Consultant's employees. In the performance of the work herein contemplated, Consultant is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, District being interested only in the results obtained.

7. **N/A. Labor Compliance Program.** The Consultant shall coordinate with District personnel and/or its designated representatives as may be requested and desirable, including with other professionals employed by the District for the design, coordination or management of other work related to the Project. This shall include, without limitation, coordination with the persons responsible for operation of the District's Labor Compliance Program. If the Consultant employs subcontractor(s), the Consultant shall ensure that its contract(s) with its subcontractor(s) include language notifying the subcontractor(s) of the District's Labor Compliance Program, if any.

8. **Materials.** Consultant shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:

8.1 Not applicable.

9. **Performance of Services.**

9.1 **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Consultant's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

9.2 **Meetings.** Consultant and District agree to participate in regular meetings on at least a monthly basis to discuss strategies, timetables, implementations of services, and

any other issues deemed relevant to the operation of Consultant's performance of Services.

- 9.3 **District Approval.** The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
- 9.4 **N/A. New Project Approval.** Consultant and District recognize that Consultant's Services may include working on various projects for District. Consultant shall obtain the approval of District prior to the commencement of a new project.
10. **Originality of Services.** Except as to standard generic details, Consultant agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Consultant and shall not be copied in whole or in part from any other source, except that submitted to Consultant by District as a basis for such services.
11. **Copyright/Trademark/Patent.** Consultant understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Consultant consents to use of Consultant's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
12. **Audit.** Consultant shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Consultant transacted under this Agreement. Consultant shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Consultant shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Consultant and shall conduct audit(s) during Consultant's normal business hours, unless Consultant otherwise consents.
13. **Termination.**
- 13.1 **Without Cause By District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.



13.2 **Without Cause By Consultant.** Consultant may, upon thirty (30) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.

13.3 **With Cause By District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

13.3.1 material violation of this Agreement by the Consultant; or

13.3.2 any act by Consultant exposing the District to liability to others for personal injury or property damage; or

13.3.3 Consultant is adjudged a bankrupt, Consultant makes a general assignment for the benefit of creditors or a receiver is appointed on account of Consultant's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceed the cost of the Service(s) pursuant to this Agreement, the Consultant shall immediately pay such excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fee, and/or cost. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

14. **Indemnification.** To the furthest extent permitted by California law, Consultant shall defend hold harmless and indemnify the District (and its officers, employees, trustees, agents, successors and assigns) against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs and liability whether in contract, tort or strict liability (including but not limited to personal injury, death at any time and property damage) arising out of or made necessary by Consultant's performance of this Agreement or breach of its terms.

15. **Insurance.**

15.1 The Consultant shall procure and maintain in effect during the life of this Agreement the following policies of insurance issued by an insurance company rated not less than "A-, VI" in Best Insurance Rating Guide and admitted to transact insurance business in California.

15.1.1 **Commercial General Liability.** Commercial General Liability insurance (including contractual, products and completed operations coverages, bodily injury and property damage liability insurance) with single combined limits of not less than \$1,000,000 per occurrence;

15.1.2 **Automobile Liability Insurance.** Commercial Any Auto Automobile Liability insurance for "any auto" with combined single limits of liability of not less than \$1,000,000 per occurrence;

15.1.3 **Professional Liability Insurance (Errors and Omissions).** Professional Liability Insurance (Errors and Omissions) with a limit of liability of not less than \$1,000,000 per occurrence; and

15.1.4 **Workers' Compensation Insurance.** Workers' Compensation Insurance as required by law.

Consultant's policy shall contain an endorsement naming the District as an additional insured insofar as this Agreement is concerned, and provide that written notice shall be given to the District at least 30 days prior to cancellation or material change in the form of the policy or reduction in coverage.

Consultant shall furnish the District with a certificate of insurance containing the endorsements required under this section, and the District shall have the right to inspect Consultant's original insurance policies upon request. Upon notification of receipt of a notice of cancellation, change or reduction in coverage, Consultant shall immediately file with the District a certified copy of the required new or renewal policy and certificates for such policy.

Nothing in this section concerning minimum insurance requirements shall reduce a party's liabilities or obligations under the indemnification provisions of this Agreement.

15.2 **Proof of Carriage of Insurance.** The Consultant shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District and approved by the District. Certificates and insurance policies shall include the following:

15.2.1 A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the

District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice.”

15.2.2 Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

15.2.3 An endorsement stating that the District and the State and their agents, Program Manager, representatives, employees, trustees, officers, consultants, and volunteers are named additional insured under all policies except Workers’ Compensation Insurance, Professional Liability, and Employers’ Liability Insurance. An endorsement shall also state that Consultant’s insurance policies shall be primary to any insurance or self-insurance maintained by District.

15.2.4 All policies except the Professional Liability Policy shall be written on an occurrence form.

16. **Assignment.** The obligations of the Consultant pursuant to this Agreement shall not be assigned by the Consultant.
17. **Compliance With Laws.** Consultant shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Consultant shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Work as indicated or specified. If Consultant observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Consultant shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Consultant’s receipt of a written termination notice from the District. If Consultant performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Consultant shall bear all costs arising therefrom.
18. **Certificates/Permits/Licenses.** Consultant and all Consultant's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.
19. **Employment With Public Agency.** Consultant, if an employee of another public agency, agrees that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
20. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the

Consultant agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Consultant agrees to require like compliance by all its subcontractor(s).

21. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Consultant's performing of any portion of the Services.
22. **N/A. Disabled Veteran Business Enterprises.** Section 17076.11 of the Education Code requires school districts using funds allocated pursuant to the State of California School Facility Program for the construction or modernization of a school building to have a participation goal of at least 3 percent, per year, of the overall dollar amount expended each year by the school district, for disabled veteran business enterprises (DVBE). In accordance therewith, the Consultant must submit, upon request by District, appropriate documentation to the District identifying the steps the Consultant has taken to solicit DVBE participation in conjunction with this Agreement, if applicable.
23. **No Rights In Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
24. **District's Evaluation of Consultant and Consultant's Employees and/or Subcontractors.** The District may evaluate the Consultant in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
  - 24.1 Requesting that District employee(s) evaluate the Consultant and the Consultant's employees and subcontractors and each of their performance.
  - 24.2 Announced and unannounced observance of Consultant, Consultant's employee(s), and/or subcontractor(s).
25. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
26. **Ratification.** This Agreement shall not be effective against the District until such time that Board of Education ratifies this Agreement.
27. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Consultant understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure

of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

28. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District:**

Rocklin Unified School District  
2615 Sierra Meadows Drive  
Rocklin, CA 95677  
ATTN: Senior Director Facilities, Maintenance  
and Operations

**Consultant:**

WLC Architects  
1110 Iron Point Road, Suite 200  
Folsom, CA 95630  
ATTN: Max Medina

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

29. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
30. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the District's administrative offices are located.
31. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
32. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
33. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

34. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
35. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.
36. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
37. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authority and empowered to enter into this Agreement.
38. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
39. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Dated: \_\_\_\_\_, 20\_\_\_\_

Dated: June 14 \_\_\_\_\_, 20 16

**Rocklin Unified School District**

**WLC Architects**

By: \_\_\_\_\_

By: 

Print Name: Barbara Patterson

Print Name: Max I. Medina

Print Title: Deputy Superintendent  
Business Services

Print Title: Vice President, AIA, Principal

**Information regarding Consultant:**

Consultant: WLC Architects, Inc.  
License No.: C24886  
Address: 8163 Rochester Avenue, STE. 100  
Rancho Cucamonga, CA 91730  
Telephone: (909) 987-0909  
Facsimile: (909) 987-9980  
E-Mail: max@wlcarchitects.com

Type of Business Entity:  
 Individual  
 Sole Proprietorship  
 Partnership  
 Limited Partnership  
 Corporation, State: California  
 Limited Liability Company  
 Other: \_\_\_\_\_

95-2983639:  
Employer Identification and/or Social Security Number

**NOTE: Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.**

## Exhibit A



ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

April 13, 2016

Mr. Craig Rouse  
Senior Director Facilities, Maintenance and Operations  
Rocklin Unified School District  
2615 Sierra Meadows Drive  
Rocklin, CA 95677-2811

Re: Professional Services Proposal  
K-12 Educational Specifications  
Rocklin Unified School District

Dear Craig:

Per our discussions, I am very pleased to submit this proposal to provide the Rocklin Unified School District with professional services for K-12 Educational Specifications that complement the District's current Facility Master Plan. We will also utilize available data from the District's Strategic Plan and LCAP. Our approach will individually address curriculum at all grade levels K-6, 7-8, and 9-12 which includes a review of current classroom academics and all administrative and support standards. In addition to your current curriculum, we will explore the appropriate 21<sup>st</sup> Century models that apply to the District.

### Process

Based on our assumptions, we anticipate a five-step process of meetings as follows:

1. LEADERSHIP: Meeting with Superintendent, Deputy Superintendent and Program Leaders, Facilities Director, and key community members (if appropriate.)

Purpose: Kickoff meeting and goal setting. Review Strategic Plan and LCAP. Discuss 21<sup>st</sup> Century curriculum/classroom application for current and future facilities.

2. SPECIALTY GROUPS: Meetings with Curriculum, Administrative, and Departmental representatives of grade levels K-6, 7-8, and 9-12.

Purpose: Meetings for further definition and outcomes of the Ed Spec as it applies to the various grades and administrative support groups.



3. SPECIALTY GROUPS: Meetings with Curriculum, Administrative, and Departmental representatives of grade levels K-6, 7-8, and 9-12.

Purpose: Breakout meetings to discuss specifics of Curriculum, 21<sup>st</sup> Century, Administrative, and departmental needs.

4. LEADERSHIP: Meeting with Superintendent, Deputy Superintendent and Program Leaders, Facilities Director, and key community members (if appropriate.)

Purpose: Presentation of the draft Ed Spec for review and discussion.

5. BOARD PRESENTATION

The required deliverables are two (2) sets of the final Education Specification document tabbed in a three-ring binder and a CD of the complete document in PDF format. We anticipate completing the work by mid-summer 2016 and will immediately develop a work schedule with you that suits your needs and meeting times.

I will be leading the effort along with technical support from Lisa Ryker, Facility Planner; Bob Ferguson, Education Resource; Dennis Murray, Education Resource; and Austin Duncklee, Project Manager. We do not anticipate the need for any consultant input and as such have not included them in our scope. We have allotted time in the SPECIALTY GROUPS for several meetings to accomplish the tasks of interviewing all grade levels and groups within those grades.

#### **Professional Fees:**

Your contract with WLC will mark a purposeful investment in your facilities. We are here to make sure that you consider your investment to be a good one, with significant returns. WLC is flexible on the topic of fee structure, but we do consider our expertise valuable. We want you to feel that you are getting both excellent service and architectural value at a fair market price.

To accomplish all the above, the proposed professional fee for WLC Architects, Inc. is \$45,000.

WLC will invoice Rocklin Unified School District monthly, on a lump sum basis, for the percentage of services completed. Should the scope of the project increase beyond what is identified herein or the allotted fee, I will request additional compensation in writing. Hourly rates will be per the attached WLC rate schedule.

Mr. Craig Rouse  
Professional Services Proposal  
K-12 Educational Specifications  
Rocklin Unified School District  
April 13, 2016  
Page 3

We are very enthusiastic about starting this process and look forward to working with you and the District staff. Please sign both copies of this proposal and return one to me and we will be happy to get started. We will need to execute a formal contract as soon as possible. Please do not hesitate to contact me if you have questions.

Sincerely,

*Max I. Medina*

MAX I. MEDINA  
Architect, AIA  
Principal

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CRAIG ROUSE  
Senior Director  
Facilities, Maintenance and  
Operations  
Rocklin Unified School District

MIM:jp  
16027-mkt

cc: Nanette Piccini, Director, Accounting, Associate, WLC Architects, Inc.

Enclosed: WLC Hourly Rates



**WLC ARCHITECTS, INC.  
HOURLY RATE SCHEDULE**

<b><u>TITLE</u></b>	<b><u>HOURLY RATE</u></b>
Principals of Firm.....	\$220.00/hr
Associate Principal/Director.....	\$200.00/hr
Associate/Coordinator.....	\$200.00/hr
Senior Project Architect.....	\$180.00/hr
Senior Project Manager.....	\$180.00/hr
Project Architect.....	\$150.00/hr
Project Manager.....	\$150.00/hr
Technical Level I.....	\$100.00/hr
Technical Level II.....	\$100.00/hr
Technical Support.....	\$ 80.00/hr

# Mental Health and Wellness Services Update

## Rocklin Unified School District Board of Trustees Meeting June 22, 2016

Kathleen Pon, Ed. D.,  
Deputy Superintendent, Educational Services  
Marlon Morgan, M.A., LPCC, PPS  
Executive Director, Wellness Together



# Overview of Presentation

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- Review RUSD's mental health and wellness services and alignment to District goals and plans
- Understand how a focus on behavioral/socio-emotional support and mental health and wellness is part of our greater Multi-Tiered System of Supports
- Examine 2016 data resulting from the placement of 5 counseling interns at secondary sites and their program of school based therapy
- Review services for elementary and middle school sites for Tier I or Positive Behavior Support System (PBIS) and Tier II (prosocial skills) programs
- Forecast next steps for RUSD and building capacity for communities of wellness at our sites



# Alignment to Strategic and Local Control Accountability (LCAP) Plans

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## LCAP

**Goal 3: RUSD will provide support systems for learning (during both the school day and after school) and provide safe schools with healthy climates where all students have opportunities to achieve at high levels**

*3.2 - Ensure socially, emotionally, and physically safe school campuses; Continue and expand student behavior support through PBIS*

## Strategic Plan

**Strategy #2 - We will provide a variety of opportunities for all students to become healthy, self aware, resilient and high-functioning adults**

*2.1 - Foster healthy relationships and interactions by developing both intra and inter-personal skills and 2.8 - Promote a district wide health education curriculum to reinforce the health and well-being of each student and staff member by addressing the physical, mental, emotional, and social dimensions of health*

# Funds Committed to Mental Health Services

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**2015-2016**

**\$3,349,288** (includes salaries for positions used for psychologists, other behavioral supports in special education )

***\$75,000 - Mental Health School Based Therapists and Social Skills Training (1x funds)***

**2016-2017**

**\$3,494,156**

***\$212,863 – Mental Health School Based Therapists and Social Skills Training (LCFF, 1x funds, Medi-Cal)***

**2017-2018**

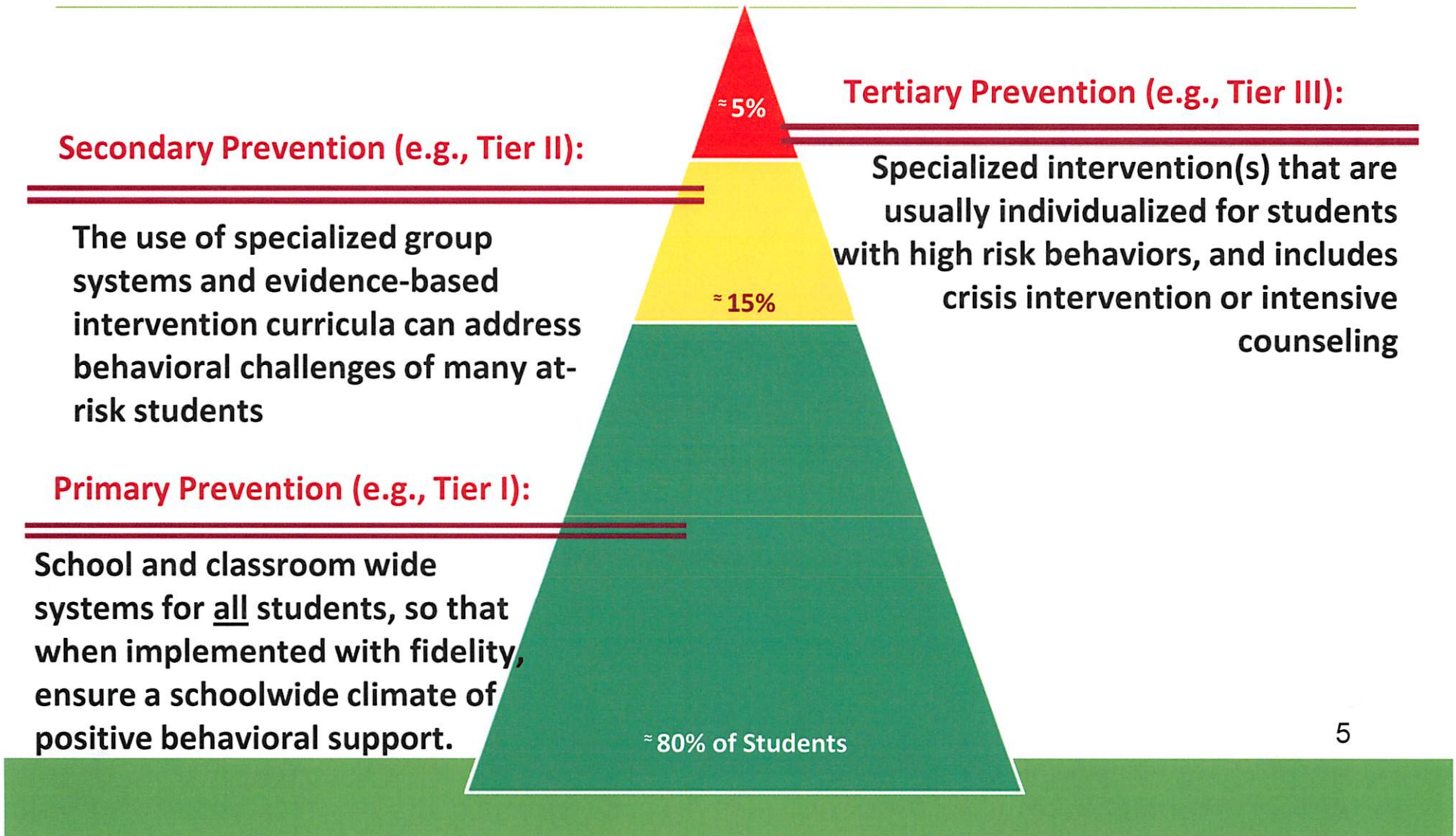
***to be determined\****

**\* Staff will report to the Board about success of the initiative and propose modifications and ongoing costs for Year 3, based on student impact and cost effectiveness**

At this time, staff is actively exploring fiscal support for ongoing mental health needs, including the use of intervention, LCFF, foundation and/or Medi-Cal dollars to fund future work outside of special education related mental health services. In addition, there is work to build capacity for some services in-house.



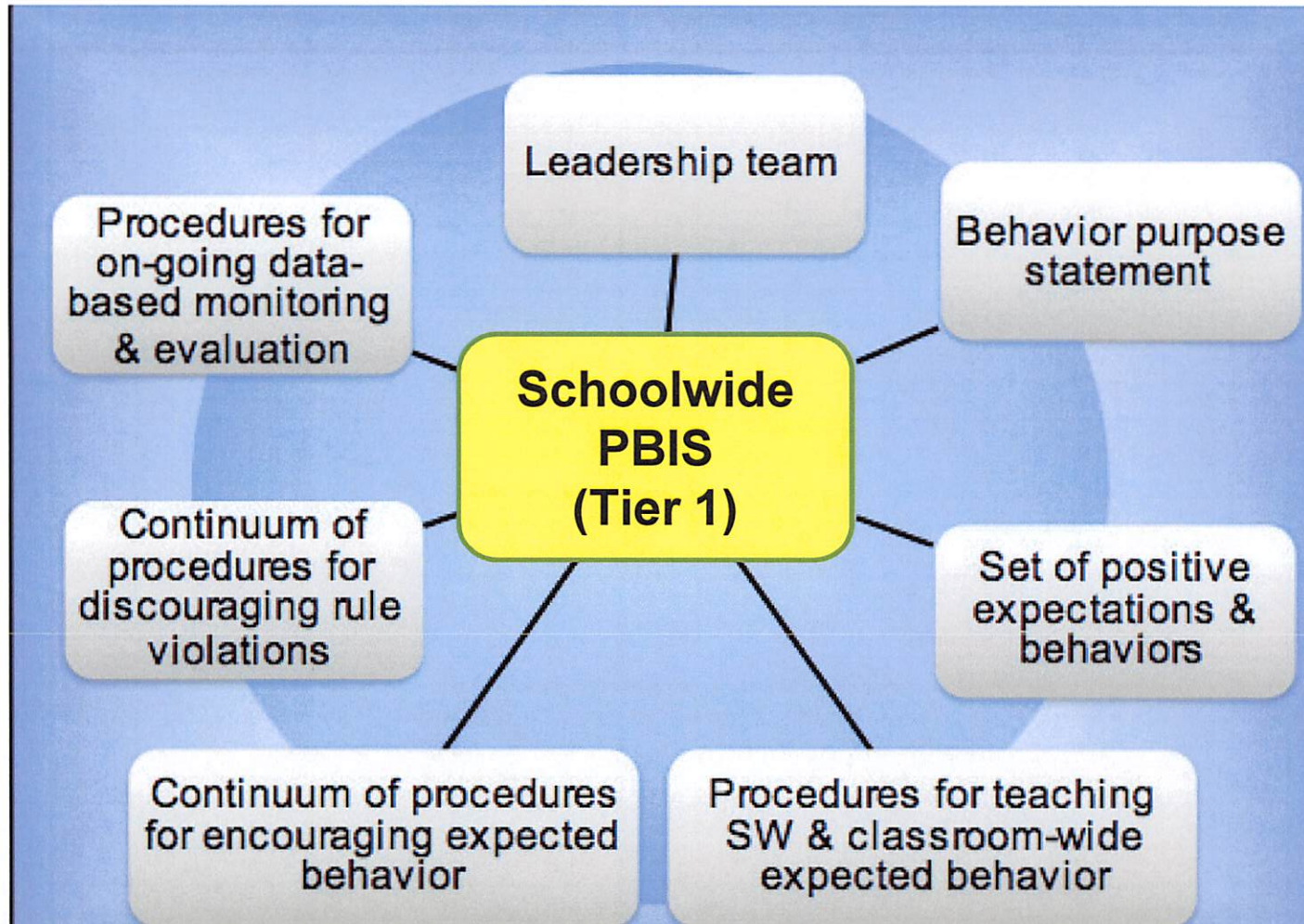
# The Relationship of Mental Health Initiatives to RUSD's Multi-Tiered Systems of Support





# Tier I Positive Behavior Support System (PBIS):

5 Schools have begun PBIS and 5 have elected to participate in a 3<sup>rd</sup> cohort next year.



# Tier II Pro-Social Skills Curriculum and Services

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- Dinosaur Skills and Teach Pro-social Skills student groups were held at 1 middle school and 6 elementary sites using District and PCOE grant funding, and the programs served 21 and 54 students, respectively
- Small group sessions addressed aggression, friendship making, withdrawal and dealing with stress
- The programs have a strong evidence base and demonstrate effective outcomes when implemented with fidelity
- Groups followed modeling, role playing, practice, and transfer (homework) routines
- Groups were seen during the school day, through referrals by staff or parents and students had parent permission to participate 7



# Building Capacity

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- Using LCAP and 1x funding next year, 2 paraprofessionals from all elementary sites are being trained in the *Skillstreaming* pro-social curricula and will implement small group sessions on campus as a Tier II intervention
- The District will identify a referral and parent permission process
- Paraprofessionals will be supervised by site administrators and coached by a licensed therapist
- Data will be collected on the effectiveness of this intervention for 2016-2017

# School Based Therapy Data from February – June 2016

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## School-Based Therapists (SBT):

5 SBTs at 24 hours per week (all secondary sites)

## Students/Families:

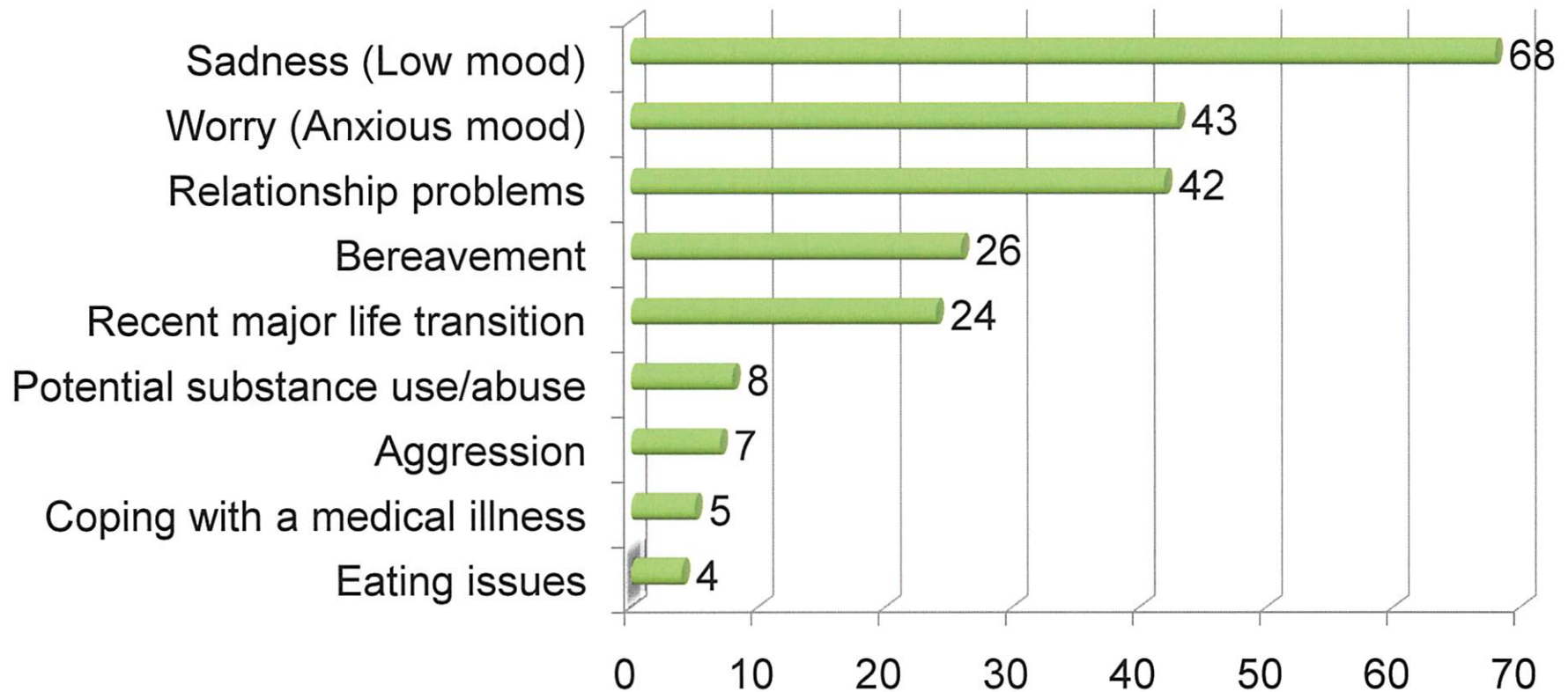
114 referred

88 received services

# Referrals for School Based Therapy

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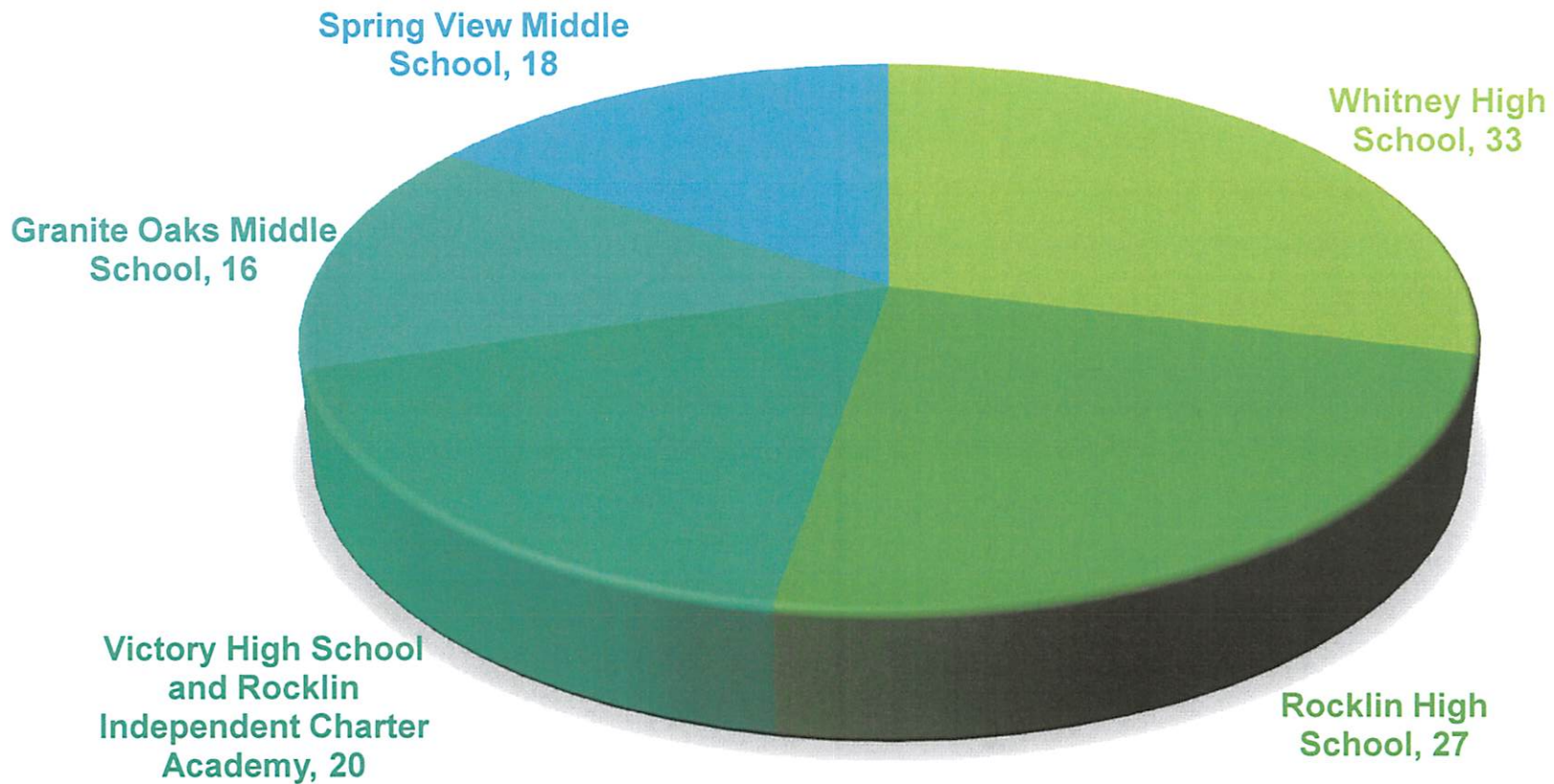
## Reasons for Referral



# Counselor Referrals

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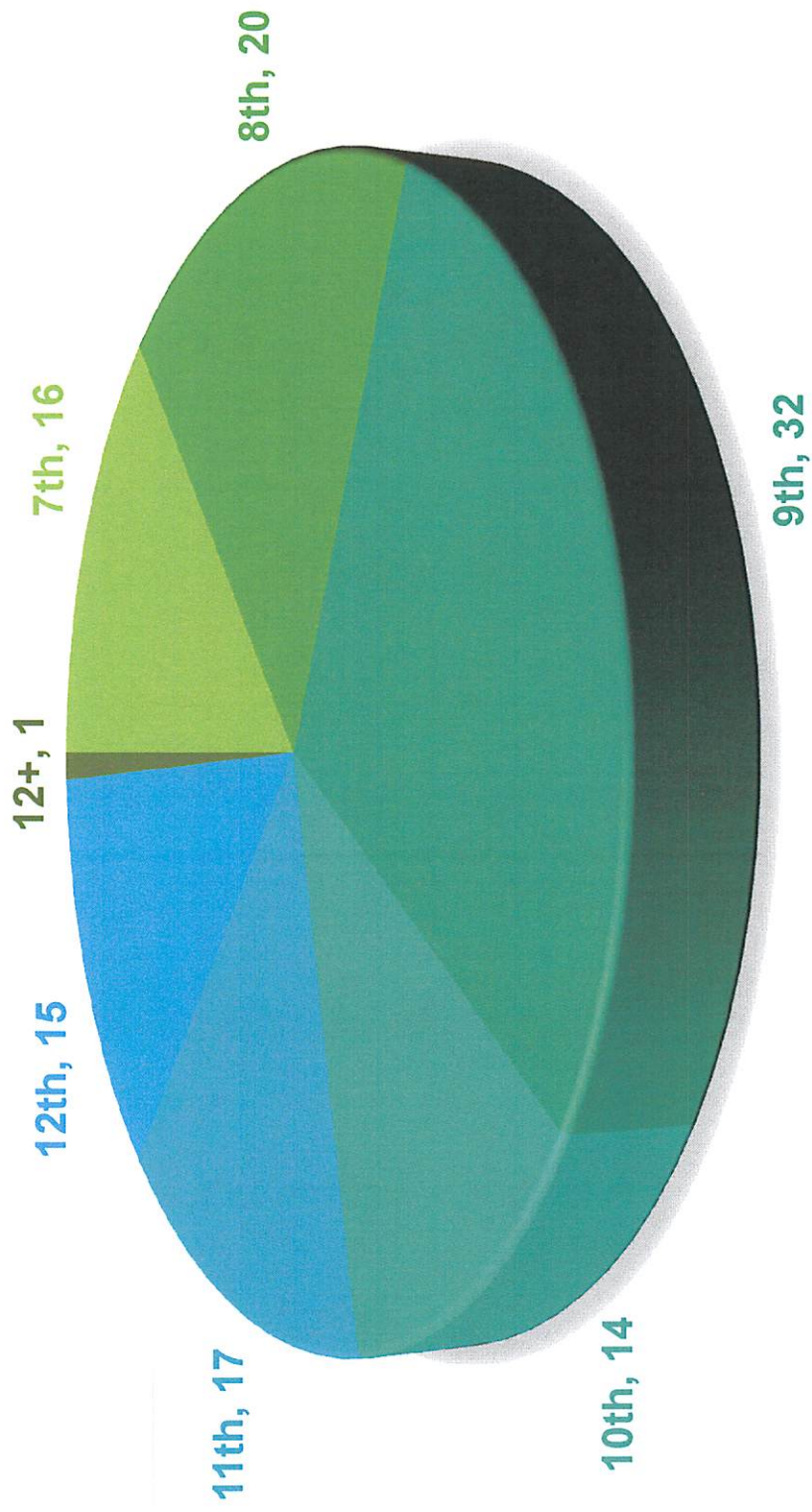
## NUMBER OF COUNSELOR REFERRALS





# Referrals by Grade Level

## COUNSELOR REFERRALS BY GRADE



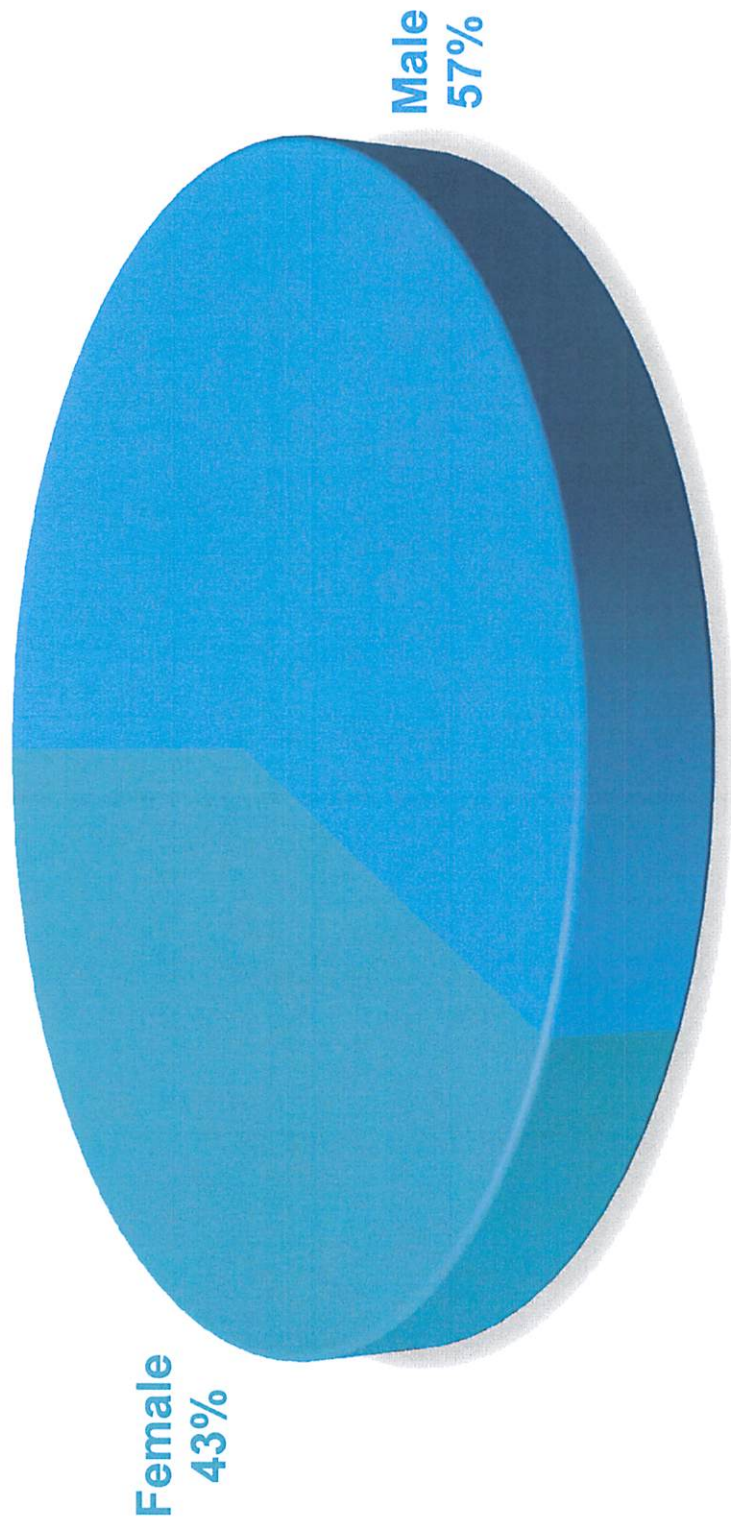
12



# Referrals by Gender

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## REFERRALS BY GENDER





# Use of the Behavioral and Emotional Rating (BERS) Scale

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1. **Interpersonal Strength**- a child's strengths in relating to others

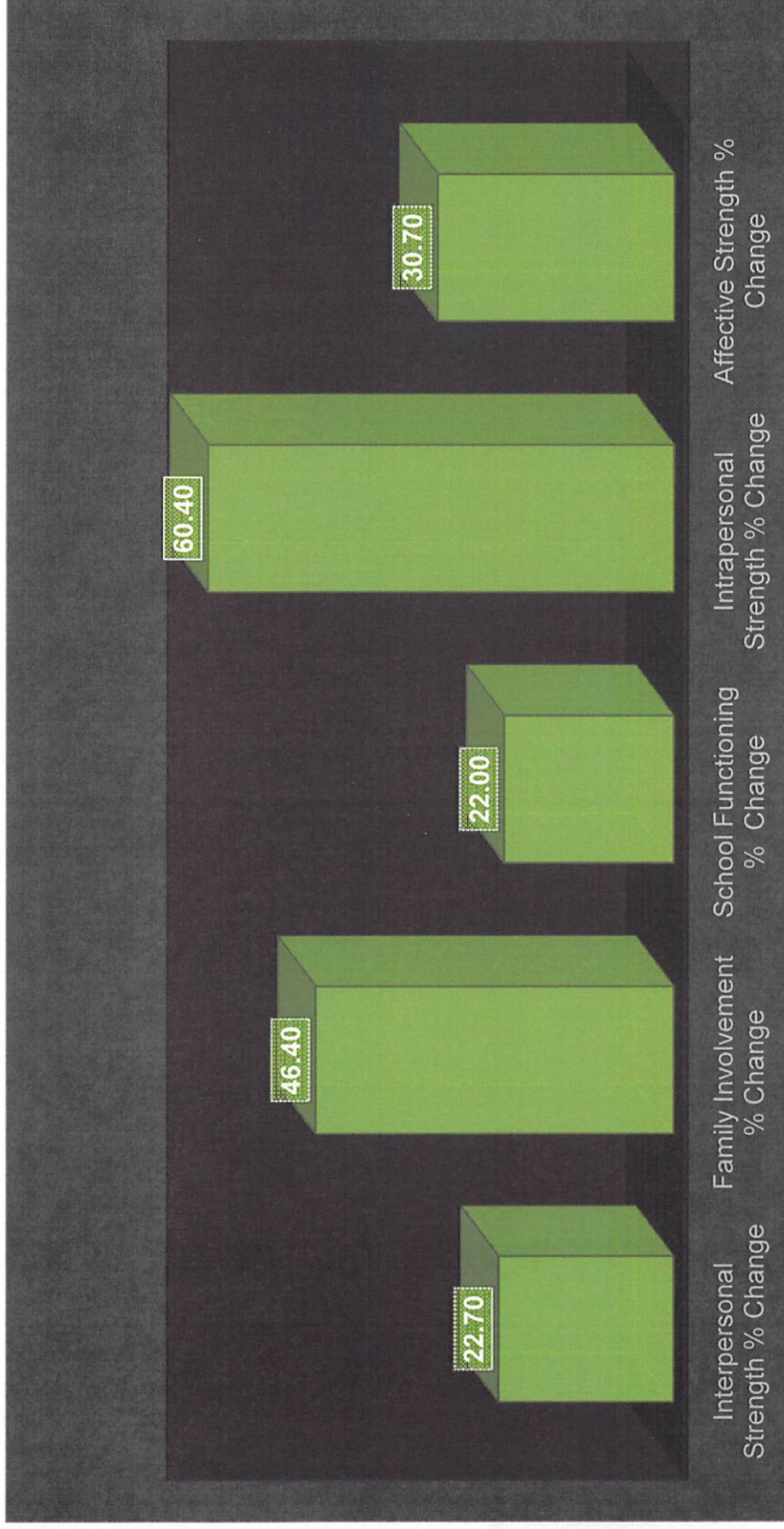
2. **Family Involvement**- a child's strengths in relationship with and participation in family life

3. **School Functioning**- a child's strengths in school tasks and participation

4. **Intrapersonal Strength**- a child's internal emotional strengths: their outlook on their own competence and accomplishments

5. **Affective Strength**- a child's strength in accepting affection from and expressing feelings toward others

# Subscales: Students' % Rate of Change



- All BERS-2 YRS subscales indicate positive growth.



# Other Site Related Initiatives Supporting Mental Health

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**The National Alliance on Mental Illness is dedicated to raising awareness and providing support and education on support for mental health.**

- The Rocklin High School NAMI Club, under advisor Pilar Padilla, has held two Wellness Speaker Events this year on coping with stress
- Students have also spent the year spreading random acts of kindness throughout the campus
- Next year, the club plans to host monthly meetings on topics including addiction, body image, anxiety and etc., and would like to promote the speaker series to the greater RUSD population and Rocklin community

# Other Site Related Initiatives Supporting Mental Health

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**Whitney High School's *Unleashed* Broadcasting Program dedicated shows to Mental Health awareness and suicide prevention in February, with the goal of ending the silence and stigma of mental illness.**



- Began the week with a story about the definition of a stigma and how this often prevents those with a mental illness to seek help
- Discussed solutions for teens who are battling depression or contemplating suicide
- Shared a local college grad and her survival story with depression
- Ended the week with a behind the scenes look at a local facility where teens can get help

# Next Steps for RUSD Mental Health Support

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- Support PBIS school training and implementation as a Tier I intervention, including the use of data collection through the SWIS data program and build capacity of staff to provide Tier II interventions (social skills groups)
- Expand our school based therapist intern counseling program to District elementary schools as a Tier III intervention
- Increase referrals by school counselors and the number of students served
- Mental health professional development opportunities for District, teachers, administrators, and other site staff
- Balance services for students with evidenced based, cost effective practices



## ROCKLIN UNIFIED SCHOOL DISTRICT

## BOARD AGENDA BRIEFING

**SUBJECT:** Mental Health and Wellness Services Update

**DEPARTMENT:** Office of the Deputy Superintendent, Educational Services

**Background:**

The Board approved funds at their January meeting to address the increased need for mental health services for District students. This included services of school based therapist interns from *The Place Within Counseling Center Education Services: Wellness Together Program* for all secondary schools and services through PCOE for facilitation of social skills groups at six elementary and one middle school site. These services address Strategic Plan and LCAP goals of developing support systems so that all students can grow to be healthy, resilient and high functioning adults.

**Status:**

This report will provide data about the success of the first half year of implementation of these services. The presentation will also illustrate how these and other initiatives such as PBIS fit into a social-emotional and behavioral continuum of support for students, under the umbrella of the District's Multi-Tiered System of Support (MTSS).

**Presenter(s):**

Kathy Pon, Ed. D., Deputy Superintendent, Educational Services  
Marlon Morgan, M.A., LPCC, PPS, Executive Director, Wellness Together

**Financial Impact:**

**Current year:** \$3,349,288 (includes salaries for positions used for psychologists, other behavioral supports in special education) \$75,000 (School based therapists and Social Skill group facilitation)

**Future years:** \$3,494,156 (includes salaries for positions used for psychologists, other behavioral supports in special education) \$212,863 ((School based therapists and Social Skill group facilitation)

**Funding source:** LCFF, 1x Funds, Medi-Cal

**Materials/Films:**

None

**Other People Who Might Be Present:**

Barbara Patterson, Deputy Superintendent, Business & Operations  
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:**

None

**Recommendation:**

For Information only

## PENDING BOARD AGENDA ITEMS

June 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>(Action)</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
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
School Opening/Readiness Report <i>(Information)</i>	Ed Services/Staff	August
Unaudited Actuals, Approve District Certification	Business & Operations	August/September
Resolution Establishing Appropriation Limitation (GANN) <i>(Action)</i>	Business & Operations	August/September
Summer School Program Report	Ed Services/Staff	September
Summer Civic Program Update – (Information)	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 8<sup>th</sup> 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
RUSD 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
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
Budget Assumptions & Priorities	Business & Operations	February
Identify Teachers for Non-Reelection; Prepare Letters of Notification ( <i>March 1<sup>st</sup> 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>1<sup>st</sup> Mtg</i> )
Present Draft School Year Calendar ( <i>two years out - Consent</i> )	Human Resources	March ( <i>1<sup>st</sup> Mtg</i> )
Annual Board Action Regarding Distribution of Non-Reelection Letters	Human Resources	March ( <i>1<sup>st</sup> Mtg</i> )
Finalize District's Proposal and Prepare for Sunshining Process	Human Resources	March ( <i>1<sup>st</sup> 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 ( <i>2<sup>nd</sup> Mtg</i> )
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)</i> (Consent)	Ed Services	April/May
Second Interim Report/Approval <i>(Action)</i>	Business & Operations	May
RUSD 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
AFJROTC Color Guard Special Recognition (Student Representative Unit & Cadet Commander)	Superintendent/Staff	May (2 <sup>nd</sup> Mtg)
Student Board Member Recognition	Superintendent	May (2 <sup>nd</sup> 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 (1 <sup>st</sup> Mtg)
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.