

# ROCKLIN UNIFIED SCHOOL DISTRICT

2615 Sierra Meadows Drive Rocklin, CA 95677

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



**APRIL 15, 2015**

**CLOSED SESSION 5:00 P.M.**

**SPECIAL EDUCATION STUDY BY WESTED, WORKSHOP — 5:15 P.M. – 6:15 P.M.**

**REGULAR MEETING AGENDA — 6:30 P.M.**

1.0 **CALL TO ORDER**

2.0 **ROLL CALL**

3.0 **CLOSED SESSION (5:00 P.M.)** – The Board will adjourn to closed session regarding the following matter(s):

3.1 Public Employee Appointment as authorized by Government Code 54957  
(Position: Rocklin High School Principal)

4.0 **SPECIAL EDUCATION STUDY BY WESTED - PRESENTATION OF THE FINDINGS AND RECOMMENDATIONS (5:15 P.M. – 6:15 P.M.)**

5.0 **PLEDGE OF ALLEGIANCE**

6.0 **SPECIAL RECOGNITIONS/PRESENTATIONS**

6.1 Victory High School recognized as a 2015 California Model Continuation School. (Presenter: Marty Flowers)

6.2 Placer County Office of Education 2015 Oral Spelling Bee Competition Winners. (Presenter: Karen Huffines and Jordan White)

6.3 2015 Mock Trial Competition, recognition of Rocklin High School Team. (Presenter: Marty Flowers)

7.0 **AUDIENCE/VISITORS PUBLIC DISCUSSION** – This agenda item is included for the purpose of giving anyone in attendance an opportunity to ask questions or discuss non-agenda items with the Board of Trustees. There will be a three-minute time limit per person. If visitors have a complaint about a specific employee of the District, they will be requested to submit an oral or written complaint to the employee's immediate supervisor or the principal as required by Administrative Regulation 1312.1. (Please note that the public portion of all meetings is recorded.)

8.0 **COMMENTS FROM STUDENT REPRESENTATIVE(S)**

9.0 **COMMENTS FROM BOARD AND SUPERINTENDENT**

10.0 **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.

- 10.1 **APPROVE BOARD MINUTES** – Request to approve Board minutes.
  - 10.1.1 March 18, 2015 (Regular Meeting)
- 10.2 **APPROVE CERTIFICATED PERSONNEL REPORT** – Request to approve personnel items included on the Certificated Personnel Report. (Colleen Slattery)
- 10.3 **APPROVE CLASSIFIED PERSONNEL REPORT** – Request to approve personnel items included on the Classified Personnel Report. (Colleen Slattery)
- 10.4 **APPROVE BILL WARRANTS** – Request to approve bill warrants. (Barbara Patterson)
- 10.5 **APPROVE MONTHLY ACCOUNT SUMMARIES** – Request to approve monthly account summaries. (Barbara Patterson)
- 10.6 **ACCEPT DONATIONS** – Request to accept District donations. (Barbara Patterson)
- 10.7 **APPOINT ELEMENTARY SUMMER SCHOOL PRINCIPAL** – Request to approve appointment of 2015 Elementary Summer School Principal. (Colleen Slattery)
- 10.8 **APPOINT SECONDARY SUMMER SCHOOL PRINCIPAL(S)** – Request to approve appointment of 2015 Secondary Summer School Co-Principals. (Colleen Slattery)
- 10.9 **APPROVE QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS** – Request approval of the Quarterly Report on Williams Uniform Complaint, for the quarter ending March 31, 2015. (Deborah Sigman)
- 10.10 **APPROVE COMPREHENSIVE SCHOOL SAFETY PLANS FOR 2015-16 SCHOOL YEAR** – Request approval of the Comprehensive School Safety Plans for the 2015-16 school year. (Deborah Sigman)
- 10.11 **APPROVE DRIVE RIGHT, ELEVENTH EDITION TEXTBOOK ADOPTION** – (Deborah Sigman)
- 10.12 **APPROVE REVISED DEPARTMENT SECRETARY JOB DESCRIPTION** – Request to approve proposed draft of revised Department Secretary job description. (Colleen Slattery)
- 10.13 **APPROVE AGREEMENT WITH JACOBSON JAMES & ASSOCIATES, INC. (JJ&A) TO CONDUCT STORM WATER TESTING ANALYSIS AND CALIFORNIA STATE REPORTING** – Request to approve agreement with JJ&A for consulting services. (Barbara Patterson)
- 10.14 **APPROVE PROPOSAL WITH CALIFORNIA DESIGN WEST FOR ARCHITECTURAL AND ENGINEERING SERVICES FOR HVAC REPLACEMENTS AT ROCKLIN HIGH SCHOOL UNDER PROPOSITION 39** – Request to approve proposal with California Design West for architectural and engineering services as required for the replacement of HVAC units at Rocklin High School. (Sue Wesselius)
- 10.15 **APPROVE 2016-17 186 DAY SCHOOL YEAR CALENDAR** – Request approval of proposed 2016-17 186 day school year calendar. (Colleen Slattery)
- 10.16 **APPROVE OVERNIGHT FIELD TRIP(S)** – Request to approve the following overnight field trips. (Deborah Sigman)

- 14.3 *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

15.0 **RECONVENE TO OPEN SESSION**

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

17.0 **ADJOURNMENT**

*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: MAY 20, 2015, 6:30 P.M.**

- 10.16.1 Rock Creek Elementary, students in grade 6, to attend an overnight field trip to a Science Camp held at Sly Park Environmental Education Center in Pollock Pines, CA (September 21 – September 24, 2015).
- 10.16.2 Rocklin High School, student(s) from RHS Speech and Debate Team, to attend an overnight field trip to State Speech and Debate Tournament held at Vista Murrieta High School in Vista Murrieta, CA (April 17 – April 20, 2015).
- 10.17 **APPROVE STIPULATED EXPULSION(S)** – Request to approve agreement and stipulated expulsions for Student No. 041515-01 and Student No. 041515-02 as authorized by Government Code section 35146. (Deborah Sigman)
- 11.0 **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.
- 11.1 **APPOINT ROCKLIN HIGH SCHOOL PRINCIPAL** – Request to approve appointment of new Rocklin High School Principal effective as soon as possible. (Colleen Slattery)
- 11.2 **ACCEPT TRANSFER OF PORTABLES BY CITY OF ROCKLIN TO ROCKLIN UNIFIED SCHOOL DISTRICT AND APPROVE CONTRACT WITH CHILD DEVELOPMENT, INC (CDI) TO RUN PRESCHOOL PROGRAMS ON THREE ELEMENTARY SITES** – Request to approve transfer of portables by the City of Rocklin to Rocklin Unified School District (pending approval by the City of Rocklin to end preschool services) as well as approval of CDI contract to run preschool programs on three elementary sites. (Barbara Patterson)
- 11.3 **APPROVE FACILITIES USE AGREEMENT WITH THE ROCKLIN EDUCATIONAL EXCELLENCE FOUNDATION (REEF) TO PROVIDE BEFORE AND AFTER SCHOOL PROGRAMS** – Request to approve the Facility Use Agreement with REEF for utilities and custodial services for the 2015-16 school year. (Sue Wesselius)
- 11.4 **ACCEPT 2015-16 INITIAL CONTRACT PROPOSAL FOR ROCKLIN TEACHERS PROFESSIONAL ASSOCIATION (RTPA) AND SET DATE FOR PUBLIC HEARING** – Request to accept RTPA 2015-16 contract proposal and set date for public hearing for May 20, 2015. (Colleen Slattery)
- 11.5 **APPROVE ADOPTION OF COLLEGE PREPARATORY MATHEMATICS FOR GRADE 6, CORE CONNECTIONS MATHEMATICS, COURSE 1** – Request to approve College Preparatory Math (CPM) materials as the RUSD Grade 6 math adoption. (Karen Huffines)
- 12.0 **INFORMATION AND REPORTS**
- 12.1 **LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) INITIAL REVIEW** – (Deborah Sigman)
- 13.0 **PENDING AGENDA** – This is the time to place future items on the Pending Agenda.
- 14.0 **CLOSED SESSION** – The Board will adjourn to closed session regarding the following matters:
- 14.1 *Conference with Legal Counsel – Existing Litigation* as authorized by Government Code section 54956.9
- 14.2 *Public employee discipline/dismissal/release pursuant* to Government Code section 54957





## 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:**

April 10, 2015

**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 10th day of April 2015 in Rocklin, California.

Brenda Meadows  
Executive Assistant  
Rocklin Unified School District

ROCKLIN UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BRIEFING

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**SUBJECT:** Presentation of the Findings and Recommendations  
Special Education Study Conducted by WestEd

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

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**Background:**

At its December 10, 2014 meeting, the Rocklin Unified School District (RUSD) Board of Trustees approved a contract with WestEd, a educational research, development and service agency to conduct a study of the RUSD Special Education Department including but not limited to policies, procedures, organizational structure and staffing. At its February 4, 2015 meeting, the Board received a verbal update from the WestEd principle investigator regarding the processes and the methodologies being used as well as the status of the components of the study.

**Status:**

During the months of January, February, and March, WestEd conducted its study of the RUSD Special Education Department and services. A multi-dimensional approach was employed to accomplish this task. Surveys, interviews, focus groups, and collection of various site and district-level data were used to complete this comprehensive study. The principle investigators of the study will present the findings and recommendations to the Board.

To ensure that parents and staff have adequate opportunities to review the report, two forums, one for parents of students receiving special education services, and one for staff delivering special education services, will be held on April 22, 2015. The WestEd staff will present the findings and recommendations from the study and parents and staff will have the opportunity to ask questions.

**Presenter(s):**

Deborah Sigman, Deputy Superintendent, Educational Services  
Dona Meinders, Project Director, WestEd, Center for Prevention and Early Intervention (CPEI)  
Kevin Schaefer, Assistant Director of Special Programs, WestEd, CPEI  
Ann Hern, Education Finance Specialist, WestEd

**Financial Impact:**

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

**Materials/Films:**

None

**Other People Who Might Be Present:**

None

**Allotment of Time:**

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

**Packet Information:**

Rocklin Unified School District Review of Special Education Supports and Services, Final Report  
Submitted by WestEd Center for Prevention and Early Intervention

**Recommendation:**

Item is for information only.

# Rocklin Unified School District Review of Special Education Supports and Services

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## Final Report

Submitted by:  
WestEd Center for Prevention and Early Intervention  
1000 G Street  
Sacramento, CA 95814

April 15, 2015



WestEd — a national nonpartisan, nonprofit research, development, and service agency — works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has 17 offices nationwide, from Washington and Boston to Arizona and California, with its headquarters in San Francisco. For more information about WestEd, visit [WestEd.org](http://WestEd.org); call 415.565.3000 or, toll-free, (877) 4-WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA 94107-1242.

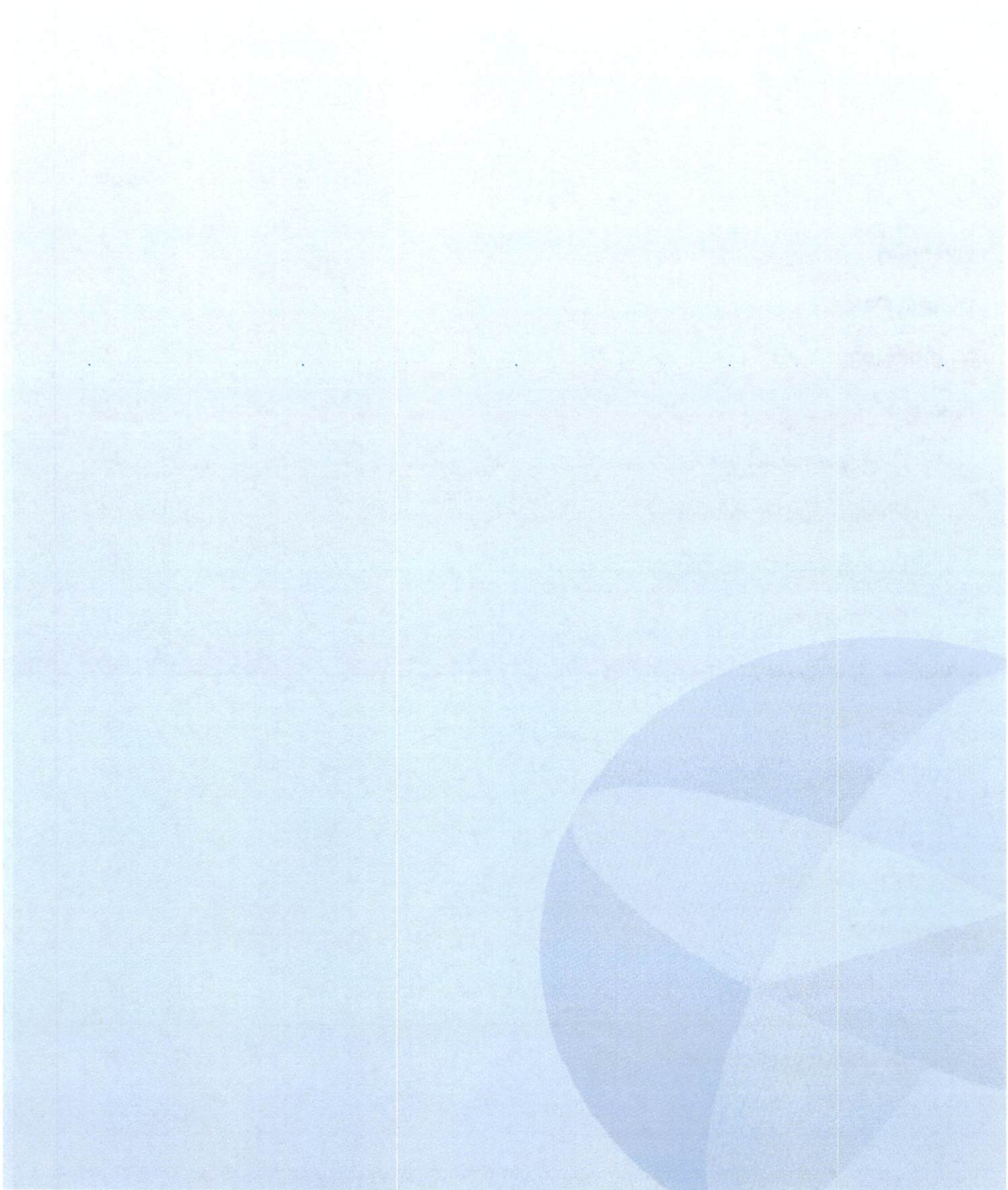
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## Overview

The Rocklin Unified School District (RUSD) serves over 11,600 students in seventeen K-12 schools comprised of eleven elementary schools, two middle schools, two comprehensive high schools, one alternative high school and the Rocklin Independent Charter Academy (RICA). RUSD is located in the city of Rocklin, California that is a growing suburban and semi-rural area east of Sacramento.

### Purpose

RUSD contracted with WestEd Center for Prevention and Early Intervention (CPEI) to evaluate current special education instructional practices to determine how the district can enhance its provision of special education instruction. This process included collecting, analyzing, and organizing data, and making recommendations regarding the effectiveness and efficiency of its special education supports and services. Particular attention was given to assessing the following areas to generate recommendations for effectiveness and efficiency of the overall program that will not compromise the quality of services provided.

- Fiscal - appropriateness of expenses, and fiscal accountability.
- Effectiveness of current organizational structures, policies and procedures
- Program structure and design
- Related services, out of district placements, and contracted services
- Pre-referral processes
- Communication - review of communication processes and procedures both internal
- Professional development - review the training and professional development offerings

### Reviewer

The WestEd Center for Prevention and Early Intervention (CPEI), located in Sacramento, CA, has directed numerous research and program evaluation projects leading to systemic change facilitation through training and technical assistance to individual organizations. Our work focuses on the implementation of mandates in both Part B and C of IDEA legislation. Specific activities that address the needs of children with disabilities and those at risk for additional services and supports include the development of statewide evaluation of programs and systems, workforce development training and technical assistance for professionals supporting positive special education outcomes; addressing the issue of highly qualified personnel through the development of resource tools; creating alternative assessments linked to state content standards resource development to support the inclusion of students with disabilities in the general education classroom and communities; addressing the needs of families; online module development and Webinars illustrates a deep understanding of the complexity of multiple systems and expertise in identifying systemic solutions for states as well as local districts and counties.



## District Data Overview

The WestEd review team collected and organized various data points from state and district sources in order to develop a RUSD profile, including comparisons to other districts in the areas of special education and student achievement.

### Enrollment

The WestEd review team selected California districts of similar size and structure to use as comparison throughout the study. Figure 1 reports the total enrollment and percent of students with disabilities in RUSD compared with districts of comparable size and structure.

**Figure 1. Enrollment from Comparison Districts 2013-14**

District Name	Total Enrollment	English Learners	Reduced Meals	SWD 0-22	SWD Percentage of Overall enrollment
Carlsbad Unified	10,993	8.3%	17.5%	990	9.0%
Las Virgenes Unified	11,137	5.9%	6.5%	1,324	11.9%
Livermore Valley Joint Unified	13,634	14.3%	23.1%	1,683	12.3%
Palos Verdes Peninsula Unified	11,700	7.0%	3.1%	1,011	8.6%
Santa Monica Malibu Unified	11,341	8.6%	25.2%	1,287	11.3%
<b>Rocklin Unified</b>	<b>11,611*</b>	<b>4.5%</b>	<b>19.1%</b>	<b>1,239</b>	<b>10.67%</b>

Source: California Department of Education Dataquest 2013-14

\*Excludes Rocklin Academy Charter enrollment. The District is the provider of special education services for the Maria Montessori Charter Academy

It is of note that RUSD is forth-largest district in total enrollment and third in number and percentage of students with disabilities within this group of districts.

WestEd reviewed the academic status for RUSD as compared to districts of similar size and structure across California by reviewing the Academic Performance Index (API) which measures the academic performance and growth of schools on a variety of academic measures for 2013. The Adequate Yearly Progress (AYP) scores of the districts, which provide a measure of academic performance on standardized tests, were also compared. The gap between the performance of students with disabilities (SWD) and students without disabilities is reported. As California schools are moving to a new statewide assessment, scores for 2014 were not available.

**Figure 2. Select District API Scores 2012-2013**

District Name	2013 API*	SWD	Gap
Santa Monica Malibu Unified	865	667	198
Las Virgenes Unified	897	742	155
Livermore Valley Joint Unified	840	677	163
Carlsbad Unified	876	691	185
Palos Verdes Peninsula Unified	925	765	160
Statewide*	790	616	174
<b>Rocklin Unified</b>	<b>891</b>	<b>733</b>	<b>158</b>

\*Source: California Department of Education Dataquest 2012-13



RUSD ranks right in the middle of this group of comparison districts for API scores for their total population as well as their students with disabilities subgroup.

Figure 3 shows the Adequate Yearly Progress scores for English Language Arts (ELA) and Mathematics for the 2012-13 school year for the districts.

**Figure 3. Select District AYP Scores 2012-2013**

District Name	2013 AYP ELA	SWD	Gap	2013 AYP Math	SWD	Gap
Santa Monica Malibu Unified	76.0%	45.6%	30.4%	72.2%	43.2%	29.0%
Las Virgenes Unified	82.2%	57.5%	24.7%	80.4%	55.3%	25.1%
Livermore Valley Joint Unified	68.7%	39.2%	29.5%	68.2%	43.4%	24.8%
Carlsbad Unified	76.8%	47.1%	29.7%	76.3%	50.1%	26.2%
Palos Verdes Peninsula Unified	87.5%	64.8%	22.7%	87.8%	62.7%	25.1%
<i>State Target</i>	95.0%	89.0%		95.0%	89.1%	
<i>State Actual</i>	56.5%	34.9%	21.6%	59.5%	37.1%	22.4%
<b>Rocklin Unified</b>	<b>76.6%</b>	<b>52.9%</b>	<b>23.7%</b>	<b>79.2%</b>	<b>52.6%</b>	<b>26.6%</b>

Source: California Department of Education Dataquest 2012-13

Again, RUSD was in the middle of the group of districts for the overall scores for AYP and for students with disabilities (SWD) subgroup. RUSD has one of the smallest gaps between overall scores and the SWD subgroup scores for English Language Arts but is second to the highest in the gap for mathematics. RUSD is above the state target in all areas.

The WestEd review team also reviewed the state and federally mandated Special Education Annual Performance Report (APR) measures for the selected districts. Scores from key indicators are included here. Figure 4 includes the district results for students with disabilities for graduation, dropout, and post secondary goals written into the Individualized Education Program (IEP).

**Figure 4. Select District Special Education APR Scores 2013**

District Name 2012-13	Graduation SWD	Drop Out	% With Post-Secondary Transition Goals
Santa Monica Malibu Unified	83.6%	6.4%	74.7%
Las Virgenes Unified	91.5%	4.2%	99.6%
Livermore Valley Joint Unified	73.6%	13.2%	74.6%
Carlsbad Unified	67.3%	10.9%	85.6%
Palos Verdes Peninsula Unified	94.7%	0.9%	78.6%
<i>State Target</i>	98.1%	<22.1%	100%
<i>State Actual</i>	61.8%	15.7%	93.5%
<b>Rocklin Unified</b>	<b>81.7%</b>	<b>6.5%</b>	<b>83.1%</b>

Source: California Department of Education CASEMIS Data 2012-13

RUSD ranks fourth of these districts in the graduation and in drop out rate for students with disabilities and third in the percentage of students with post secondary goals identified in their

individual education programs (IEPs). However, RUSD is below the state target for graduation and percent of post-secondary transition goals in their IEPs, and above the state target for the numbers of students with IEPs who drop out. In each case, RUSD’s performance is better than the state actual with the exception of the percentage of students with post secondary transition goals written into the IEP.

Figure 5 compares the amount of time students with disabilities participate in the general education environment, the Least Restrictive Environment (LRE).

**Figure 5. Select District LRE Scores 2013**

District Name 2012-13	LRE A. >80%	LRE B. <40%	LRE C. Separate School
Santa Monica Malibu Unified	50.5%	17.5%	4.6%
Las Virgenes Unified	47.0%	11.5%	2.0%
Livermore Valley Joint Unified	59.9%	24.7%	4.2%
Carlsbad Unified	68.5%	10.7%	2.8%
Palos Verdes Peninsula Unified	56.9%	11.1%	3.4%
<i>State Target</i>	<i>&gt;76%</i>	<i>&lt;9%</i>	<i>&lt;3.8%</i>
<i>State Actual</i>	<i>49.2%</i>	<i>24.6%</i>	<i>4.4%</i>
<b>Rocklin Unified</b>	<b>59.6%</b>	<b>18%</b>	<b>2.7%</b>

*\*Source: California Department of Education CASEMIS Data 2012-13*

RUSD is *above* the state targets for students with disabilities in general education classes 80 percent of the time or more (Indicator A) and for Indicator C (Percentage of students educated in a Separate Facility) but is lower than the state target for Indicator B (40% or less time in a self-contained special education class). When compared with the similar districts, RUSD is third for Indicator A (which should be a higher number), fifth for Indicator B (which should be a lower number) and second for Indicator C for the percentage of students who are in separate schools (which should also be a lower number).



# Methodology

WestEd implemented a mixed-methods approach to better understand the quality of activities that contribute to higher and more meaningful student outcomes. This approach provided a breadth and depth of data collection procedures (both quantitative and qualitative) and allowed for multi-level analyses. WestEd worked with the district staff to recruit a purposive sample of individuals from the following stakeholder groups from all schools across the district:

- General education teachers
- Special education teachers
- Speech and Language Pathologists
- Psychologists
- Instructional Assistants
- Assistant principals
- Parent focus groups

Classroom observations, IEP reviews, and survey data were analyzed using descriptive statistics (frequencies, percentages, and means) to determine similarities and differences among respondents and across evaluation areas. Focus group and interview data were independently compiled and analyzed, and summarized in the final report. Focused coding techniques were then used to connect themes when possible, and to delineate potential sub-themes within the broader topics.

Data for this evaluation was collected using the following approaches:

- Structured **classroom observations** focused on the use of evidence-based practices in the classroom.
- Key **interviews** with district administrators, site administrators, special education teachers, and general education teachers, captured a depth of knowledge not highlighted in surveys and document/data analysis.
- A series of staff **focus groups** (including parents, general education teachers, special education teachers, instructional assistants, related service personnel, speech and language pathologists, psychologists, and site administrators) gleaned a variety of perspectives from staff throughout the district.
- A **review** of Individualized Education Programs (IEPs) was added to gauge the extent of supports outlined in the IEP.
- Online teacher and parent **surveys** examined practitioner perceptions and beliefs regarding quality of service delivery.
- **Data/document analysis** explored special education growth and compared data to other similar school districts and program staffing and expenses.

# Findings

## Overall Findings

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### Identified Areas of Strength

The WestEd review of Rocklin Unified School District (RUSD) identified several areas of improvement which were divided into key theme areas and are described in the Key Findings section. The team also noted areas of strength which include:

#### 1. Positive attitudes toward staff and students:

- Interviews and focus groups revealed an overall positive attitude toward site level special education practices across the district. Classroom observations revealed a very positive climate and included a high level of interaction between adults and students.

#### 2. Strong desire to improve supports and services for students with special needs:

- All respondents indicated a high degree of desire to work to improve the overall program within RUSD. There was very high participation in the study by all stakeholders and there was an overwhelming degree of willingness to support changes across the district.

## Key Findings

The WestEd Review team reviewed, analyzed and organized the responses of the interviews, focus groups, classroom observations and IEP reviews into overarching themes. Four common themes emerged from the review and analysis of findings, and are ordered by frequency of finding. A summary of the findings for each theme is presented along with specific quotes from participants when appropriate. The common themes include the need for:

- An overall district **culture and climate** of inclusiveness, ownership and high expectations for all students,
- Updated special education **Policies and Procedures**,
- Improved **Communication** from the Special Education Department, and competent and consistent special education leadership, and
- Specific and aligned **Professional Development** offerings related to serving students with disabilities.

Comments from various stakeholders are offered in the body of the report to emphasize the theme areas.



## 1. Culture and climate

- Each of the groups who provided input to the review mentioned that there was a high degree of satisfaction with their school but there was also a high degree of mistrust and dissatisfaction with the district office and district office staff. There was also a great deal of variance in how students and parents felt they were treated when moving between sites. Most respondents agreed that there was a basic belief that all staff wanted all students to succeed but ideas and strategies on how to actually improve programs and services varied greatly.
- There was an overall “site-centric” attitude that “we make it work at our site without help from the district.” However, this attitude has led to varied degrees of support and resources from site to site. Some sites have embraced all of their learners in an inclusive culture and provide interventions and supports in a variety of ways, while other sites feel that having separate special education programs and staff are the only way to provide interventions and supports to any struggling learner. Some principals and staff were clear that the students with IEPs were an integral part of their campus and were provided multiple supports, accommodations, and services within the overall school site and within general education classes, while others were clear that there were separate locations and services for students with IEPs. It must be noted that the “site-centric” culture also extends to general education functions such as Response to Instruction and Intervention (RTI2), the provision of differentiated instruction, 504 Plan ownership, etc. that could negatively impact the provision of special education. Please see Recommendations section for reference to Multi-tiered System of Support.
- Classroom observations provided a snapshot of program offerings across the district and revealed a high level of well-organized and well-run programs both within general education and special education. The observations also revealed a high level of variance in the degree of ownership and supports for students with IEPs and of the special education programs and services from site to site. Accommodations and specialized instruction within general education were not readily apparent or were being provided by the special education staff only, and while classrooms were orderly and well managed, specific behavioral supports or reinforcements were not observed in most classrooms.

### Specific responses from Board Members, District Office and Site Administrators include:

- *“We were a fast growing district with new schools opening – lots going on but perhaps we have not paid close attention to special education; we have not made it a priority.”*
- *“The Special Education Director is not part of cabinet, like other Directors and we have had three or four Special Education Directors in a short time; staff turnover is an issue. We need to be able to support the Special Education Director in a better way.”*
- *“There is not much ownership at some of the sites of the Special Education program or students and this is not good. Some administrators think that Special Education is a pain and don’t want to deal with it.”*
- *There is a divide – sites don’t have much respect for the district office Special Education department and staff feels the teachers don’t understand what they have to do; seems like a them and us - Wish it wasn’t.”*
- *“No RtI system and the SST process is different at every site – whatever the principal wants to do; not a lot of interventions in general education.”*



- *"It seems like we need a least restrictive environment (LRE) for students who are less severe; we segregate too much."*
- *"The Program Specialists used to attend the principal meetings and this was a great way to build relationships and understanding between us. We don't do that anymore and the relationship has deteriorated."*

**Specific responses from School Psychologists and Related Service staff include:**

- *"Overall, special education teachers are caring and engaged and work hard to support students with disabilities. A common sentiment is that the teachers are strong, but lack the support they need to be effective."*
- *"We have great staff but challenges (lack of support, large class sizes) make them run away."*
- *Individual teams at the schools are strong (psychologist, Speech and Language Pathologist (SLP), teachers both general and special education), very committed to the students but frustrated to do the job."*

**Specific responses from General Education Teachers include:**

- Overall, a majority of general education teachers who responded to the survey agreed or strongly agreed that general education teachers have high expectations for students on IEPs and welcome them into their classrooms; and teachers also feel that their site administrator is supportive of students with disabilities receiving instruction in general education classrooms.
- The responses in the survey are reflected by the statements made during the focus group meetings, where several teachers asserted strong support for the special education teachers at their site but stated that special education teachers are overwhelmed and under-supported by the district:
- *"Special education teachers are positive; they are trying to do their best with what they have."*
- *"Special education teachers have not been able to provide the training and support for general education teachers, not for lack of ability, but no time or support to make it happen effectively and consistently."*
- *"Provide more support of general education teachers in meeting the needs of Special Education students. They place demands on General Education teachers but do not support them in meeting the demands."*
- *"We need to have a clearly designed co-teaching program that is based off of research. All participants should be trained in co-teaching."*

**Specific responses from Special Education Teachers include:**

- Focus group members expressed frustration with district office planning, preparation and communication for establishing and maintaining special education programs at school sites, noting that the district seems to have a business model rather than an educational model. More specifically, it was viewed that programmatic decisions, including those made in IEP meetings were based on cost, not on individualized student need. The lack of stability in district office leadership in special education is seen as an important negative factor. Teachers spoke of little continuity among elementary, middle and high school programs, no opportunity to plan IEP development, goals, and placement for students transitioning to a new school, necessitating amendments and updating goals and objectives throughout the first month of school and beyond. The use of three-hour instructional assistants is repeatedly cited as a serious impediment to communication, training and retention of these critical staff members.



- The culture and climate of a school site has an enormous impact on the success of students with disabilities. While there are examples of inclusive practices in some schools, focus group members spoke of a lack of ownership of students with IEPs by general education staff members and site administrators. Students with disabilities are often considered the responsibility of special educators and the special education is teacher expected to handle all their educational needs.
- *"We are concerned with district leadership. There is no clear vision for the role of special education or the responsibilities of general education staff members concerning students with IEPs. There has been no common message from the district leadership regarding the expectation for all students to be included in all aspects of the general education community."*
- *"There is an expectation that special education will provide instructional assistants for class work and field trips in general education classes."*

**Specific responses from Speech and Language Specialists include:**

- Speech and language therapists also expressed frustration in their relationship with district special education staff citing unprofessional behavior, educational decisions being made outside IEP process, and hostile emails from a district program specialist.
- *"I don't feel like we are supported to do our job. We are not treated like professionals. This is why we loose staff all the time. We have a bad reputation."*

**Specific responses from Instructional Assistants include:**

- Strengths were noted as the dedication of their immediate staff including special education teachers, support personnel and other IAs at their site. It was expressed that teachers are advocates for their students and work hard to support them, often without district-level support or resources. Additionally, the move to align self-contained programs K-6 at one site has been a positive change, however, the communication, planning and resource allocation from the district was challenging.
- *"Most of the teachers are advocates for their students but sometimes not supported by District Office staff. The teachers try to do things to support students above and beyond."*

**Specific responses from Parents include:**

- While most parents expressed satisfaction with the culture and climate of their school in terms of inclusiveness for students with disabilities, some shared concerns and the need for change and staff training:
- *"The students are in portables in the back of the school and the schools don't embrace the students as their own. We feel like step children."*
- *"They call the funds allocated for special needs encroachment funds – it makes it sound like our children are encroaching on them, our children are students and should not be viewed as the drain on the budget. These are in documents on the website and it makes it sound like us against them."*
- *"Why is there only inclusion available at one site in the district and you have to fight to get into it?"*

**Specific responses from Students include:**

- Students indicated that they were often bullied and teased about being in special education classes.
- *"I struggle to find friends to hang out with. There is bullying and teasing. School is too clicky; and they belief that because you're in special education you're stupid and can get away with not working as much."*



- *“I feel supported at our high school but I was bullied and teased all through elementary school. I felt like I didn’t want to go to school at all. I wish I could share with the younger students now that it gets better. Your disability doesn’t define you, you define your disability”*

## 2. Policies and procedures

- There was agreement among all of the respondents that there was a lack of overall policies and procedures in place to ensure consistency of the availability of special education supports and services that lead to efficient, effective and sustainable practices at school and classroom levels across the district. While there was some evidence of written policies and procedural manuals in existence, there is a lack of knowledge, understanding and use of these. Decisions seem too often to be made in a reactive rather than a proactive manner and are not consistently applied across the district. This is true for staffing decisions, program locations, program placements, staff expectations and decision-making authority. Site staff frequently indicated that they were able to work out services and issues when it was just their site team at the IEP meeting, but that these were more difficult when the district office staff participated. Respondents frequently cited that parents who complained or had an advocate were provided services that were not available to others. There was no clear, consistent direction or approach or decision-making process for how services were provided. As noted previously, written and aligned policies and procedures were not broadly evident (district-wide) concerning RTI2 which affects referrals for special education support and may negatively impact the provision of special education supports and resources.
- The same concern was expressed in relation to staffing decisions. Respondents felt it was not clear that staffing assignments and allocation of hours were made with program or student needs in mind, but rather in a cost-cutting mode. The inability to find and retain quality staff was often mentioned as an outcome of the lack of guidelines for staffing decisions, support for staff, low pay and poor communication.

### Specific responses from Board Members, District Office and Site Administrators include:

- *“We don’t have institutionalized process and protocols; may be due to the growth but having the process in place is necessary now while the district is larger.”*
- *“Took back a number of students from the COE and PCOE and didn’t go through processes and communication; 3 hour instructional assistant positions are not the best for staff or students.”*
- *“The processes are antiquated and the systems are not efficient – need to have systems and processes in place.”*
- *“There needs to be a clear role of the Program Specialists and a chain of command for decisions; district office special education administration and personnel need to meet with principals and improve communication.”*
- *“We need a systemic process – consistency across the district for interventions, and access to Special Education - using data to support decisions. Across the district there are a lot of interventions in place but different at each site; there is not district-plan for how this plays out across the district”*
- *Invest in the instructional aides - three-hour schedules won’t retain them in the district; six-hour schedules would be better so they can be trained.”*



**Specific responses from School Psychologists and Related Service staff include:**

- Lack of reliable and consistent support from the district is a repeated concern. School psychologists state that they have their findings and placement recommendations challenged in IEP meetings in front of teachers and parents, and that Program Specialists do not have the level of legal knowledge required to do the job effectively.
- *“Program specialists are not knowledgeable and don’t check in to brainstorm options. We are educating her and not getting support. I get all my support from the principal.”*
- *“Sometimes we are asked to “soften” evaluation results so parents do not get offended.”*
- Along with a lack of support from the district is the lack of clear and consistent policies and procedures and a lack of clarity on roles and responsibilities.
- Participants in the focus group for school psychologist asserted that the program specialists undermine the role of the psychologist and that placement decisions are made based on program availability, and that psychologist recommendations are not taken into consideration regarding placement and movement and support.

**Specific responses from General Education Teachers include:**

- Several statements were made in regards to the lack of collaboration between general education and special education teachers; there were many statements regarding the lack of collaboration time:
- *“Collaboration time within the contract day varies by site...there is a lack of time, lack of support and consistent expectation make it challenging for general and special education teachers and staff to collaborate effectively.”*
- Some of the strongest statements made by teachers during the focus groups were in regards to the policies and procedures as well as communication; teachers expressed concern about how difficult it is to get students the support and services they need:
- *“Some students do not get the help they need.”*
- *“SST, but there are not enough additional supports to help the student. Sometimes we are told to wait until next year before asking for intervention.”*
- *“Psychs may have too many students to test and SST may hold the referral.”*

**Specific responses from Special Education Teachers include:**

- Focus group members expressed frustration with district office planning, preparation and communication for establishing and maintaining special education programs at school sites, with no established policies and practices to support educational decisions, no procedures manual and a history of oral policies versus well-considered procedures. The lack of stability in district office leadership in special education is seen as an important factor. Teachers spoke of little continuity among elementary, middle and high school programs, no opportunity to plan IEP development, goals, and placement for students moving to a new school, necessitating amendments and updating goals and objectives throughout the first month of school and beyond. The use of three-hour instructional assistants is repeatedly cited as a serious impediment to communication, training and retention of these critical staff members.

**Specific responses from Speech and Language Specialists (SLPs) include:**

- In terms of policies and procedures, SLPs expressed concerns regarding how caseload decisions are made; *(SLP shortages) has been a long-time issue for SLPs. Caseloads seem to be overloaded and consideration is not given to the intensity of need, rather to where the SLP is located*); how district policies and practices impact speech and language therapist recruitment and retention *(Expectations for these contracted employees are different than for district employees i.e. reports, working outside hours)*; and special



education policies and procedures that are outdated, poorly understood, and inconsistently implemented. (*Lack of leadership in district; on 4<sup>th</sup> special education director in 5 years; outdated procedures manual-not updated or accurate*).

**Specific responses from Instructional Assistants include:**

- Although the district has not made a formal policy to move to three hour IAs, adjustments to date have been problematic on many levels. First, IA turnover has been increasing due to the fact that they are all looking for full time work and benefits, thus they leave at the first opportunity. This makes it difficult to retain staff, effectively train IAs to be a true support to students, fragments supports on a daily basis. This also limits opportunities for collaboration with each other and the teachers to which they are assigned. They are unable to obtain relevant information on goals, instructional strategies and upcoming lesson plans, therefore ineffective.
- *"We are the ones who support students in classes and yet there is no time to talk with the teachers –either the case manager or the general ed teacher. We feel like we should be included in the trainings as well as we have to carry out many of the strategies."*

**Specific responses from Parents include:**

- The comments in the survey are more representative of the focus group responses where the majority of the participants expressed concerns about the lack of clear, consistent policy and procedures related to programs and staffing, and poor communication with district office special education staff, as expressed by one parent:
- *"When it comes to teachers and staff they are excellent when it comes to playing a part in my child's education. District is a different story. The District's constant personnel changes only hinders the overall continuity of the IEP meeting(s) which sets children and teacher /staff up for failure."*
- This lack of clear policy and procedure related to program and staffing, and poor communication, has led some parents to seek counsel and initiate litigation to secure the services they think their child needs.
- *"Unless we have an advocate we won't get the services we need. Taking cases to due process will force the district to make changes. We are getting together through social media – to meet others who also have issues."*

### 3. Professional Development

- There was a high degree of agreement from respondents concerning the lack of knowledge and ability of staff on ways to support the diverse needs of learners with disabilities as well as all learners who struggle. There was also agreement that there was lack of training for general education staff on anything related to special education and that there had been little mention of accommodations, modifications or ways to support diverse learners during the trainings for implementation of Common Core State Standards.
- Special education staff and parents cited a lack of professional development for special education staff on innovations or evidenced-based practices for students with disabilities in general or on any specific strategies for the various types of disabilities.

**Specific responses from Board Members, District Office and Site Administrators include:**

- *“Staff needs to understand more about special education and that it is not a place for all students who have needs to go.”*
- *“There is a lack of training for general education teachers, Instructional Assistants, and Principals, they need content training about what we need to do to help students academically and behaviorally; also need training around tolerance for all staff including toward parents who have children with disabilities.”*
- *“We could provide teachers better ways to support all students as part of the overall training of the district.”*
- *“Special education staff did not participate in the district professional development with the rest of the staff and felt left out.”*
- *“For the students with autism, new to the campus this year, about 25% of the staff are positive, seeing those students as ours and intent on making it work, but approximately 75% have concerns regarding their ability to effectively work with them and feel ill-prepared.”*
- *“Train Principals on Rti Intervention programs, and train aides and teachers on good practices; offer school wide awareness of students with disabilities and end the “Separation - those are not our students.”*

**Specific responses from General Education Teachers include:**

- While a high percentage of respondents agreed or strongly agreed that students with disabilities were receiving instruction aligned with Common Core State Standards and were receiving the support they need to be successful, the number one area identified as needed for professional development is on providing accommodations and/or modifications and the second highest area identified as a need is Positive Behavioral Intervention Systems, with Supporting Students in Inclusive Settings as the third area of need.
- 53% of teachers who responded to the survey disagree or strongly disagree that there are sufficient opportunities for general education teachers to learn how to address the instructional needs of students with disabilities, and 46% disagree or strongly disagree that they get support to address the needs of students who are struggling in their classroom.
- Teachers expressed that general education teachers are unaware of how to make accommodations or to work with students with disabilities and that there has been no training provided. In addition, the lack of general education intervention options at many sites may drive referrals for special education assessment.
- They stated the need for training in serving students with diverse needs with both general and special education staff involved.

**Specific responses from Instructional Assistants (IAs) include:**

- Instructional Assistants are also concerned about the lack of training. There is no induction of new IAs at the district level to orient them to their new position. There are little to no opportunities for professional growth through ongoing district training to improve job performance. Training for IAs is “on the fly.” A number of IAs agreed that they were provided a job description upon hire, but nothing beyond.
- *“We used to have good training programs but not for years. We were being told we had to do behavior support. We have not had any other support to train us to properly support students when they are being changed or medical issues”*



**Specific responses from Parents include:**

- *“Why is staff not trained on the new technologies? I have to look it up myself and train my teacher. Seems like they should be the ones to have this knowledge.”*

**4. Communication**

- Communication was an area of concern that was frequently cited by all respondents. Many respondents expressed concern related to a lack of response by the district office staff to emails, phone calls and requests. District office staff indicated that there was not enough time to do their work and to respond to all of the emails and calls. Concerns were also expressed by parents related to lack of communication about what was happening with their specific child. Many of the parents indicated that they just wanted to be kept in the loop of what was happening with their child and wanted to know what they could do at home to support their child.
- There were also concerns from parents and staff concerning lack of two-way communication about the program direction and the district overall. Parents indicated a desire to have ongoing forums for discussion and two-way communication regarding program direction, parent concerns and discussion between parents and staff on current practices. Staff indicated that there was a need for more ways to be able to discuss needs, issues and trends and not just read these in emails that have been forwarded by the district office staff.

**Specific responses from Board Members, District Office and Site Administrators include:**

- *Any due process has been about communication issues, which could have been averted; communication is the most fundamental issue.*
- *Issues and phone calls are related to communication, i.e., lack of communication with families and within the department*
- *Build some relationships with parents. Program Specialists communication is not strong with parents and we need to establish better communication patterns*

**Specific responses from School Psychologists and Related Service staff include:**

- Communication between school psychologists and program specialists are also a concern.
- In response to the question “How effective is the communication between the district office and sites as it relates to supporting students with disabilities?” the answer is “Terrible.”
- *“Program Specialists don’t respond to emails and questions and appear to have shallow knowledge of special ed law; special ed leadership does not listen and/or does not respond to proposals/concerns.”*

**Specific responses from Special Education Teachers include:**

- Focus group members expressed frustration with district office planning, preparation and communication for establishing and maintaining special education programs at school sites.
- The use of three-hour instructional assistants is repeatedly cited as a serious impediment to communication of these critical staff members.
- In terms of special education leadership, there is a great deal of frustration with the communication between teaching and related services staff with program specialists and the director of special education. Focus group members report little or no support from the

department with mixed messages, delayed or no response to questions, decisions made outside the IEP meeting or in spite of professional judgment and fiscal decisions overriding decisions based on student need.

**Specific responses from Speech and Language Specialists (SLPs) include:**

Additionally, communication between therapists and program specialists was poor. Most often cited was and inconsistent and untimely communication.

- Not answering emails
- Not knowing the answer to questions from SLPs
- Very different answers from different district support staff.

**Specific responses from Instructional Assistants include:**

- An area of concern addressed by all IAs attending the focus group was a lack of communication from the Special Education Department at the district-level. This lack of communication promotes a misunderstanding and lack of clarity of their job roles and responsibilities. During the discussion, they were unable to come to agreement on the delineation of duties and pay differential between a "1", a "2" and a "3" classification. Similarly, they were unable to define the IAs that receives substitutes and those that don't. This raised concerns that teachers and IAs remaining at the site were unsupported and possibly IAs were left alone with students creating legal compliance issues. There is a lack of process from site to site in obtaining IA substitute support. Many of the IAs were unable to obtain email accounts as a result of being three-hour IAs. Even so, IAs with email accounts received very little information specific to their work or notifications of professional development opportunities.
- *"When we were moved to a new site with the reorganization we were not told about any of it. We don't hear about things on our own campus. My teacher forwards information to me."*



## Program Management and Staffing

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As with most programs and supports that are part of K-12 education, personnel comprise the vast majority of program expenses. Routine review of staffing levels, assignments, and effectiveness is an important part of ensuring that special education services are cost effective and of high quality. For this portion of the review, we focused attention on organizational structure, roles and responsibilities, staffing levels, and program policies and procedures.

### Management and Related Clerical Support

The Special Education Department has one Administrator plus three Program Specialists with supervision responsibilities for the areas of Services/Speech and Language, Pre-school, Occupational Therapy, Adaptive Physical Education and Workability, one Health Service Supervisor and a Workability Coordinator. There are also two classified positions that support the central office, including one Administrative Assistant I and one Administrative Assistant II.

The Special Education Department organization structure is similar to those of the comparison districts; however several of the comparison districts have an Assistant Director position to support the special education program. Furthermore, while the level of district office classified support is comparable to that of other districts, several districts have a data or fiscal analyst to support program financial and staffing analysis and monitoring. Based on the complexity of the District's special education program, including recent policy changes regarding the realignment of classroom locations and program take backs targeted leadership focus, it would be helpful to ensure policies are truly translated into practice.

### Program Specialist and Other Program Coordinators

RUSD currently has three Program Specialists and there is wide variation throughout the state with regard to the level of Program Specialist staffing, in part, because the role of the program specialist varies. As shown in Figure 6, the District's staffing for Program Specialist level is higher than the county's, i.e., the District's staffing for Program Specialist is richer than the countywide level (not counting others that provide support, but are not designated as program specialist), RUSD's staffing level is third highest staffing level amongst the comparison districts but below the statewide staffing level.

Given the current structure of work, Program Specialists are fully engaged and requiring more duties than would be practical. They are expected to provide direct supervision of certain staff, provide training and support to sites and principals, lead challenging IEPs, deal with parent concerns as well as provide the linkage between the district office and the sites. A consideration that should be made when reviewing the workload of Program Specialist is the role of the site administrator who might be able to assume some of these duties.

**Figure 6. Program Specialist Support**

District Name	Pupils per Program Specialist <sup>1</sup>
Santa Monica Malibu Unified	2,835
Las Virgenes Unified	3,712
Livermore Valley Joint Unified	4,545
Carlsbad Unified	5,497
Palos Verdes Peninsula Unified	5,850
Placer County*	4,384
Statewide*	2,983
<b>Rocklin Unified</b>	<b>3,870</b>

Dataquest counts number of staff assigned to each assignment code therefore, one person may be assigned to more than one assignment which may affect the accuracy of the data shown for the statewide and county calculation  
 Source: \*Dataquest Pupil Services Staff by Type 2013-14, publically available staff lists/organization charts, District provided data

**Pupil Services**

RUSD’s staffing level for Psychologist is higher than two of the comparison districts as shown in Table 7. RUSD has approximately one Psychologist per 1,019 pupils. By comparison, districts statewide have approximately one Psychologist per 1,265 pupils statewide and 948 countywide.

**Figure 7. Psychologists Support**

District Name	Pupils per Psychologist
Palos Verdes Peninsula Unified	900
Carlsbad Unified	999
Las Virgenes Unified	1,012
Livermore Valley Joint Unified	1,049
Santa Monica Malibu Unified	1,392
Placer Joaquin County	948
Statewide	1,265
<b>Rocklin Unified 2013-14</b>	<b>1,019</b>

Dataquest counts number of staff assigned to each assignment code therefore, one person may be assigned to more than one assignment which may affect the accuracy of the data shown for the statewide and county calculation  
 Data does not include outside contractors or vacant positions  
 Source: Dataquest Pupil Services Staff by Type, 2013-14, District data

If RUSD were staffed closer to the statewide level, it would have approximately 2 FTE fewer psychologists.

Similarly, RUSD’s Speech and Language Pathology (SLP) staffing levels are above state, county and the majority of the comparison district levels. As shown in Figure 8, RUSD averages one SLP per 764 pupils, compared to the statewide average of one SLP per 1,214 pupils. Keeping in mind the statewide statutory requirement of 55 pupils per SLP for K-12 and 40 per SLP for preschool, RUSD should review its SPL staffing ratios to ensure it is staffing at or near the statewide caseload

<sup>1</sup>The Program Specialist counts include staff assigned to charter schools



targets. Additionally, the District has .48 FTE of classified Speech and Language Pathology Assistant support not reflected in the comparison ratios.

**Figure 8: Pupil Services Support-Speech and Language Pathologists 2013-14**

District Name	Pupils per Speech and Language Pathologist
Palos Verdes Unified	557
Carlsbad Unified	733
Livermore Valley Joint Unified	909
Las Virgenes Unified	1,114
Santa Monica Malibu Unified	2,835
Placer County	899
Statewide	1,214
<b>Rocklin Unified 2011-12</b>	<b>764</b>

*Dataquest counts number of staff assigned to each assignment code therefore, one person may be assigned to more than one assignment which may affect the accuracy of the data shown for the statewide and county calculation*

*Does not include outside contractors or vacant positions*

*Source: Dataquest Pupil Services Staff by Type, 2013-14, District data*

One possible factor that may explain the staffing level of SLP is that RUSD has experienced a drop in pupils with a primary disability of Speech and Language Impairment (see Figure 8) during the past five years. As fewer pupils require services, adjustments in staffing should be made to ensure that the program is operating optimally. RUSD is currently utilizing outside contractors to provide speech and language services and if RUSD were to staff more closely to the statewide requirement of not more than 55 pupils per SLP, it might be able reduce its reliance on contracted services by as much as 1.3 FTE. Contracted services are more costly when compared to a district’s total employee compensation. Furthermore, there is more local control over the employee evaluation process and work assignments.

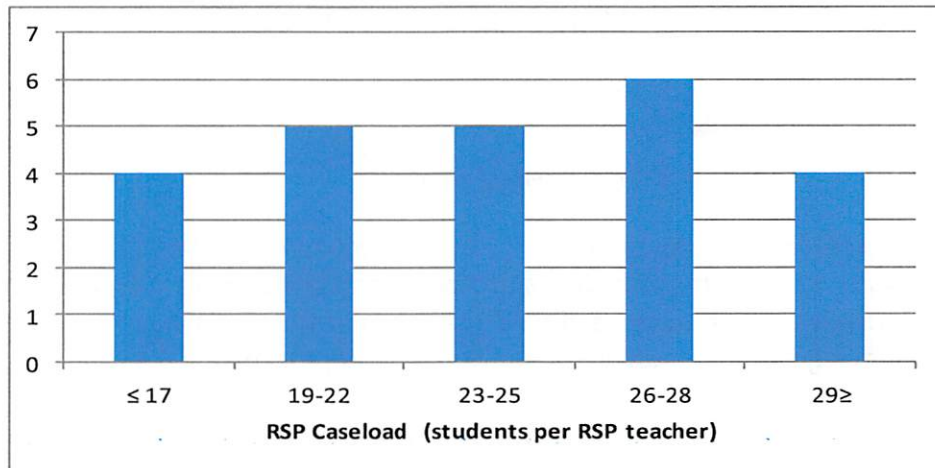
**Teachers**

Based on a review of the Resource Specialist Program (RSP) and self-contained staffing levels, we found that RSP caseload levels are slightly lower than expected and that K-12 self-contained caseloads are near expected averages. State statutory requirements are that Resource Specialists have no more than 28 students.

As shown in Figure 9, nearly 60% of RUSD’s RSP teachers have caseloads of 25 or less pupils. For 2014-15, the average RSP caseload is approximately 27.8 pupils, but this range varies by grade span. The average elementary caseload is 28.7 pupils per RSP teacher, the middle school caseload average is 29.7 pupils per RSP and the high school average caseload is 24.5 pupils per RSP. It is common to find that RSP teachers with low caseloads maintain average workloads because of assistance provided to general education. In such instances, while the teacher may be identified as RSP, it makes programmatic and financial sense to fund this time from non-special education resources.



**Figure 9: 2014-15 Caseloads of RSP Teachers**



Source: District provided data, December 2014

### Instructional Assistants

Virtually every interview mentioned concerns about the continued increase in the numbers of instructional assistants. RUSD has policies in place to support effective and efficient assignment and supervision of instructional assistants as well as guidelines that provide some general guidance to IEP teams as they consider recommending the assistance of an instructional aide for a student. Based on interviews, review of district data, and recent IEPs, it seems like these policies are not enacted or enforced.

**Figure 10: Instructional Assistant Staffing Guide by Type**

Class Type	Instructional Assistant Staffing
Resource Specialist Program	6 hours/ 1FTE- RSP Teacher
Special Day Class-non severe	6 hours/classroom (can be two 3 hour positions)
Special Day Class- severe	12 hours/classroom (one 6 hour position and two 3 hour positions)

Source: District-Provided Data

RUSD’s instructional assistant staffing guideline, as shown in Figure 10 includes instructional assistant support for every RSP classroom, which exceeds the minimum legal requirement that states that, “at least 80% of the resource specialists within a local plan shall be provided with an instructional aide.”<sup>2</sup> RUSD utilizes 3 hour/day instructional assistant positions to staff many of its classrooms. Our review notes that more than 33% of all instructional assistant positions are 3 hours or less per day. This staffing practice provides a level of cost management for health benefits and pension costs for RUSD but has a downside, which is a high level of employee turnover. Too much employee turnover can be costly, in both real costs, e.g., costs associated with hiring and training as well as loss of program continuity and productivity.

<sup>2</sup> Education Code Section 56362(f)

**Figure 11: Instructional Assistant Assignments 2014-15**

Type Classroom Assignment	# of FTE
RSP	14.9
SDC-non-severe	13.3
SDC-severe	28.5
1:1	20.3

*Source: District provided data*

Figure 11 reflects that there are approximately 77 FTE instructional assistants working in classroom assignments. Overall, the level of instructional assistant support is high when compared to general staffing guidelines. For instance, if RSP classroom instructional assistants were staffed closer to the minimum legal requirement there would be approximately 3.4 FTE fewer RSP instructional assistants. Staffing levels are due in part due to the type of programs that RUSD supports. Aide-intensive programs include classrooms for pre-school and severe needs pupils. Arguably, the alternative to these programs may be higher-cost private placements or contracted services; therefore, on the whole, while the observed staffing levels add to the costs for services, the costs may be even higher when provided by others.

However, a culture has developed that tends to equate program quality with quantity of staff and services. Based on observations and interviews, it appears possible to operate high quality and effective programs that are less reliant on instructional aide support, but doing so requires a change in mindset as to what constitutes a quality program. Making such a shift requires significant understanding and buy-in by a wide spectrum of stakeholders including teachers, parents, and administrators.

### Therapist and Specialist

A general guideline for caseloads for Occupational Therapist (OT) and Physical Therapist (PT) is 20 to 35 pupils per therapist. The District’s caseload for OTs is higher than expected with average caseloads of 57 pupils/OT. The District should be monitoring the caseloads of OTs to ensure that they are not yielding to parent or teacher requests for additional services.

RUSD currently uses outside contractors to provide (PT) services and the average caseload is 26.5 pupils/PT. While providing PT services are necessary based on the requirements written into IEPs, contracting with non-public agencies might not be the most efficient means of providing services to students. Generally, contracted services are more costly when compared to a district’s total employee compensation. Furthermore, there is more local control over the employee evaluation process and work assignments.

When considering the caseloads for Adaptive Physical Education (APE), a general guideline for caseloads is 45 to 55 pupils. The District’s has 1 FTE of ADE and the caseload is 93 pupils/APE, which far exceeds recommended guidelines.

### Program Management and Staffing Findings and Recommendations

- While RUSD’s Special Education Program is organized in a similar fashion to the comparison districts there has been a significant amount of employee turnover in key positions such as Department Director and Program Specialist. This presents a challenge for new employees to become familiar with RUSD’s culture and climate and a challenge for existing employees to develop relationships and trust with new leadership.



- We found that there are staffing levels at several position types that could be reduced or funded from non-special education resources, provided that program models are modified to accommodate reassignments and/or restructuring that allows for maintaining program quality. The following are specific positions that should be considered:
  - Psychologist – Psychologist caseload varies with some reporting a portion of their time spent supporting general education behavior, serving as elementary site 504 Coordinator, and other counseling needs. If RUSD were staffed more comparably to other districts and the countywide average, it would have approximately two fewer Psychologists. There are many strategies that can be used to achieve this reduction in force, including allowing phasing in this reduction through attrition or identifying alternative ways to fund the non-special education duties of Psychologist.
  - Speech and Language Specialist – RUSD is well above comparable district staffing levels for Speech and Language Specialist. This level of staffing may exist because staffing levels have yet to align to reduced identified rates. RUSD should closely review staffing assignments and consider reductions of up to 1.3 contracted positions over time.
  - Instructional Aides – RUSD’s staffing of instructional assistants continues to increase. RUSD has approximately one instructional assistant FTE for every 16 students with disabilities, with over 77 FTE of instructional assistants, 26% of which are assigned to individual students. This level of support includes all RSP and self-contained classrooms. Given the proportion of students served in RSP and minimum staffing level requirements, a more reasonable level would be one aide per 18 students. If this were the case, RUSD would reduce the level of aides by approximately 10% or 8 FTE. As with all the reductions identified within this recommendation area, achieving this type of reduction requires rethinking the current approach to program services.

## Fiscal Review

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RUSD, like virtually every other district in California, has a significant gap between special education income and expenditures. Of the over \$15.1 million budgeted to support the program in 2014-15, approximately \$7.8 million, or nearly 52% of the program costs, were paid from state and federal funding for this purpose. The remaining \$7.3 million was paid from local revenue sources also referred to as local contribution and carryover balances. A large portion of this gap is due to the underfunding of special education, especially by the federal government. Other factors that have contributed to this imbalance include:

Increases in salary, benefits, staffing ratios, and other personnel costs at a rate exceeding revenue growth

Growth rate of Students with Disabilities (SWD) is higher than the overall enrollment growth rate

Growth in the number of higher-cost, low-incidence disabilities, such as autism

The relatively high cost for and reliance on contracted services

Unlike other programs, the state distributes funding for special education programs to Special Education Local Plan Areas (SELPA) rather than directly to school district. The SELPAs are generally regional consortia of school districts and/or county offices of education (COEs). Each SELPA is responsible for ensuring that within its local area state and federal requirements for special education are met.

Each SELPA has a local plan specifying how the above requirements are met, how the SELPA is organized and managed, and how funding is used to support the local plan. The state allocates the vast majority of funding for special education services based on the number of students in attendance at the member districts of each SELPA, as to avoid creating incentives that could lead to over identification of SWDs. Each SELPA has an allocation formula for distributing the funding received for the special education-related needs of the SELPA. The District is part of the Placer County SELPA, along with 14 districts, three charter schools and the county.

### Revenue

As noted earlier, the state distributes most revenue for special education based on average daily attendance (ADA). From the mid-1990s to the 2013-14, RUSD added over 5,800 students. Typically, there are revenue increases associated with enrollment growth, however some of the RUSD's enrollment growth coincided with the economic crisis. Cuts in state funding for general education more than likely offset any revenue increases due to enrollment growth and resulted in challenging fiscal decisions.

Figure 12 shows the breakdown of revenues by type from 2011-12 to 2014-15. In 2014-15, RUSD estimates it will receive approximately \$7.8 million in special education related income, of which 23% is from state sources, 26% coming from federal sources and the remaining 51% is from local sources.<sup>3</sup>

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<sup>3</sup> Through the Individuals with Disability Education Act (IDEA), Congress expressed intent to provide funding up to 40% of the national average expenditure per student for each SWD, which in California is approximately 40% of the overall cost of special education. According to the



While there appears to be a significant decrease in the amount of state funding in 2013-14, the majority of the change is attributed to how revenue is recorded and transferred due to the implementation of the Local Control Funding Formula (LCFF). LCFF has impacted how districts in California receive funding, i.e., most state categorical programs were eliminated and the majority of state funds are unrestricted. Moreover, there are associated changes in how districts record revenue i.e., transfers of revenue limit sources to applicable restricted resources such as special education have been eliminated because revenue limit funds have been replaced by LCFF funds.

Prior to LCFF, each fiscal year RUSD transferred a portion of its revenue limit funds based on the ADA generated by SWD to the Special Education Program. The revenue limit transfer was nearly \$1.5 million in 2011-12 and 2012-13. Subsequent to the implementation of LCFF, RUSD no longer makes the revenue limit transfer rather; it has backfilled the revenue limit transfer with a local contribution to the Special Education Program.

**Figure 12: Special Education Revenue 2011-12 through 2014-15 estimated**

Special Education Revenue	2011-12	2012-13	2013-14	2014-15 est.
Federal Sources	\$1,894,647	\$1,826,194	\$1,939,390	\$1,998,362
State Sources	\$3,649,507	\$3,197,855	\$1,944,977	\$1,804,474
Local Sources	\$3,132,139	\$3,812,708	\$3,646,512	\$4,030,419
Other Financing Sources	\$554			
<b>Total Special Education Revenue</b>	<b>\$8,676,847</b>	<b>\$8,836,757</b>	<b>\$7,530,879</b>	<b>\$7,833,255</b>

Source: District provided data, Special Education Revenue 2011-12, 2012-13, 2013-14, and 2014-15 estimated

RUSD supplements revenues, shown in Figure 13, with local contributions to fully fund special education program. While this “gap” has grown significantly since 2011-12 it is important to note (see paragraph above) that part of the increase, nearly \$1.5 million is due to accounting methodologies associated with the shift to the LCFF. However, when compared without the increase due to the implementation of LCFF, the local contribution has increased 89%, which suggests a growing imbalance between program revenue and expenses. A significant portion of the increase is attributable to increased costs for staff compensation (salary and benefits), special education contracted services and the build out of RUSD’s Mental Health Services. As shown in Figure 13, RUSD estimates it will contribute \$6.9 million for this purpose in 2014-15.

**Figure 13: Local Contributions 2011-12 through 2014-15 estimated**

Contributions	2011-12	2012-13	2013-14	2014-15 est.
Special Education Program	\$2,869,004	\$4,011,589	\$6,522,139	\$6,949,302
Special Education Transportation	\$12,122	\$25,360	\$10,150	\$20,000
<b>Total Contributions</b>	<b>\$2,881,126</b>	<b>\$4,036,949</b>	<b>\$6,532,289</b>	<b>\$6,969,302</b>

Source: District provided data, Special Education Expenses 2011-12, 2012-13, 2013-14, and 2014-15

### Third Party Billings

RUSD also generates revenue from third-party agencies for health-related services provided to SWD. This type of reimbursement is referred to as Medi-Cal and School-Based Medi-Cal Administrative Activities (SMAA) reimbursement.

Legislative Analyst Office, approximately \$2 billion, or over \$3,000 in additional funding per SWD, would be required to reach this target.



RUSD currently works with the Sutter County Superintendent of Schools of Schools, Region 3 Local Educational Consortium for its Medi-Cal billing and SMAA billing. As shown in Figure 14, revenues from Medi-Cal reimbursements have increased with the exception of 2012-13. While RUSD participates and invoices for the SMAA program the revenue from claims has been deferred and because of the unstable nature of the SMAA funding RUSD does not budget for SMAA revenue until the reimbursement checks have been received.

**Figure 14: Third Party Billing 2011-12 through 2014-15 estimated**

Type Of Reimbursement	2011-12	2012-13	2013-14	2014-15 est.
MAA	\$-	\$-	Pending	Pending
Medi-Cal	\$38,172	\$ 0	\$76,932	\$95,142

Source: District provided data 2011-12, 2012-13, 2013-14 and 2014-15 estimated

The revenue generated by the reimbursement programs is used to supplement RUSD provided services and programs. RUSD’s Medi-Cal Collaborative Committee meets to determine how to allocate 67% of the Medi-Cal income received by RUSD. While not in play at this time due to the deferral of funds RUSD has a plan in place for distributing SMAA revenue which includes distributing 50% of the MAA revenue to sites based on the number of time survey participants at each site and the Special Education Program is allocated 25% of the of MAA revenue. Reimbursement programs, like MAA and Medi-Cal, depend on employees taking the time to file claims. RUSD and its employees are commended for their continued efforts in generating revenue that contributes to the overall support of RUSD’s programs.

**Program Expenses**

Spending to provide special education services is budgeted at approximately \$15.1 million in 2014-15, an increase of more than 33% since 2011-12. During this period of time, AB 114 required a shift in how local education agencies provide mental health services for SWD. Districts are now responsible for ensuring that SWD, as designated by their Individualized Educational Plan (IEP) receive mental health services and as such, districts now receive revenue to offset the cost of these services. This shift has contributed in part to the overall expenditure growth of the Special Education Program. Figure 15 provides a breakdown of program expenses by type over time.

As is the case with most programs operated within a school district, compensation for staff (salary and benefits) accounts for the vast majority of expenses. Approximately 74% of the budgeted program expense for 2014-15 is related to staff compensation (i.e., salary and benefits). When considering the growth in the cost of staff compensation it important to note that there are costs that increase on the natural each year for staff compensation, e.g., annual increases for salary costs due to step/column and collective bargaining agreements. Therefore, it is not unexpected that staff compensation expenditures for 2014-15 are budgeted at a higher level than the prior year. However, our review noted that the increase in expenditures for staff compensation year over year is higher than expected when considering costs related to annual compensation increases. Factors that have likely contributed to the increased costs are; RUSD is growing and the current growth rate of SWD is higher than the overall enrollment growth rate, additional staffing resources needed to accommodate students returning to RUSD from County program, building out the mental health program, local policies and practices related to program services.

Based on the amount budgeted, services and other operating services account for the next largest expense area. While this represents an average reliance on outside providers to deliver program services, there has been an increase in budgeted expenditures of 116% since 2011-12. Significant areas of expenditure growth include contracted educational services, legal services and services





from non-public agencies/schools. Our review noted that planned use of Mental Health Service Program carryover funds in 2014-15 accounts for approximately \$113,000 or 25% of the increase when comparing 2013-14 to 2014-15.

The amount budgeted for other outgo (special education services provided by the County) has been reduced by nearly 36% between 2013-14 and 2014-15. The reduction is due to a decrease in the number of students receiving services in County program. The estimated decrease in cost is offset in part by the increased cost of compensation related to additional staff to service students in RUSD provided programs and contracting with outside services as noted above.

The indirect cost is an important factor in accurate program cost accounting and serves the purpose of recovering costs of general management that are agency-wide, e.g., payroll, human resources and purchasing. Our review noted that the amount budgeted for indirect cost in 2014-15 has increased by more than 62% when compared to 2013-14 expenditures. Two factors have contributed to the increase; 1) RUSD’s approved indirect cost rate has increased from 5.4% in 2013-14 to 7.57% in 2014-15 2) the 2014-15 overall Special Education Program costs increased.

**Figure 15: Special Education Program Expense by Type from 2011-12 through 2014-15**

Type of Expense	2011-12	% Of Expense	2012-13	% Of Expense	2013-14	% Of Expense	2014-15 Est.	% Of Expense
Certificated Staff	\$4,591,727	40.5%	\$5,209,659	42.2%	\$5,820,934	41.8%	\$6,149,092	40.6%
Classified Staff	\$2,099,182	18.5%	\$2,260,160	18.3%	\$2,505,037	18.0%	\$2,880,322	19.0%
Benefits	\$1,634,492	14.4%	\$1,774,635	14.4%	\$1,980,442	14.2%	\$2,181,625	14.4%
Books and Supplies	\$42,361	0.4%	\$79,387	0.6%	\$82,096	0.6%	\$245,411	1.6%
Services/Other Operating	\$647,150	5.7%	\$688,524	5.6%	\$877,861	6.3%	\$1,399,168	9.2%
Capital Equipment	\$0		\$0		\$4,011		\$0	
Special Education Trans	\$12,122	0.1%	\$25,360	0.2%	\$10,150	0.1%	\$20,000	0.1%
Other Outgo	\$1,884,931	16.6%	\$1,853,261	15.0%	\$2,067,697	14.8%	\$1,323,998	8.7%
Indirect Cost	\$432,555	3.8%	\$456,312	3.7%	\$582,664	4.2%	\$945,118	6.2%
<b>Total Expenditures</b>	<b>\$11,344,520</b>	<b>100%</b>	<b>\$12,347,298</b>	<b>100.0%</b>	<b>\$13,930,892</b>	<b>100.0%</b>	<b>\$15,144,734</b>	<b>100.0%</b>

Source: District provided data, Special Education Program Expense for 2011-12, 2012-13, 2013-14, and 2014

The 2014-15 budget estimate amount for “books and supplies” for 2014-15 is nearly 200% higher than the prior year. While this appears to be a significant increase, approximately \$85,000 or more than 50% of this budgeted amount is from prior year carryover of Medi-Cal Program and the Mental Health Service Programs. When using carryover funds, careful consideration needs to be given to actions and services to ensure sustainability of program, as this type of funding is one-time in nature.

While it can certainly seem that the Special Education Program is an unusually high program expense of RUSD, this is the case for virtually every district. Therefore, the real question is whether or not RUSD’s spending on special education is proportional to other districts. As shown in Figure 16, special education expenditures accounted for 16.3% of RUSD’s overall spending, below the average proportion of spending experienced by comparable districts.



**Figure 16: Percentage of Program Expenditures by Type and Goal 2012-13**

% Of Total Expenditures by Type/Goal 2012-13				
District	Regular Education K-12	Special Education	Other, General Education, K-12	Supplemental Education, K-12
Rocklin Unified	77.6%	16.3%	1.5%	0.8%
Livermore Valley Joint Unified	74.2%	21.9%	1.8%	0.2%
Carlsbad Unified	69.7%	25.8%	1.2%	2.2%
Santa Monica-Malibu Unified	69.3%	25.1%	2.5%	0.6%
Las Virgenes Unified	70.6%	26.0%	0.9%	
Palos Verdes Peninsula Unified	68.6%	27.6%	0.8%	0.1%

Source: Ed-Data website, General Fund and Charter School costs by Program reported by goal 2012-13 (most current year of state data available)

A number of factors can contribute to differences in special education expenses such as, program models that affect staffing decisions; policies and procedures that affect program offerings; and the culture of RUSD with regard to general education intervention and relationship to special education. In subsequent sections, this report explores such factors.

One factor that was noted during the review was that all districts in the comparison group with the exception of RUSD receive funding for transportation for severely disabled and orthopedically impaired pupils. RUSD provides transportation services for SWD as included in their IEPs, but the cost of the services are included within RUSD’s home-to-school transportation costs. This is likely a primarily reason RUSD’s % of total expenditures is lower than the comparison group.

### Non-Public Schools

RUSD supplements its special education with services with non-public schools and agencies (NPS/A). Most students placed at an NPS are receiving support for autism or emotional disturbance. Based on RUSD provided reports, RUSD had 13 students receiving services from an NPS as of January 2015. As shown in Figure 17, the number of students receiving NPS services has increased each year, which has resulted in an increase in the cost of NPS services of more than \$70,000 or more than 20% since 2011-12. RUSD has had to increase its reliance on NPAs for services such as speech, occupational therapy, and nursing services which has resulted in a significant cost increase, more than 284%, which is nearly triple the cost of NPA services in 2011-12.

**Figure 17: Non-Public Schools 2011-12 through 2014-15 estimated**

	2011-12	2012-13	2013-14	2014-15 est
# of Students Receiving NPS Services	8*	10*	9*	13
NPS Expenses	\$ 344,140	\$ 329,471	\$ 318,610	\$ 414,492
NPA Expenses	\$ 140,101	\$ 256,923	\$ 343,218	\$ 539,068
Total NPS/NPA	\$ 484,249	\$ 586,394	\$ 661,828	\$ 953,560
Average Cost per NPS Student	\$ 43,018	\$ 32,947	\$ 35,401	\$ 31,884

Source: District-Provided Data—NPS expense 2011-12, 2012-13, 2013-14, and 2014-15 estimated and NPS Utilization data 2013-14 and 2014-15 est. \*Dataquest NPS Utilization data 2011-12, 2012-13, and 2013-14



NPS/A programs generally support RUSD's most complex and high-need students, which depending on the numbers of students and staff competencies may be more cost effectively operated by RUSD.

RUSD currently operates several programs that are alternatives to NPS placements at a lower cost than the NPS/A services. When compared to other districts, there is validation for RUSD's proactive efforts to create programs as alternatives to NPS/A. As shown in Figure 18, among the comparison group of six districts, RUSD has one of lowest NPS unitization rates and ranks fifth when comparing incidence of NPS utilization per 1,000 students.

**Figure 18: Non Public Schools 2013-14 Utilization per 1,000 Enrolled Students**

District	2013-14 NPS /1000 students
Las Virgenes Unified	0.36
Rocklin Unified	0.78
Carlsbad Unified	1.36
Palos Verdes Peninsula Unified	2.05
Livermore Valley Joint Unified	2.27
Santa Monica-Malibu Unified	3.44

Source: Dataquest NPS count and enrollment data 2013-14

RUSD is commended for creating programs that are alternatives to NPS placements, but continued effort will be necessary to maintain and potentially expand high-quality NPS alternatives.

### Pupil Count Analysis

The state's current special education program funding model was overhauled more than ten years ago from a structure that tied funding based on prevalence and types of disabilities served to one that is now largely based on the presumption that incidence and types of disabilities do not vary significantly from district to district. Hence, funding is based on the number of students overall from which each district must determine, as a member of its SELPA, how best to meet the needs of those students within the SELPA.

Given the manner in which funding is provided to support SWD, there is a deliberate negative financial incentive to identifying students who should receive special education services if their needs can be met adequately and appropriately through other programs. As a result, it is useful to analyze the trends and current composition of the population receiving special education program services.

As shown in Figure 19, since 2009-10, RUSD's enrollment has increased 6.68%, from 10,835 students in 2009-10 to 11,611 students in 2013-14. During this period, the cumulative change in the number of SWD is slightly lower than the overall enrollment growth rate. It is fairly common to find that the growth rate in the population of SWD often exceeds the rate of growth of the overall student population, and this appears to be the case for RUSD since 2011-12. If the trend of students receiving special education services continues to grow both in numbers and proportionality at a rate, which outpaces the overall growth this will contribute, further the imbalance between program costs and revenues.



**Figure 19: Enrollment to SWD 0-22 Comparison 2009-10 through 2013-14**

Year	Total Enrollment*	SWD 0-22	% SWD	% Change in enrollment	% Change in SWD
2009-10	10,835	1,157	10.68%		
2010-11	11,095	1,143	10.30%	2.40%	-1.21
2011-12	11,345	1,169	10.30%	2.25%	2.27%
2012-13	11,597	1,215	10.48%	2.22%	3.93%
2013-14	11,611	1,239	10.67%	0.12%	1.98%
Cumulative Change				6.68%	6.62%

Source: California Department of Education Dataquest 2009-10 through 2013-14 and SELPA provided data  
 \*excludes charter enrollment data

It is also important for program planning purposes to consider the incidence of disabilities by type over time. Such an analysis can point to areas where RUSD may need to consider creating or phasing out programs and potential areas of over identification. Figure 20 provides a breakdown of the incidence of disabilities by type and reflects that from 2009-10 to 2013-14 the percentage of SWD is fairly flat. However, it is important to note that the overall number of students served had increased overtime as noted in Figure 19 above. During this same period, the percentage of SWD with a primary disability of Autism has increased as compared to the total population and while a relatively small portion of the total population, students with a primary disability of Autism accounts for approximately 12% of the special education population and an even greater percentage of program costs.

**Figure 20: Incidence of Disabilities Age 0-22 by Type 2013-14**

2013-14 Age 0-22 Incidence of Disability by type	Intellectual Disability	Speech and Language Impairment	Emotionally Disturbed	Other Health Impairment	Specific Learning Disabled	Autism	Other*	TOTAL
2013-14 Placer County	0.51%	3.35%	0.35%	0.93%	3.33%	1.25%	0.60%	10.32%
2013-14 Statewide	0.70%	2.58%	0.39%	1.14%	4.52%	1.36%	0.62%	11.31%
2013-14 Rocklin Unified	0.45%	3.48%	0.42%	0.96%	3.48%	1.28%	0.60%	10.67%
2009-10 Rocklin Unified	0.40%	3.92%	0.50%	0.56%	3.54%	1.15%	0.61%	10.68%

\* Includes Hard of Hearing, Deaf, Visual Impairment, Orthopedically Impaired, Traumatic Brain Injury, Multiple Disabilities and Established Medical Disability

Source: California Department of Education Dataquest and SELPA provided data

Figure 20 also provides a comparison of the incidence of disabilities by type for the District as compared to the county and state. RUSD’s overall identification rate is below the statewide average but is above the countywide rate. While RUSD’s rate of Autism identification has increased over time, the rate remains below the statewide rate. Most of the observed differences are found in RUSD’s identification of students with Other Health Impairment and Speech and Language Impairment. RUSD’s SWD with a primary disability of Other Health Impairment has increased by nearly 71% but remains below the rate for the state. Although RUSD has experienced a recent decline in the proportion of students with a primary disability of Speech and



Language Impairment, its rate is still higher than the statewide rate. Districts with high rates of students with a primary disability of Speech and Language Impairment often find that they are yielding to parent or teacher requests for additional services, which are lacking in general education interventions and often results in students that are referred to special education.

## Fiscal Findings

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While it not unexpected that the overall cost to run the Special Education Program has increased over time due to the overall growth of RUSD it appears that a trend is emerging that reflects the growth rate in the population of SWD is exceeding the rate of growth of the overall student population. Other factors that are contributing to increased program costs

Historical under funding of the program

Increases in salary, benefits, staffing ratios, and other personnel costs at a rate exceeding revenue growth

Growth in the number of higher-cost, low-incidence disabilities, such as autism

The relatively high cost for and reliance on contracted services, such as NPS and NPA and legal

Additional programs/classes to accommodate students returning to the District from the County program

Building out the mental health program

And most importantly local policies and practices related to program services such as:

- Over staffing in several areas such as, Instructional Assistant, Speech and Language pathologists and Psychologist
- RUSD's percentage of incidence of disabilities reflects that from 2009-10 to 2013-14 the percentage of SWD is flat. However, it is important to note that while the percentage of identification is flat, the overall number of students served had increased over time. Additionally, there appears to be an emerging trend where both the number and percentage of SWD outpaces overall enrollment. Most of the observed differences are found in the District's identification of students with Other Health Impairment (OHI), which increased by nearly 71% and Speech and Language Impairment (SLI), which decreased by more than 11%.

# Recommendations

## Recommendations

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**Although the recommendations below have been organized into four individual “themes” it is also critical to address them all collectively within a Multi-tiered System of Supports (MTSS) to create positive and sustainable systemic change. MTSS is described within the context of each theme, but is the overarching process to improving support to all students.**

### 1. Climate and culture

- Implement a district-wide system for academic, social-emotional and behavioral interventions and supports for struggling students by utilizing an overarching framework for integrating and aligning supports such as multi-tiered system of supports (MTSS).
  - Create a district culture and climate of inclusiveness aligned to the overall District Vision and the Strategic Plan by ensuring that high expectations and ownership of all students by all staff is a cornerstone of the belief system.
  - Ensure current process for site alignment to district strategic plan includes the expectation for addressing the needs of all learners within the context of the district and site plans.
  - Review implementation of the Local Control Action Plan (LCAP) for the Local Control Funding Formula (LCFF) that includes plans for addressing the needs of students with disabilities as a part of the overall plan.
- Recruit a Special Education Director with experience and a demonstrated ability to develop quality systemic programs that are effective, efficient and maintain budget solvency to create a culture of authentic stakeholder involvement and communication.

### 2. Policies and procedures

- Develop district-wide policies and structures for identifying students who are struggling academically by developing processes to discuss and identify strategic supports, instructional strategies and differentiation within general education to better support all learners. In addition to supplementary supports and interventions, which accelerate students toward grade level standards, there should be ongoing collaborative, grade-level discussions where teachers are reviewing data to determine where additional supports and interventions are necessary (See MTSS above).
  - Continue to increase inclusive options (such as co-teaching) for all students in special education by developing systemic structures to build and support inclusive



education and their full participation in the academic and social culture of the school.

- Develop policies and procedures that include compliance procedures, program development and service delivery descriptions, personnel staffing ratios and responsibilities, and referral and placement processes. Include all relevant stakeholders in the development of the policies and practices.

### 3. Professional Development

- Create a district culture and climate of inclusiveness through alignment to the District Strategic Plan by providing on-going, joint (general and special education) professional development that includes high expectations and ownership of all students by all staff. By providing staff with joint training, the message and belief in a unified special education/general education system, conveyed by district leadership, is reinforced and contributes to high quality teaching leading to improved results for all students (see MTSS above).
- There is a need for differentiated, focused and relevant professional development based on identified needs of staff. Professional development should focus on supporting students with diverse needs in academics and behavior. Needs identified for professional development include:
  - Focused strategies to support students who struggle academically such as Universal Design for Learning (UDL), differentiated instruction, higher order thinking skills, and specific tailoring of instructional strategies to address student needs.
  - Training and coaching on strategies to improve collaborative discussions between general education and special education educators. This professional development should include the utilization of data to identify student needs, and identifying focused and targeted supports and intervention strategies.

### 4. Communication

- Create formal communication structures and relationships within the district and with families including involvement in decision-making, ongoing meetings and opportunities for dialogue, and expectations for responding to communications and concerns (see MTSS above).
  - Provide strategies and processes for increasing engagement and involvement with families and community members.
  - Review all communication processes to ensure that there are processes for ongoing information sharing, two-way communication and input, and time allocated within job roles and responsibilities for responding to emails and phone calls in a timely manner

NOTE: RUSD will need to determine which recommendations will be prioritized in terms of implementation as not every recommendation can be commenced immediately. Additionally, consideration must be placed on the varied amount of time allocated for full implementation of each recommendation. For example, developing and adopting policies and procedures will take a shorter amount of time for MTSS implementation (which will require ongoing refinement across years). A comprehensive, thoughtful implementation is advisable as opposed to a rushed, ill-



conceived plan. Below is a graphic, which broadly illustrates this point in no particular order.

## MTSS

**Short term:** Begin analysis of district initiatives and priorities to determine needs and next steps. Determine a long range timeline which includes steps toward full implementation, points of reference/task completion and monitoring levers.

**Long term:** Although the process of MTSS implementation can begin immediately, it is a district continuous improvement process that is ongoing.

<p><b>CLIMATE AND CULTURE</b></p> <p><b><u>Short term:</u></b> Continue Director search, begin planning for district-wide student supports for struggling learners and review alignment of Strategic Plan, site plans and LCAP.</p> <p><b><u>Long term:</u></b> Creating an inclusive climate and culture involving all stakeholders will evolve over time with consistent and constant messaging and focus</p>	<p><b>POLICIES AND PROCEDURES</b></p> <p><b><u>Short term:</u></b> Beginning to develop formal policies and procedures is an initial step that includes identifying students, tiered supports, creating inclusive options and compliance.</p> <p><b><u>Long term:</u></b> This is a process that develop a product over time involving many staff members. It is important to note that policies and procedures must be reviewed periodically to remain current.</p>	<p><b>PROFESSIONAL DEVELOPMENT</b></p> <p><b><u>Short term:</u></b> Develop and begin planning an aligned professional development plan across the district that involves joint general education and special education professional development as well as job-specific professional development along with collaborative discussions among staff based on student data and identification.</p> <p><b><u>Long term:</u></b> Monitor the effectiveness and usefulness of the professional development through improved student outcomes and adjust.</p>	<p><b>COMMUNICATION</b></p> <p><b><u>Short term:</u></b> Communicate an action plan for next steps as a result of this review, begin planning for a formal, two-way communication structure, provide strategies for increasing stakeholder engagement, and identify electronic, immediate forms of communication to reach out to stakeholders.</p> <p><b><u>Long term:</u></b> Monitor what is being communicated, what is not being communicated and how information is being communicated in all modes. Make adjustments as necessary.</p>
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# Appendices

## Appendix A

### Online Survey Results

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#### Parent Survey Results

The online parent survey was emailed to the parents of all RUSD students receiving the special education services. Overall, 250 surveys were completed and the results are included here:

- 250 respondents
- Respondents represented all RUSD sites with the exception of Victory High school.
- All grade levels were represented:
  - 16 –Preschool
  - 129 – Elementary
  - 41 – Middle School
  - 59 – High School
  
- Summary of responses to survey questions:

Question regarding IEP	Strongly Disagree/ Disagree	Strongly Agree/ Agree
I understand the process of developing an Individualized Education Program (IEP).	15%	85%
My child receives all the services written in his/her IEP.	20%	72%
My child is making progress on his/her IEP goals.	22%	73%
My child's school has clear guidelines to help me know what to do if I have concerns about IEP meetings.	27%	68%
My ideas and suggestions are considered at my child's IEP meetings.	22%	74%

Question regarding involvement and communication	Strongly Disagree/ Disagree	Strongly Agree/ Agree
School personnel are responsive to my questions and concerns.	10%	88%
I am pleased with the communication between my child's school and myself.	18%	88%
School personnel ask me about my child's interests and strengths.	18%	84%
The school and/or district personnel have helped me to understand my child's disability.	34%	63%
District special education staff are responsive to my questions and concerns.	21%	74%
Teachers follow through on commitments regarding my child.	12%	79%



My child's school asks for my opinion about how well my child is doing with their special education services.	36%	62%
My child's special education teacher communicates with me concerning my child's progress.	23%	75%
School personnel ask me about my concerns for my child.	27%	69%
I feel welcome at my child's school.	9%	88%

Question regarding Programs and Services	Strongly Disagree/Disagree	Strongly Agree/Agree
I know whom to call about my child's programs.	11%	87%
I know whom to call about my child's services.	14%	83%
The school and/or district personnel have helped me to understand my child's disability.	36%	58%
Overall, I am satisfied with the special education services my child receives.	20%	78%
My child feels safe at school.	10%	88%

Question regarding Environment and Activities	Strongly Disagree/Disagree	Strongly Agree/Agree
My child is educated with non-disabled children to the maximum extent appropriate.	10%	87%
I am satisfied with the amount of time my child is educated in the general education class.	12%	83%
I am satisfied with the school activities in which my child participates (e.g., assemblies, after school activities and field trips).	15%	81%
The learning environment for my child is excellent	18%	74%
My child's school shows respect for my culture as it relates to my child's education.	7%	80%

Question regarding Staff Impact	Strongly Disagree/Disagree	Strongly Agree/Agree
My child's teachers have high expectations for his/her achievement.	10%	82%
Adults who work in my child's school treat my child with respect.	6%	86%
Teachers have a positive influence on my child's behavior.	8%	86%
Teachers have built strong relationships with my child.	11%	80%





### Special Education Teacher Survey Results

The online survey was emailed to the all of the RUSD special education teachers. Overall, 27 surveys were completed and some of the results are included here:

- 27 respondents
- Respondents represented all RUSD sites with the exception of Rocklin Elementary, Rukula, and Sunset Ranch schools.
- All grade levels were represented:
  - 4% - Preschool
  - 34% – Elementary
  - 26% – Middle School
  - 37% – High School
- Types of programs/services represented by respondents:
  - 0 - General Education
  - 39% – Resource Room
  - 61% - Self-Contained (Special Day Class)
  - 0 – Separate Facility
- Currently co-teaching:
  - 15% - Yes
  - 85% - No
- Number of years teaching special education:
  - 26% - 1-5years
  - 22% - 6-10 years
  - 30% - 11-15 years
  - 22% - more than 15 years

#### Summary of responses to survey questions:

Question regarding Instruction:	Strongly Disagree /Disagree	Strongly Agree /Agree
At my school, students with disabilities receive instruction aligned with the Common Core State Standards.	8%	92%
At my school, students with disabilities and other struggling students receive the support they need to be successful.	19%	81%
Teachers at my school use student achievement data to influence decisions about instruction.	12%	84%
Teachers at my school communicate with parents concerning their child's progress.	8%	85%

Question regarding IEPs:	Strongly Disagree /Disagree	Strongly Agree /Agree
General education teachers at my school have high expectations for all students, including students with Individualized Education Programs (IEPs).	19%	81%
General education teachers at my school welcome students with IEPs in their classrooms.	23%	77%
Teachers at my school consider parents suggestions during the IEP meeting.	0%	100%
Our school has clear guidelines to help parents know what to do if they have concerns about IEP meetings.	12%	85%

Question regarding General Education:	Strongly Disagree /Disagree	Strongly Agree /Agree
My site administrator is supportive of students with disabilities receiving instruction in general education classrooms.	4%	93%
There are sufficient opportunities for general education teachers to learn how to address the instructional needs of students with disabilities.	57%	43%
I meet at least monthly with general education teachers to plan instruction based on evidence in student work.	47%	50%
General education teachers are respectful of the needs of students with disabilities.	23%	77%
There are sufficient opportunities for special education teachers to learn about general education curriculum and general education instructional programs.	43%	54%



Responses to the prompt: "I would like to receive professional development in the following areas (select up to five):"

Topic	Special Education Teachers	General Education teachers
Accommodating Students	8%	50%
Classroom Management	0	12%
Co-Teaching	31%	9%
Cross Communication and Collaboration	8%	5%
Data Analysis for Guiding Instruction	15%	14%
Differentiated Instruction	8%	26%
Evidence-based Instructional Strategies	27%	24%
Flexible Grouping	4%	9%
Mathematics Instruction	42%	7%
Partnering with Families	4%	16%
Positive Behavior Intervention and Supports	38%	41%
Post-Secondary Transition	12%	8%
Reading and Language Arts Instruction	35%	13%
Reading in the Content Areas	4%	16%
Response-to-Intervention	15%	20%
Standards-based Functional Skill Development	19%	17%
Supporting Students in Inclusive Settings	46%	28%
Students as Self-Advocates	38%	N/A

### General Education Teacher Survey Results

The online survey was emailed to the all of the RUSD general education teachers. Overall, 103 surveys were completed and some of the results are included here:

- 103 respondents
- Respondents represented all RUSD sites with the exception of Cobblestone Elementary.
- All grade levels were represented:
  - 0 - Preschool
  - 44% – Elementary
  - 19% – Middle School
  - 37% – High School
- Currently co-teaching:
  - 25% - Yes
  - 76% - No
- Number of years teaching special education:
  - 17% - 1-5years
  - 21% - 6-10 years
  - 26% - 11-15 years
  - 37% - more than 15 years

#### Summary of responses to survey questions:

Question regarding Instruction:	Strongly Disagree /Disagree	Strongly Agree /Agree
At my school, students with disabilities receive instruction aligned with the Common Core State Standards.	3%	86%
At my school, students with disabilities and other struggling students receive the support they need to be successful.	18%	80%
Teachers at my school use student achievement data to influence decisions about instruction.	6%	89%
Teachers at my school communicate with parents concerning their child's progress.	3%	95%

Question regarding IEPs:	Strongly Disagree /Disagree	Strongly Agree /Agree
General education teachers at my school have high expectations for all students, including students with Individualized Education Programs (IEPs).	5%	95%
General education teachers at my school welcome students with IEPs in their classrooms.	9%	87%
Teachers at my school consider parents suggestions during the IEP meeting.	1%	92%



Question regarding General Education:	Strongly Disagree /Disagree	Strongly Agree /Agree
My site administrator is supportive of students with disabilities receiving instruction in general education classrooms.	4%	94%
There are sufficient opportunities for general education teachers to learn how to address the instructional needs of students with disabilities.	53%	48%
I meet at least monthly with teachers to plan instruction based on evidence in student work.	16%	83%
I receive support from district special education staff (education specialists, district special education director, district office teachers, resource teachers, consulting teachers) for integrating students with IEPs into general education classes and activities.	46%	53%
I receive support to address the needs of students who are struggling in my classroom.	35%	65%

Responses to the prompt: "I would like to receive professional development in the following areas (select up to five):"

Topic	Special Education Teachers	General Education teachers
Accommodating Students	8%	50%
Classroom Management	0	12%
Co-Teaching	31%	9%
Cross Communication and Collaboration	8%	5%
Data Analysis for Guiding Instruction	15%	14%
Differentiated Instruction	8%	26%
Evidence-based Instructional Strategies	27%	24%
Flexible Grouping	4%	9%
Mathematics Instruction	42%	7%
Partnering with Families	4%	16%
Positive Behavior Intervention and Supports	38%	41%
Post-Secondary Transition	12%	8%
Reading and Language Arts Instruction	35%	13%
Reading in the Content Areas	4%	16%
Response-to-Intervention	15%	20%
Standards-based Functional Skill Development	19%	17%
Supporting Students in Inclusive Settings	46	28%
Students as Self-Advocates	38%	N/A



## Appendix B

### IEP Reviews

As part of the data analysis, the WestEd Team review IEPs to determine the level of completeness, assessment information, alignment of goals to needs and Common Core State Standards (CCSS) where appropriate, accommodations and modifications included, LRE statement, description of related services, and transition goals (where appropriate). IEPs were selected by a stratified random sampling method so that IEPs from all of the sites and different types of program could be sampled.

- 60 IEPs were reviewed
- IEPs represented all RUSD sites
- Disability categories represented in the IEPs sampled (note: many of the students had more than one disability category listed)
  - 11 - Autism
  - 7 - Emotional Disturbance
  - 8- Intellectual Disability
  - 5 - Orthopedic Impairment
  - 5 - Other Health Impairment
  - 24 - Specific Learning Disability
  - 18 - Speech and Language Impairment
  - 2 - Visual Impairment
  - 1 - Other – Established
- All grade levels were represented:
  - 10% - Preschool
  - 41% – Elementary
  - 17% – Middle School
  - 26% – High School

#### Specific responses:

	Yes	No
Does the IEP contain progress monitoring	88%	12%
Does the Present Level of Academic Function (PLAF) include current information on the child's <b>strengths</b> ?		
Does the Present Level of Academic Function (PLAF) include current information on the child's <b>needs related to the child's disability</b> ?	97%	3%
Does the Present Level of Academic Function (PLAF) include current information on the child's <b>How disability affects participation in general curriculum</b> ?	77%	27%
Does the Present Level of Academic Function (PLAF) include current information on the child's <b>parent concerns</b> ?	85%	15%
Does the IEP contain <b>any necessary accommodations for the state assessments</b> ?	55%	45%



	Yes	No	Grade level not tested
Does the IEP contain <b>district benchmark assessment results</b> ?	43%	22%	35%
Does the IEP contain <b>state assessment results</b> ?	28%	45%	27%
Does the IEP contain <b>curriculum based measure results</b> ?	18%	60%	22%
Do the goals and objectives <b>address all areas of need identified in PLAF</b> ?	72%	28%	
Are all the goals based on <b>needs identified in PLAF</b> ?	90%	10%	
Are the goals are aligned to the <b>Common Core State Standards</b> ?	49%	51%	
Is at least one goal in each identified academic area written to a grade level standard?	53%	47%	
Are other prerequisite skill goals written out of grade level but are based on PLAF?	95%	5%	
Do the goals describe what the behavior will look like when the goal is reached?	90%	10%	
Do the goals reflect growth that can be accomplished throughout the year?	97%	3%	
Are there at least 2 objectives per each goal?	76%	24%	
Objectives contain behaviors/skills to be performed by the student?	97%	3%	
Are the objectives measurable?	87%	13%	
Does the IEP contain frequency and duration of related services?	100%	0	
Does the IEP contain how the related services will be provided?	98%	2%	
Does the IEP contain who will provide the related services?	100%	0	
Are mental health services identified as a related service?	7%	93%	
Number of times each Related Services Identified in the IEPs:			
<ul style="list-style-type: none"> <li>• 0 - audiology</li> <li>• 13 - counseling services</li> <li>• 19 - occupational/physical therapy</li> <li>• 0 - parent counseling/ education</li> <li>• 2 - psychological/mental health services</li> <li>• 42 - speech-language therapy</li> <li>• 21 - Transportation</li> </ul>			



Does the IEP contain a statement that reflects amount of time removed from peers without disabilities?	98%	2%
Does the IEP provide a statement describing any services that will not be delivered with non-disabled peers in the general education setting?	88%	17%
Does the IEP provide a statement as to why services will not be delivered with non-disabled peers in the general education setting?	80%	20%

Transition Services (where appropriate):	Yes	No	Student under the age of 16
An appropriate measurable post-secondary goal(s) that cover(s) education or training, employment, and, as needed, independent living?	20%	15%	65%
Transition services that will reasonably enable the student to meet her/his post-secondary goals?	17%	18%	65%
The transition services include courses of study that will reasonably enable the student to meet her/his post-secondary goals?	17%	18%	65%
Includes annual IEP goal(s) related to the student's transition service needs?	28%	7%	65%

## Appendix C

### Classroom Observations:

As part of the data analysis, the WestEd Team conducted classroom walkthroughs in seven of the Rocklin schools to observe the .

- 41 classrooms were observed
- All grade levels were represented:
  - 2 - Preschool
  - 17 – Elementary
  - 5 – Middle School
  - 7 – High School
- Type of setting:
  - 15 - General education classroom
  - 24- Special education classroom
- Type of class:
  - 12 - General education
  - 1 - Co-taught
  - 2 - Inclusion
  - 7 - Resource
  - 18 - Special day class
- Type of class:
  - 6 - Resource Math
  - 15 -General Education - Co-Taught
  - 8 - Resource
  - 2 - Student Skills for Transition (SST)
  - 1 - Cross Categorical Behavioral Resource room (CCB)
  - 8 - Life Skills

**Student Engagement** – classes were monitored during the observation for the amount of time the students in the class were actively engaged in the lesson. results here indicate the percentage of time that at least 80% of the students were actively engaged

Student Engagement	Percentage of time at least 80% of the students in the class were actively engaged in the lesson
0-25%	43%
26-50%	4%
51-75%	18%
76-100%	36%



**Instructional Assistants** – type of activity the instructional assistants in the classroom were involved in during the observation.

<b>Instructional Assistants</b>	<b>Percentage of times observed in each classroom (multiple responses possible per class)</b>
Assisting student with academic tasks individually	75%
Assisting student with non-academic tasks individually	40%
Completing paperwork	35%
Preparation of paperwork	40%
Engaging in a personal activity	10%
No assisting adult in the classroom	40%

**Evidence of research-based practices for supporting students with disabilities:**

<b>Peer assisted learning</b>	<b>Percentage of times observed in each classroom (multiple responses possible per class)</b>
Cooperative groups	60%
Pairs	43%
Peer tutoring	0
Stations or centers	8%
Student led demonstration	0

<b>Classroom Climate:</b>	<b>Percentage of times observed in each classroom (multiple responses possible per class)</b>
Positive interaction between adults/students	80%
Social skills actively taught, practiced, and reinforced	2%
Rituals and routines contribute to orderliness	10%
Transitions smooth and timely	8%



Principles of Universal Design for Learning observed in classrooms:

UDL Principles	Percentage of times observed in each classroom (multiple responses possible per class)
Multiple ways of engagement	15%
Choices for participation	5%
Varied level texts	0
Embed lessons with technology	10%
Choices for strategies	0
Culturally relevant	5%
Multiple ways of representation	15%
Visual + Auditory	45%
Modeling	0
Integration of Technology	15%
Oral	25%
Demo	10%
Written	15%
Technology	15%





1000 G Street, Suite 500  
Sacramento, CA 95814

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

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**SUBJECT:** California Model Continuation High School Recognition Program for 2015

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

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**Background:**

The Model Continuation High School Recognition Program is a partnership between the California Department of Education (CDE) and the California Continuation Education Association (CCEA). These schools are being recognized for providing innovative programs and comprehensive services to students who may have otherwise been at risk of not graduating.

**Status:**

On Wednesday, March 18, 2015, State Superintendent of Public Instruction Tom Torlakson announced the designation of 29 Model Continuation High Schools in California. Victory High School was selected as one of these esteemed programs. Schools on this list serve as models for other continuation schools. Selected schools will retain their title for three years. Victory High School will be recognized at the 2015 CCEA State Conference held in May in San Francisco.

**Presenters:**

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 Present:**

Deborah Sigman, Deputy Superintendent, Educational Services  
Mark Williams, Principal, Victory High School

**Allotment of Time:**

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

**Packet Information:**

CDE Press Release Announcing 2015 Model Continuation High Schools

**Recommendation:**

Special recognition. No action required.





CALIFORNIA DEPARTMENT OF EDUCATION  
**NEWS RELEASE**

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**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Release: #15-21  
March 18, 2015

Contact: Pam Slater  
E-mail: [communications@cde.ca.gov](mailto:communications@cde.ca.gov)  
Phone: 916-319-0818

### **State Schools Chief Tom Torlakson Announces 2015 Model Continuation High Schools**

SACRAMENTO—State Superintendent of Public Instruction Tom Torlakson announced today the designation of 29 Model Continuation High Schools. These schools are being recognized for providing innovative programs and comprehensive services to students who may have otherwise been at risk of not graduating.

"These outstanding schools provide teaching approaches that better serve their students and give them every chance to flourish," Torlakson said. "Our goal is to ensure that every student receives a high-quality education and, upon graduation, that every student has a plan for the future and the skills necessary to succeed."

Continuation high schools meet the needs of students aged 16 years or older who lack sufficient school credits to graduate. The minimum attendance is 15 hours per week or 180 minutes daily. Students benefit from the supplemental programs and services, such as independent study courses, career counseling, job placement, apprenticeships, and concurrent enrollment in community college.

More than 62,000 students attended the California's 480 continuation high schools in the 2013–14 school year.

The Model Continuation High School Recognition Program is a partnership between the California Department of Education (CDE) and the California Continuation Education Association (CCEA). A benefit of this joint effort is the establishment of a resource list of quality programs. Schools on this list can serve as models for other continuation schools.

The selected schools, which retain their title for three years, will be recognized at the 2015 CCEA State Conference held in May in San Francisco.

For information on continuation education, please visit the CDE [Continuation Education](#) Web page or the [CCEA](http://cceanet.org/) [http://cceanet.org/] Web site.

### **California's 2015 Model Continuation High Schools**

1. Allan F. Daily High School, 220 North Kenwood Street, Glendale, CA 91206-4209, René Valdes, Principal, 818-527-4805.
2. Apollo High School, 3150 School Street, Simi Valley, CA 93065, Dean May, Principal, 805-520-6150.
3. Arrow High School, 1505 South Sunflower Avenue, Glendora, CA 91740, Lisa Raigosa, Principal, 626-914-3961.
4. Black Rock High School, 59273 Sunnyslope Drive, Yucca Valley, CA 92284, Vonda Viland, Principal, 760-369-6310.
5. Calaveras Hills High School, 1331 East Calaveras Boulevard, Milpitas, CA 95035, Carl Stice, Principal, 408-635-2690.
6. Century High School, 20 South Marengo Avenue, Alhambra, CA 91801, Lindsey K. Ma, Principal, 626-943-6681.
7. Conejo Valley High School, 1872 Newbury Road, Newbury Park, CA 91320, Martin Manzer, Principal, 805-498-6646.
8. Del Mar High School, 312 South Del Mar Avenue, San Gabriel, CA 91776, Lon Sellers, Principal, 626-291-5723.
9. Delta High School, 4893 Bethany Drive, Santa Maria, CA 93455, Esther Prieto-Chávez, Principal, 805-937-6356.
10. Frontier High School, 9401 South Painter Avenue, Whittier, CA 90605, Margie Moriarty, Principal, 562-698-8121.
11. Gateway High School, 1550 Hemdon Avenue, Clovis, CA 93611, Rees Wame, Principal, 559-327-1800.
12. Hillview High School, 15400 Lansdowne Road, Tustin, CA 92780, Tim O'Donoghue, Principal, 714-730-7356.
13. Laguna High School, 445 Taft Street, Sebastopol, CA 95472, Kent Cromwell, Principal, 707-824-6485.
14. Mesquite High School, 140 West Drummond Avenue, Ridgecrest, CA 93555, Jo Anne McClelland, Principal, 760-499-1810.
15. Montecito High School, 720 Ninth Street, Ramona, CA 92065, Dave Lohman, Principal, 760-787-4300.
16. Mt. Madonna High School, 8750 Hirasaki Court, Gilroy, CA 95020, Jennifer Del Bono, Principal, 408-842-4313.
17. Mt. San Jacinto High School, 30800 Landau Boulevard, Cathedral City, CA 92234, Milt Jones, Principal, 760-770-8563.
18. Newmark High School, 134 Witmer Street, Los Angeles, CA 90026, Justin Lauer, Principal, 213-250-9675.
19. North Park High School, 4600 North Bogart Avenue, Baldwin Park, CA 91706, Harris Vincent Pratt, Principal, 626-337-4407.
20. Orange Grove High School, 300 South Buena Vista Avenue, Corona, CA 92882, Joseph Almasy, Principal, 951-736-3339.
21. Pacific High School, 501 College Drive, Ventura, CA 93003, Kenneth Loo, Principal, 805-289-7950.
22. Palomar High School, 480 Palomar Street, Chula Vista, CA 91911, Sarita Fuentes, Principal, 619-407-4800.
23. Renaissance High School, 325 North Palm Avenue, Santa Paula, CA 93060, Robin Gillette, Principal, 805-525-4407.
24. Salisbury High School, 1050 Kimball Road, Red Bluff, CA 96080, Barbara Thomas, Principal, 530-529-8766.
25. San Antonio High School, 125 West San Jose Avenue, Claremont, CA 91711, Sean Delgado, Principal, 909-398-0316.
26. Sierra High School, 1134 South Barranca Avenue, Glendora, CA 91740, Mari Bordona, Principal, 626-852-8300.
27. Sture Larsson High School, 1813 McClellan Way, Stockton, CA 95207, Phyllis Kahl, Principal, 209-953-8687.
28. Valley Alternative High School, 15430 Shadybend Drive, Hacienda Heights, CA 91745, Steven Cazares, Principal, 626-933-3400.
29. Victory High School, 3250 Victory Drive, Rocklin, CA 95765, Mark Williams, Principal, 916-632-3195.

###

**Tom Torlakson — State Superintendent of Public Instruction**  
**Communications Division, Room 5206, 916-319-0818, Fax 916-319-0100**

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814

Last Reviewed: Wednesday, March 18, 2015



ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Placer County Office of Education 2015 Spelling Bee - Oral Competition

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

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**Background:**

Annually, the Placer County Office of Education (PCOE) holds its Placer County Oral Spelling Bee Competition for students in grades 4 through 8. This year, the competition was held on March 12, 2015. Twelve local districts participated in the PCOE Oral Spelling Bee this year, with seventy-four students competing.

**Status:**

Eighteen Rocklin Unified School District (RUSD) students in 4<sup>th</sup> – 8<sup>th</sup> grade participated in the 2015 PCOE Oral Spelling Bee (see attached student list). This year, there were two RUSD students who placed first in their respective grade levels and received trophies; Hailey Quach, a 4<sup>th</sup> grade student from Rocklin Elementary School; and, Mridini Vijay, a 7<sup>th</sup> grade student from Granite Oaks Middle School. Both of these students participated in the Grand Finals Spelling Bee. Hailey Quach placed 5<sup>th</sup> overall in the Grand Finals and Mridini Vijay placed 2<sup>nd</sup> overall in the Grand Finals. Hailey Quach will serve as an alternate to the State Elementary Spelling Bee and Mridini Vijay will go to the State Junior High Spelling Bee on May 2<sup>nd</sup> in San Rafael, CA.

**Presenter(s):**

Karen Huffines, Director of Elementary Programs & 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:**

Jordan White, Coordinator of State & Federal Programs; Amanda Makis, Principal of Rocklin Elementary School; and Jay Holmes, Principal of Granite Oaks School

**Allotment of Time:**

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

**Packet Information:**

None

**Recommendation:**

Special recognition only. No action required.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

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SUBJECT: 2015 Mock Trial Competition – Recognition of Rocklin High School Team

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

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**Background:**

In February, Rocklin High School's (RHS) Blue and Silver Mock Trial Teams competed in the Mock Trial Placer County Competition at the Auburn Courthouse. Rocklin's two teams placed first and second above their competitors: Oakmont, Del Oro. The Blue Team's gold medals earned the team a spot in the State Competition.

**Status:**

The RHS Blue Mock Trial team competed in the State-level competition held in Riverside, CA from March 20-22, 2015. In addition, Matthew Lang, won the Outstanding Bailiff Award.

**Presenter(s):**

Marty 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:**

Jill Spears, Interim Principal, Rocklin High School  
Stacy O'Melia, Mock Trial Coach, Rocklin High School

**Allotment of Time:**

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

**Packet Information:**

None

**Recommendation:**

Special recognition only; no action required.



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

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



**MARCH 18, 2015**  
**REGULAR MEETING MINUTES — 6:30 P.M.**

1.0 **CALL TO ORDER**– Vice President Greg Daley called the regular meeting of the Rocklin Unified School District Board of Trustees to order at 6:30 P.M., March 18, 2015, in the District Administration Office located at 2615 Sierra Meadows Drive, Rocklin, CA, 95677. A quorum was established.

2.0 **ROLL CALL**

Trustees Present:                   Greg Daley, *Vice President*  
  Camille Maben, *Clerk*  
  Wendy Lang, *Member*  
  Susan Halldin, *Member*

Trustee(s) Absent:               Todd Lowell, *President*

Student Representative:       Trevor Bohatch, *Rocklin High School*

Administrative Staff: Roger Stock, *Superintendent*; Barbara Patterson, *Deputy Superintendent Business and Operations*; Colleen Slattery, *Assistant Superintendent Human Resources*; Sue Wesselius, *Senior Director*; Karen Huffines, *Director Elementary Programs & School Leadership*; Marty Flowers, *Director Secondary Programs & School Leadership*; Mike Fury, *Chief Technology Officer*; Brenda Meadows, *Recorder*.

3.0 **PLEDGE OF ALLEGIANCE** – Trevor Bohatch led the Whitney High School AFJROTC Color Guard and led the Board and audience in the Pledge of Allegiance.

4.0 **AUDIENCE/VISITORS PUBLIC DISCUSSION** – Greg Daley welcomed all visitors and invited them to speak on agenda items at the conclusion of the Board’s discussion. He also invited visitors to speak at this time regarding non-agenda items and announced that the public portion of the meeting would be recorded. The following comments regarding non-agenda items were noted:

Public Comment: Laura Kelly, Rocklin High School student, addressed the Board regarding the possibility of delaying high school start times and shared research on the biological and psychological benefits of teenage students starting later.

Jody Siesco and Nancy Bronte, Kindergarten teachers at Sunset Ranch Elementary, requested the Board consider providing teaching aide support as the District transitions to full day kindergarten programs in 2015-16 at Sunset Ranch. Parent Tracy Bacchus, also shared her support of aides in the classroom and the important role they play in assisting teachers especially in the area of assessments with our youngest students.

5.0 **COMMENTS FROM STUDENT REPRESENTATIVE(S)** – Student Representative Trevor Bohatch provided a detailed report on a variety of District-wide events happening at elementary and secondary schools.

- 6.0 **COMMENTS FROM BOARD AND SUPERINTENDENT** – Wendy Lang thanked student Laura Kelly for taking the time to present the issue of “delayed school start time” at the secondary level to the Board of Trustees, sharing that it was evident Kelly put a considerable amount of time and research into the preparation of her presentation. Susan Halldin also thanked Kelly for bringing this issue to the Board for consideration. Halldin also noted that she, along with Trustee Greg Daley, recently participated in Spring View Middle School’s National History Day County Wide Judging Event, and that she also plans to attend Spring View’s Biology field trip next week. Greg Daley shared that he recently attended Victory High School’s Career Fair and thanked Counselor Rhonda Law for the talent she brought in to share with students, making the event very high quality and successful. Superintendent Stock proudly announced to the Board that Victory High School was recently nominated as a “2015 Model Continuation School” in the state of California by the California Department of Education. Only 29 out of 480 schools were recognized in the state for this prestigious award, with Rocklin having the only School District recognized in Placer County.

7.0 **ACTION ITEMS - CONSENT CALENDAR**

- 7.1 **BOARD MINUTES** – Request to approve Board minutes.  
7.1.1 March 4, 2015 (Regular Meeting)
- 7.2 **CERTIFICATED PERSONNEL REPORT** – Request to approve personnel items included on the Certificated Personnel Report. (Colleen Slattery)
- 7.3 **CLASSIFIED PERSONNEL REPORT** – Request to approve personnel items included on the Classified Personnel Report. (Colleen Slattery)
- 7.4 **CERTIFICATION OF TEMPORARY ATHLETIC TEAM COACHES FOR 2014-15** – Request to certify Athletic Team Coaches for 2014-15. (Colleen Slattery)
- 7.5 **ADOPT ACCOUNTING TEXT BOOK** – Request to adoption of Accounting Text Book. (Deborah Sigman)
- 7.6 **APPROVE STIPULATED EXPULSION(S)** – Request to approve stipulated expulsions for Student No. 031815-01 and Student No. 031815-02 as authorized by Government Code section 35146. (Deborah Sigman)

Following this a **MOTION** was made by Wendy Lang and seconded by Susan Halldin to approve the Consent Calendar. Motion passed unanimously by roll call vote.

8.0 **ACTION ITEMS – REGULAR AGENDA**

- 8.1 **DISTRICT CERTIFICATION OF ABILITY TO MEET FINANCIAL OBLIGATIONS (SECOND INTERIM REPORT)** – Barbara Patterson, Deputy Superintendent of Business and Operations, presented the Second Interim Report. Based on the current state budget and local budget assumptions detailed in the multi-year projection, the District will be able to meet its financial obligations for the current year and two additional years as required by law. Included in the report were the impacts of declining enrollment and mandatory increases in pension costs. Next steps include LCAP Update, Governor’s May Budget Revision, and final budget approval.

Wendy Lang thanked the Business department for their hard work in compiling the Second Interim Report. Lang asked if Special Education Mental Health funding has been spent down to support these areas. Patterson shared that it has and Superintendent Stock stated that as the District receives data back from the WestEd study, it will provide even more opportunities to maximize funding in this area. Lang asked if enrollment numbers provided in the report excluded RICA, to which Patterson confirmed it did. Camille Maben asked how many Rocklin resident students are currently attending charter schools and asked the status of interdistrict



students. Stock confirmed the number of Rocklin residents attending other schools to be 788, and shared that the District has a net gain on interdistrict transfers to date, although that rate of gain is declining, with the biggest area of loss being with young students (TK and K). In response to this declining trend, the District is focusing on areas of recruitment specifically for TK and K and understands the importance of making it easy for families to enroll. Maben also commented about STRS and PERS and the large contribution percentage required by the District in that area. Maben asked whether or not there has been any discussion at the state level in capping this. Patterson responded that there are current talks going on at the state level regarding this issue but no final decisions have been made. Greg Daley thanked Patterson and the business team for their work on the Second Interim Report reflecting on the good intentional work that the District has done over the past years in bringing down the District deficit. Daley also pointed out the challenges that are to come with the District being in declining enrollment.

Public Comment: Tiffany Pelkey, CSEA President, asked about energy costs in the proposal in regards to the energy savings being made by the District. Wesselius stated that although the District has made significant financial savings as a direct result of its conservation efforts over the past few years, energy costs per kilowatt have increased as well as the costs for vendors. These costs have been built into the budget.

A **MOTION** was made by Camille Maben and seconded by Susan Halldin to approve the Second Interim Report, certifying that it meets its financial obligations for the current and subsequent two fiscal years [Positive Certification]. Motion passed unanimously.

- 8.2 **BOARD POLICY (BP), ADMINISTRATIVE REGULATIONS (AR) AND EXHIBITS (E)**  
 – Request to approve the following Board Policy and Administrative Regulation. (Deborah Sigman)
- 8.2.1 BP 6163.2 – Animals at School (revised)
  - 8.2.2 AR 6163.2 – Animals at School (revised)

Marty Flowers presented BP 6163.2 and AR 6163.2 to the Board and shared that there have been two requests by students/families in the District to bring service dogs to school. Flowers shared that other Districts in the area have implemented similar programs with very positive outcomes and shared research that animals can contribute to a district's instructional program as an effective teaching aid to students and by assisting individuals with disabilities to access district programs and activities. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures. RHS Student, Emma Thomas, brought her service dog to the meeting and shared with the Board her experience as a service dog trainer and the positive impact the process has had on the her family and the community. Emma's Mother, Marnie Thomas, thanked the Board for their leadership and for the opportunity their family had to be a part of the Board Meeting and learn the important business decisions that happen at Board Meetings in keeping the District running smoothly. Susan Halldin shared that she has had a personal experience with service dogs in her family and supports the idea with the understanding that the District confirms that service dogs on campus are backed by reputable agencies and follow appropriate guidelines and restrictions. Wendy Lang expressed her support of service dogs on campus acknowledging that it would provide a learning opportunity for students to better understand the value that service dogs provide to students with needs as well as an opportunity for students to learn appropriate social responses. CSEA President, Tiffany Pelkey, expressed her support of service dogs on campus as well.

A **MOTION** was made by Wendy Lang and seconded by Camille Maben to approve Board Policy 6163.2 and Administrative Regulation 6163.2. Motion passed unanimously.

**9.0 INFORMATION AND REPORTS****9.1 RUSD TECHNOLOGY EQUIPMENT REPLACEMENT AND ENHANCEMENT MASTER PLAN**– Mike Fury, Chief Technology Officer, shared an overview of the RUSD Technology Equipment Replacement and Enhancement Master Plan, including a detailed overview of:

- Tech Equipment Replacement and Enhancement Plan aligned to RUSD Strategic Plan
- Purpose and Justifications
- Inventory and Current State
- Strategies and Assumptions
- Replacement Plan and Acceleration Phases

Fury stated that due to the recent “Great Recession,” budget constraints, and past inconsistent funding sources, the District has not had a predictable and appropriate replacement cycle for current technology, computers, and electronic equipment. As a result, the District is fast approaching a challenge in obsolescence of its current technology equipment as many devices are no longer able to serve their intended purpose. The RUSD Technology Equipment Replacement and Enhancement Master Plan will help establish operational sustainability with District technology equipment, better serving the needs of students, staff, and the organization as a whole. The plan, developed with the input of the Rocklin Educational Technology Team (RETT), District Leadership Team (DLT), and the Executive Cabinet, recommends the identification and implementation of necessary budgeting, and replacements needed to avoid future technology obsolescence and is in direct alignment with RUSD’s Strategic Plan #1.3: “Appropriate technology tools and resources integrated to support effective instruction and learning.”

Wendy Lang thanked Fury for his extensive work on the Technical Equipment Replacement and Enhancement Plan and asked specifically what the District plan is for disposing of old devices. Fury responded that typically Districts work with recyclers who calculate the value of materials by weight which offsets the cost of disposal. Usually there is no cost (or minimal cost) for disposal. Lang also asked who determines how computer replacements are prioritized in a large District such as RUSD (ie: who receives new equipment first)? Fury shared that the replacement plan is set up by a team (Site and District staff) to identify the best place for new equipment, looking closely at age of equipment and need. Lang also asked about the opportunity the District has in using students as “technology trainers and mentors,” to which Fury shared “the District is exploring this idea and has seen it be very effective in other Districts. Currently RUSD is piloting a Student Computer Assistant program at the middle school level and hopes to expand this model.” Susan Halldin asked how does the District compare to others in Placer County in regards to outdated technology, and asked if others were in a similar position as RUSD? Fury responded that Rocklin falls in “the middle of the road” comparatively, being ahead of some in its technology replacement efforts and behind others. Halldin also asked for specific examples of “specialized labs” at High School level as highlighted in the Technology Plan. Fury gave examples of these as: high end media and graphic design, CAD, photography and year book programs that run powerful software. Fury shared that some of these programs have access to grant money, but it’s not typically sufficient to sustain ongoing funding for appropriate replacement and enhancement. Camille Maben thanked Fury for his presentation and shared that it’s not surprising the District has had a significant gap with outdated technology and acknowledged the importance of developing and implementing a replacement plan. Maben asked if there were opportunities with local organizations (ie: Hewlett Packard and Oracle) to partner with the District’s technology needs. Superintendent Stock shared that the District is building relationships with business through its Family-Community Engagement and Strategic Planning work and recognizes the importance of identifying businesses that have a vested interest in developing and investing in students, especially those at the secondary level. Stock stated that with the ups and downs of funding, it



is more important than ever to partner with local business regarding technology needs as stated in Strategic Priority 1.3 “create academic growth...through appropriate technology tools and resources integrated to support effective instruction and learning.”

10.0 **PENDING AGENDA** – No items were placed on the Pending Agenda at this time.

11.0 **CLOSED SESSION** – Closed session convened at 8:34 P.M. regarding the following matters:

11.1 *Conference with Legal Counsel – 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 *Conference with Labor Negotiators* as authorized by Government Code Section 54957.6:

District Representative(s): Roger Stock, Superintendent  
Barbara Patterson, Deputy Superintendent, Business and Operations  
Colleen Slattery, Assistant Superintendent, Human Resources

12.0 **RECONVENE TO OPEN SESSION** – Vice President Daley reconvened the meeting to open session.

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

The Board of Trustees took action to release a classified probationary employee effective March 6, 2015. The vote was unanimous.

14.0 **ADJOURNMENT**– Vice President Daley adjourned the meeting at 9:41.

*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.*





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**CERTIFICATED/MANAGEMENT PERSONNEL REPORT**

**RESIGNATIONS/RETIREMENTS:**

1. James Brewer, PE Teacher, Spring View Middle School, Retirement 6/5/2015
2. Joan Quinlan-Suarez, 5<sup>th</sup> Grade Teacher, Rock Creek Elementary, Retirement 6/5/2015
3. Sue Wesselius, Senior Director of Facilities and Operations, Retirement 8/18/2015
4. Mary Jo Zimmer-Edmondson, Work Experience Coordinator, Rocklin High School, Retirement 6/5/2015
5. Katherine Galimba, Language Arts Teacher, Spring View Middle School, Retirement 6/5/2015
6. Cheryl Klein, Broadcasting Teacher, Rocklin High School, Resignation 5/1/2015

**REQUEST FOR UNPAID LEAVE OF ABSENCE:**

7. Lindsey Bettleyon, TK Teacher, Antelope Creek Elementary, 9/25/2015 - 6/3/2016

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**CLASSIFIED PERSONNEL REPORT**

**RESIGNATIONS/RETIREMENTS:**

1. Kalyne Pointer, Nutrition Services Worker I, Rocklin High School, 03/25/15
2. Jacobo Herrera Cota, Night Custodian, Rocklin High School, 03/25/15
3. Marcia Brewer, School Clerk, Spring View Middle School, 03/31/15
4. Robert Paez, Special Ed Aide I, Whitney High School, 04/07/15
5. Dennis Davis, Bus Driver, Transportation Department, 06/05/15
6. Georgiann Rohrer, Counseling Secretary/A.P. Secretary, Spring View, 06/12/15
7. Chelsey Miller, Bookkeeper, Rocklin High School, 04/17/15

**LEAVE OF ABSENCE:**

8. LilyFaye Morris, Health Aide, Spring View Middle School, 04/17/15 to 06/04/15

**NEW HIRES FOR 2014-15:**

9. Louise Haney, Special Education Instructional Aide II, Cobblestone Elementary, 03/16/15
10. Jennifer Taylor, Instructional Aide I – Elementary K-6, Sierra Elementary, 03/16/15
11. Elizabeth MacLellan, Nutrition Services Worker I, Rocklin High School, 03/16/15
12. Jennifer Burke, Instructional Aide I – Elementary K-6, Sierra Elementary, 03/16/15
13. Pamela Espinoza, Bus Driver, Transportation Department, 03/19/15
14. Tiffany Fink, Library Aide, Breen Elementary, 03/20/15
15. Jennifer Hardwick, Nutrition Services Worker I, Spring View Middle School, 03/23/15
16. Meredith Washburn, Nutrition Services Worker I, Rocklin High School, 03/24/15
17. Tracy Bedwell, Special Ed Instructional Aide II, Whitney High School, 03/25/15
18. Jack Godsey, Groundskeeper I, Maintenance Department, 03/30/15



ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

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

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**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 and Operations

**Financial Impact:**

Current year: \$ 13,880.39  
Future years: N/A  
Funding source: N/A

**Materials/Films:**

**Other People Who Might Be Present:**

**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 /APRIL 15, 2015

Date	Donor	Donation	Comment/Purpose	School Site
2/9/2015	Target - Take Charge of Education	\$548.56		Ruhkala
2/17/2015	Allegiant Giving	\$11,000	Quad Wheel Vehicle for softball field maintenance	Rockli HS
3/5/2015	Truist	\$77.28		Antelope Creek
3/5/2015	Melissa Duvane & Nicole Lathrop through Old Republic Title	\$500.00	To purchase technology	Ruhkala
2/9/2015	Target - Take Charge of Education	\$232.67		Cobblestone
3/2/2015	Target - Take Charge of Education	\$606.09		Whitney HS
2/18/2015	Target - Take Charge of Education	\$495.79		Rocklin HS
3/20/2015	PG&E /Employee Giving Program	\$120.00	K.C. Wuelfing & Anonymous	Breen
3/23/2015	Gap, Inc.	\$300.00	On behalf of S. Laduzinski	Ruhkala
	<b>Total</b>	<b>\$13,880.39</b>		



ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Appointment of Elementary Summer School Principal for 2015

DEPARTMENT: Office of the Assistant Superintendent – Human Resources

---

**Background:**

In preparation for meeting the needs of our Preschool through Grade 6 students who require, pursuant to an IEP, an extended school year (ESY – Special Education) and our English learners in Grades K-6, planning has been underway to identify the specific program components for Summer School 2015.

**Status:**

Staff has identified and is recommending that the Board appoint Jennifer Palmer as the Elementary Summer School Principal for 2015.

**Presenter:**

Colleen Slattery, Assistant Superintendent of 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:**

None

**Recommendation:**

Approve appointment of Jennifer Palmer as the Elementary Summer School Principal for 2015.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Appointment of Secondary Summer School Principal for 2015

**DEPARTMENT:** Office of the Assistant Superintendent – Human Resources

---

**Background:**

In preparation for meeting the needs of our secondary students who require and benefit from an extended school year (ESY – Special Education) and regular education credit recovery Summer School Program, planning has been underway to identify the specific program components for Summer School 2015.

**Status:**

Staff has identified and is recommending that the Board appoint Skott Hutton and Bryce Lauritzen as the Secondary Summer School Co-Principals for 2015.

**Presenter:**

Colleen Slattery, Assistant Superintendent of Human Resources

**Financial Impact:**

Current year: TBD – Pending enrollment  
Future years: N/A  
Funding source: Intervention Program

**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:**

None.

**Recommendation:**

Approve appointment of Skott Hutton and Bryce Lauritzen as the Secondary Summer School Co-Principals for 2015.



ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

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SUBJECT: Approve Quarterly Report on Williams Uniform Complaints

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

---

**Background:**

*Williams v. State of California* was a statewide class action lawsuit about California's duty to provide every public school student with instructional materials, safe and decent school facilities, and qualified teachers. After four years of litigation, the parties in the case reached a Settlement Agreement on August 13, 2004. The Settlement Agreement provided for a package of legislative proposals designed to ensure that all students will have books in specified subjects and that their schools will be clean and in safe condition. In 2007, the legislature amended Education Code 35186 to authorize the use of the Williams complaint procedure for deficiencies related to the provision of intensive instruction and services to students who have not passed one or both parts of the high school exit examination after the completion of grade 12.

**Status:**

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

**Presenter:**

Deborah Sigman, Deputy Superintendent, Educational Services

**Financial Impact:**

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

**Materials/Films:**

None

**Other People Who Might Be Present:**

None

**Allotment of Time:**

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

**Packet Information:**

Copy of Quarterly Report on Williams Uniform Complaints.

**Recommendation:**

Staff recommends approval of the Quarterly Report on Williams Uniform Complaints, for the quarter ending March 31, 2015.

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

District: Rocklin Unified School District

Person completing this form: Leta Momet

Title: Administrative Administrative Assistant

- Quarterly Report Submission Date: (Check one)
- April *Due: April 30<sup>th</sup>*
  - July *Due: July 31<sup>st</sup>*
  - October *Due: October 31<sup>st</sup>*
  - January *Due: January 31<sup>st</sup>*

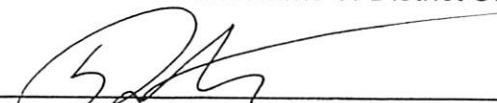
Date quarterly report was or will be reported publicly at a regularly scheduled board meeting: April 15, 2015

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

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

**Roger Stock**

Print Name of District Superintendent

  
Signature of District Superintendent

March 31, 2015  
Date



ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Approve Comprehensive School Safety Plans for the 2015-16 School Year

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

---

**Background:**

On an annual basis, each School Site Council (SSC) is required to approve the school's Comprehensive School Safety Plan (CSSP). California *Education Code* Section 32286 requires each school site to review and update its school safety plan by March 1 of each year and be approved by its SSC. These plans include, but are not limited to procedures regarding crime prevention, safety, child abuse reporting procedures, disaster preparedness, emergency shelters, discrimination, harassment, intimidation, bullying, hate crimes, and toxic substances.

**Status:**

Comprehensive School Safety Plans have been updated for the 2015-16 school year district-wide. Each of the plans have been approved by their respective School Site Councils.

**Presenter:**

Karen Huffines, Director of Elementary Programs & School Leadership

**Financial Impact:**

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

**Material/Films:**

None

**Other People Who Might Be Present:**

Martin Flowers, Director of Secondary Programs & School Leadership  
Jordan White, Coordinator of State & Federal Programs

**Allotment of Time:**

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

**Packet Information:**

Complete copies of the Comprehensive School Safety Plans are available for review by contacting the Rocklin Unified School District Office at (916) 630-2230. A public copy will also be available for review at the Board of Trustees meeting.

**Recommendation:**

Staff recommends approval of the Comprehensive School Safety Plans for the 2015-2016 school year.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Drive Right, Eleventh Edition – Textbook Adoption Request

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

---

**Background:**

Staff and administration at Whitney High School and Rocklin High School have reviewed the *Drive Right* curriculum and have identified this curriculum to replace the current Drivers Education curriculum. Following careful review, research, and collaborative discussions, staff has identified the following textbook for adoption.

- Drive Right, Eleventh Edition; Pearson, 2010

**Status:**

The textbook will be on display at the Rocklin Unified District Office, 2615 Sierra Meadows Drive, Rocklin, in the Educational Services Department. Display will begin on April 16, 2015 and end May 18, 2015. The Placer Herald and Press Tribune will announce the textbook display information. Following this public display/opportunity for comments, staff will recommend adoption at the June 10, 2015 Board of Trustees Regular Meeting.

**Presenter(s):**

Martin Flowers, Director of Secondary Programs and School Leadership

**Financial Impact:**

Current year: NA  
Future years: \$11,745.00 (2015-16) (WHS cost: \$4,287.52; RHS cost: \$7,457.48)  
Funding source: Instructional Materials

**Materials/Films:**

None

**Other People Who Might Be Present:**

Deborah Sigman, Deputy Superintendent, Educational Services

**Allotment of Time:**

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

**Packet Information:**

Secondary Textbooks Needs-Regular/AP/Special Ed Materials

**Recommendation:**

This is an information item only; no action is required.



ROCKLIN UNIFIED SCHOOL DISTRICT  
 Secondary Textbook Needs – Regular/AP/Special Ed Materials

SCHOOL: Whitney High School

*Consumables/Replacement Materials (Workbooks, etc.)*

Subject	Number Needed	Item: Title/Publisher/Copyright Date	Cost per item	Total Cost
			\$	\$
	<b>Rationale:</b>			

Subject	Number Needed	Item: Title/Publisher/Copyright Date	Cost per item	Total Cost
			\$	\$
	<b>Rationale:</b>			

*New Instructional Materials – To be Recommended for Adoption*

Subject	Number Needed	Item: Title/Publisher/Copyright Date	Support Materials (Teacher Kits, Guides, etc.)	Cost per item	Total Cost
Health	80	Drive Right Student Edition (Soft Cover)/ Pearson/2010	Class sets of Student Books	\$37.47	\$2,997.60
		<b>Rationale: To replace dated Drivers Education Curriculum</b>			

Subject	Number Needed	Item: Title/Publisher/Copyright Date	Support Materials (Teacher Kits, Guides, etc.)	Cost per item	Total Cost
Health	1	Drive Right Teachers Edition/ Pearson/ 2010	Teacher Guide	\$109.97	\$109.97
		<b>Rationale: To compliment the student Drive Right copies</b>			

<b>Subject</b>	<b>Number Needed</b>	<b>Item: Title/Publisher/Copyright Date</b>	<b>Support Materials (Teacher Kits, Guides, etc.)</b>	<b>Cost per item</b>	<b>Total Cost</b>
Health	1	Drive Right Tests and Activities / Pearson/ 2010	Student activities and test	\$43.47	\$43.47
		<b>Rationale: To aid in the creation and implantation of tests and activities that relate to the curriculum</b>			
<b>Subject</b>	<b>Number Needed</b>	<b>Item: Title/Publisher/Copyright Date</b>	<b>Support Materials (Teacher Kits, Guides, etc.)</b>	<b>Cost per item</b>	<b>Total Cost</b>
Health	1	Skills and Application Workbook/Pearson/2010	Student skills and application	\$11.47	\$11.47
		<b>Rationale: To create lessons and skill sets that will aid the students on driving skills.</b>			
<b>Subject</b>	<b>Number Needed</b>	<b>Item: Title/Publisher/Copyright Date</b>	<b>Support Materials (Teacher Kits, Guides, etc.)</b>	<b>Cost per item</b>	<b>Total Cost</b>
Health	1	Keys to Teaching Success/ Pearson/ 2010	DVD guided instruction	\$380.47	\$380.47
		<b>Rationale: Supplemental video curriculum that will guide the students through visual instruction.</b>			
<b>Subject</b>	<b>Number Needed</b>	<b>Item: Title/Publisher/Copyright Date</b>	<b>Support Materials (Teacher Kits, Guides, etc.)</b>	<b>Cost per item</b>	<b>Total Cost</b>
Health	1	Behind the Wheel/ Pearson/ 2010	DVD guided instruction	\$105.97	\$105.97
		<b>Rationale: Visual aid video that will simulate what goes on behind the wheel in real time.</b>			

**During a November 17, 2014 PLC meeting with Rocklin and Whitney, each site determined together that the above items should be purchased and implemented for the 2015/2016 school year.**



ROCKLIN UNIFIED SCHOOL DISTRICT  
 Secondary Textbook Needs – Regular/AP/Special Ed Materials

SCHOOL: Rocklin High School

*Consumables/Replacement Materials (Workbooks, etc.)*

Subject	Number Needed	Item: Title/Publisher/Copyright Date	Cost per item	Total Cost
			\$	\$
	<b>Rationale:</b>			

Subject	Number Needed	Item: Title/Publisher/Copyright Date	Cost per item	Total Cost
			\$	\$
	<b>Rationale:</b>			

*New Instructional Materials – To be Recommended for Adoption*

Subject	Number Needed	Item: Title/Publisher/Copyright Date	Support Materials (Teacher Kits, Guides, etc.)	Cost per item	Total Cost
Health	152	Drive Right Student Edition (Soft Cover)/ Pearson/2010	Class sets of Student Books	\$37.47	\$5,695.44
		<b>Rationale: To replace dated Drivers Education Curriculum</b>			

Subject	Number Needed	Item: Title/Publisher/Copyright Date	Support Materials (Teacher Kits, Guides, etc.)	Cost per item	Total Cost
Health	1	Drive Right Teachers Edition/ Pearson/ 2010	Teacher Guide	\$109.97	\$109.97
		<b>Rationale: To compliment the student Drive Right copies</b>			

<b>Subject</b>	<b>Number Needed</b>	<b>Item: Title/Publisher/Copyright Date</b>	<b>Support Materials (Teacher Kits, Guides, etc.)</b>	<b>Cost per item</b>	<b>Total Cost</b>
Health	1	Drive Right Tests and Activities / Pearson/ 2010	Student activities and test	\$43.47	\$43.47
		<b>Rationale: To aid in the creation and implantation of tests and activities that relate to the curriculum</b>			
<b>Subject</b>	<b>Number Needed</b>	<b>Item: Title/Publisher/Copyright Date</b>	<b>Support Materials (Teacher Kits, Guides, etc.)</b>	<b>Cost per item</b>	<b>Total Cost</b>
Health	1	Skills and Application Workbook/Pearson/2010	Student skills and application	\$11.47	\$11.47
		<b>Rationale: To create lessons and skill sets that will aid the students on driving skills.</b>			
<b>Subject</b>	<b>Number Needed</b>	<b>Item: Title/Publisher/Copyright Date</b>	<b>Support Materials (Teacher Kits, Guides, etc.)</b>	<b>Cost per item</b>	<b>Total Cost</b>
Health	1	Keys to Teaching Success/ Pearson/ 2010	DVD guided instruction	\$380.47	\$380.47
		<b>Rationale: Supplemental video curriculum that will guide the students through visual instruction.</b>			
<b>Subject</b>	<b>Number Needed</b>	<b>Item: Title/Publisher/Copyright Date</b>	<b>Support Materials (Teacher Kits, Guides, etc.)</b>	<b>Cost per item</b>	<b>Total Cost</b>
Health	1	Behind the Wheel/ Pearson/ 2010	DVD guided instruction	\$105.97	\$105.97
		<b>Rationale: Visual aid video that will simulate what goes on behind the wheel in real time.</b>			

**During a November 17, 2014 PLC meeting with Rocklin and Whitney, each site determined together that the above items should be purchased and implemented for the 2015/2016 school year.**

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Approve Revised Department Secretary Job Description  
**DEPARTMENT:** Office of the Assistant Superintendent, Human Resources

---

**Background:**

In preparation of hiring a Department Secretary for Facilities and Maintenance, a thorough review of the current Department Secretary job description was conducted. As a result of a recent retirement from this position, updates and revisions to the job description were made to include tasks/duties pertinent to the Maintenance and Operations department. This revision does not result in any change to the salary schedule.

**Status:**

The revision of the Department Secretary job description is complete and being presented to the Board for review. California School Employees Association, per our Collective Bargaining Agreement, was consulted regarding these changes to this job description and they had no objections.

**Presenter:**

Colleen Slattery, Assistant Superintendent of 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:**

A copy of the proposed Department Secretary job description and previous description with track changes are attached.

**Recommendation:**

Staff recommends Board approval of the proposed draft of the revised Department Secretary job description.



# Rocklin Unified School District

2615 Sierra Meadows Drive, Rocklin, CA 95677  
(916) 624-2428 / [www.rocklin.k12.ca.us](http://www.rocklin.k12.ca.us)



## Job Description

**POSITION TITLE:** Department Secretary

**SALARY PLACEMENT:** Classified Salary Schedule  
California School Employees Association CSEA Salary Schedule

### **DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES SUMMARY:**

To assist the Director/Supervisor of a major District administrative program unit by planning, organizing, coordinating, and participating in the support activities; performs a variety of complex and responsible clerical/secretarial duties; and to do related work as required.

### **SUPERVISOR:**

This position reports directly to various department Directors, Supervisors, or Principals as designated. Assistant Director of Maintenance & Operations

### **ESSENTIAL DUTIES AND RESPONSIBILITIES: TYPICAL DUTIES:**

- Types a wide variety of materials, such as interoffice communications, requisitions, forms, letters, reports, and correspondence, including confidential performance evaluations and disciplinary actions.
- Provides information regarding department/unit policies, procedures, programs, and objectives.
- Serves as a resource person for an assigned program support area and coordinates communications with District personnel, schools, and the public, explaining and training procedures and processes as needed.
- Serves as office receptionist and answers telephones, receiving and responding to requests from District staff and the public, providing information and assistance whenever possible.
- Maintains Department fiscal records, verifying accuracy and tracking account balances.
- Maintains permanent and substitute employee's time records for at the Department department, verifying absences, vacations, and compensating time off.
- Participates in, and develops, and dispatches work schedules for employees.
- Arranges and assigns substitutes as needed.
- Orders supplies, maintaining inventory, determines appropriate stock levels in cooperation with other supervisory staff, and processes purchase requisitions as needed.
- Gathers and prepares information required for administrative decisions.
- May take, transcribe, and assist with recording minutes of Department and District meetings.
- Establishes and maintains a variety of computerized data collection systems and other records/filing systems.
- May type a variety of regular and confidential materials including reports, memos, correspondence, forms, newsletters, etc. from rough draft or minimal verbal instructions.
- Maintains a calendar of events, due dates, and schedules relating to the assigned unit/program.
- Orders, receives, and stores unit/program materials, supplies, and forms.
- May monitor budgets and post account codes to requisitions.
- Other duties as assigned.

**EMPLOYMENT STANDARDS:**

**Knowledge of:**

- Word processing, spread sheet and data base computer programs,
- Proper English usage, grammar, spelling, vocabulary, and punctuation.
- Modern office methods, procedures, and practices, including filing systems, business correspondence, and telephone techniques.
- Filing systems and records development and maintenance techniques.

**Ability to:**

- Establish and maintain positive and professional office demeanor and work environment,
- Learn the operations, procedures, policies, requirements, and legal procedures of an assigned program, or operational unit.
- Interpret and apply unit/department policies, procedures, rules and regulations with good judgment in a variety of situations.
- Prioritize and coordinate work flow to meet established deadlines.
- Perform a variety of office, program, and administrative support work with minimal guidance and supervision.
- Establish and maintain accurate filing and record keeping systems including a computer data base.
- Make arithmetic calculations quickly and accurately.
- Maintain the confidentiality and security of sensitive information and files.
- Learn and use a variety of computer software programs including word processing, spreadsheets, and other programs.
- Operate a variety of standard office machines and equipment.
- Effectively and professionally communicate both orally and in writing.
- Establish and maintain cooperative working relationships.
- Type at a minimum of 50 words per minute from clear, legible copy. Type accurately at a minimum rate of 40 words a minute from clear legible copy,
- Ability to operate a fork lift is desired,

**Typical Working Conditions:**

- Work is normally performed in an office environment, but work in a shop or warehouse environment is also necessary. There is regular contact with staff and the public. Driving to district sites may be required.

**EDUCATION:**

High school diploma or equivalent.

**EXPERIENCE:**

~~Any combination of training and experience which would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the required knowledge and abilities would be:~~

Two years of previous experience in administrative and office support work.

**SPECIAL LICENSE:**

~~None~~High school diploma or equivalent.

~~Possession of an appropriate and~~ Valid California Driver's License

**REQUIRED TESTING:**

Must pass appropriate clerical skills test for this position with a grade of 80 percent or better.

**DESCRIPTION OF PHYSICAL REQUIREMENTS:**

Sits for extended periods; frequently stands and walks; ability to lift 25 pounds or carry objects weighing over 15 pounds; normal manual dexterity and eye-hand coordination; corrected hearing and vision to normal range verbal communications; use of office equipment including computers, telephones, calculators, copiers, and fax. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to stand, walk, sit, use hands, and reach with hands and arms. The employee is occasionally required to stand and walk. Specific vision abilities required by this job include close vision and ability to adjust focus.

**Medical Category I:**

1. Position requires normal physical strength and endurance for standing, sitting, bending, or walking.
2. Work assignments are normally located in a work environment with light physical work and requires light physical effort.
3. Lifting 25 pounds maximum or carrying any object weighing over 15 pounds.

Adopted: 12/97  
Revised: 4/15/15

**The Rocklin Unified School District does not discriminate on the basis of color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability in its educational programs, activities, or employment. All educational opportunities will be offered without regard to color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability.**

**No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made. It is the responsibility of the applicant to notify the employer of any necessary modifications to the job or work site in order to determine whether the employer can reasonably accommodate any known disability.**

**The Rocklin Unified School District maintains a tobacco-free, drug-free environment.**



ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Approve Agreement with Jacobson James & Associates, Inc. (JJ&A) to Conduct Storm Water Testing Analysis & CA State Reporting

**DEPARTMENT:** Office of the Deputy Superintendent, Business & Operations

---

**Background:**

ECORP Consulting has been providing consulting services to the Transportation Department since 2003 for storm water testing analysis and state reporting. They will no longer be providing these services after June 30, 2015.

**Status:**

After meeting with different vendors who provide consulting services for storm water testing analysis, the Transportation Department recommends contracting with Jacobson James & Associates, Inc. beginning July 1, 2015. Storm water compliance regulations will change on July 1, 2015 which will require additional sampling and observation requirements as well as additional training and submission of an annual report.

**Presenter(s):**

Barbara Patterson, Deputy Superintendent, Business & Operations

**Financial Impact:**

Current year:  
Future years: \$6,650 (2015-16); \$5,500 (2016-17)  
Funding source: General Fund

**Materials/Films:**

None

**Other People Who Might Be Present:**

**Allotment of Time:**

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

**Packet Information:**

A copy of the service agreement is attached.

**Recommendation:**

Staff recommends approval of the agreement with Jacobson James & Associates, Inc. for consulting services.

## **CONSULTING MASTER SERVICES AGREEMENT**

This Agreement, with an effective date of April 15, 2015 is by and between ROCKLIN UNIFIED SCHOOL DISTRICT, located at 2615 Sierra Meadows Drive, Rocklin, CA 95677 ("CLIENT") and JACOBSON JAMES & ASSOCIATES, INC. ("JJ&A" or "CONSULTANT") whose mailing address is 9083 Foothills Blvd, Suite 370, Roseville, CA 95747.

CONSULTANT is an independent contractor engaged in the field of technical project consulting. CLIENT from time to time, finds it necessary to supplement its services with qualified outside consultants; and CLIENT and CONSULTANT wish to establish a contractual arrangement whereby CONSULTANT can provide certain services for CLIENT.

Therefore, CLIENT and CONSULTANT agree that CONSULTANT shall perform the Subcontracted Services as requested by CLIENT subject to the following terms and conditions:

### **1 TERM OF THE AGREEMENT**

- 1.1 This Agreement shall have an effective date of April \_\_\_\_, 2015 and shall remain in effect until rescinded in writing by either party with 30 days notice.

### **2 SCOPE OF SERVICES**

- 2.1 The services to be performed by CONSULTANT under this Subcontract ("Subcontracted Services") shall be set forth in individual work authorizations using the general format set forth in Attachment A ("Contract Work Authorization"), attached hereto and incorporated herein by reference.

### **3 WORK AUTHORIZATION PROCESS**

- 3.1 Upon request CONSULTANT shall prepare a proposal containing an identification of the project ("Project"), description of the Subcontracted Services and compensation to be paid to CONSULTANT for the performance of the Subcontracted Services.
- 3.2 Amendments shall be in writing and executed by the parties.

### **4 PAYMENT**

- 4.1 Payment for the Services rendered and reimbursement for expenses will be made by CLIENT within 30 days of receipt of invoice. CONSULTANT shall submit monthly invoices to the attention of the identified CLIENT Project Manager. The monthly invoices shall make reference to this Agreement, identify authorized billable hours expended and other authorized expenses incurred during the month, and shall include dates and hours worked with a brief description of work performed, and such other details or supporting documents as CLIENT may reasonably require. Additionally, the monthly invoices shall include the authorized budget, the invoice amount, the amount invoiced to date (as of the date of the invoice), and the remaining balance.

### **5 LICENSE**

- 5.1 CONSULTANT agrees to remain in Compliance with all applicable business and professional requirements.

**6 REPRESENTATIONS**

6.1 CONSULTANT agrees to maintain all security reasonably necessary to protect any privileged and confidential information provided by CLIENT and/or related to the project.

**7 INDEPENDENT CONTRACTOR**

7.1 CONSULTANT is at all times during the performance of the Subcontracted Services acting as an Independent Contractor and neither as an employee of CLIENT nor as a joint venture with CLIENT. CONSULTANT agrees to pay as applicable all personnel taxes, Workers' Compensation premiums, life, health, and automobile insurance premiums, and understands that no personal benefits, such as vacation, sick leave, unemployment benefits, or retirement pay, shall accrue to CONSULTANT as a result of this Subcontract.

**8 STANDARD OF PERFORMANCE**

8.1 CONSULTANT'S services will be performed in accordance with generally accepted engineering and scientific principles and practices prevailing at the time that services are performed, for the environmental consulting profession. All work shall be performed in a professional and workmanlike manner by CONSULTANT with a level of skill in the area commensurate with the requirements of the work to be performed and the applicable professional standards currently recognized by such profession. Except as provided herein, there are no other warranties or representations, either express or implied, provided by CONSULTANT for any of the services described in this AGREEMENT.

**9 INSURANCE**

9.1 CONSULTANT shall maintain during the performance of the MSA the following minimum insurance to the extent applicable to the Scope of Services as described in Articles 2 and 3.

<u>Coverage</u>	<u>Limits</u>
Worker's Compensation and Statutory Employer Liability	\$1 Million combined single limit
Commercial General Liability	\$1 Million per occurrence, \$1 Million general aggregate
Professional Liability, including errors & omissions	\$1 Million per occurrence, \$2 Million annual aggregate
Pollution Liability	\$1 Million per occurrence/\$1 Million general aggregate
Automobile Liability (All)	\$1 Million combined single limit

Prior to the performance of any services hereunder, CONSULTANT shall provide CLIENT with certificates evidencing the insurance provided above, and naming CLIENT as an additional insured on all such policies of insurance except workers' compensation and professional liability policies.



**10 INDEMNIFICATION**

- 10.1 CLIENT and CONSULTANT agree, to the fullest extent permitted by law, to indemnify and hold each other harmless for damages to the extent caused by the indemnitor's negligent acts, errors or omissions or intentional misconduct during the performance of services under this AGREEMENT. CONSULTANT'S liability shall be limited to the amounts set forth in Section 9 of this AGREEMENT. When such claim is the result of the negligence or intentional misconduct of both CONSULTANT and CLIENT, each shall be entitled to contribution from the other in proportion to their allocable share as determined by agreement or by dispute resolution.

**11 TERMINATION**

- 11.1 CLIENT may terminate this Subcontract at any time by giving CONSULTANT written notice thereof. Upon said termination, CONSULTANT will be reimbursed for that portion of the Subcontracted Services completed prior to termination.

**12 CONFIDENTIAL INFORMATION**

- 12.1 CONSULTANT acknowledges and agrees that information concerning or related to the services to be performed for CLIENT hereunder including, without limitation, the general business operation of CLIENT as well as all discoveries, findings, reports, research and test results and results of any services performed hereunder and any information disclosed to CONSULTANT by CLIENT hereunder, is of a confidential nature. Accordingly, CONSULTANT does hereby agree not to divulge to anyone, either during or after the performance of services hereunder, any such information obtained or developed by CONSULTANT unless expressly agreed to by CLIENT in writing.
- 12.2 CONSULTANT'S obligations under this Article shall not apply to Confidential Information that is: (i) in the public domain; (ii) developed independently by CONSULTANT; (iii) received by SUBCONTRACTOR on a non-confidential basis from others who had a right to disclosure of such Confidential Information; or (v) required to be disclosed by Law, but only after actual prior written notice has been received by CLIENT.

**13 GOVERNING LAW**

- 13.1 The validity, construction and performance of this Subcontract and all disputes between the parties arising out of this Subcontract or as to any matters related to but not covered by this Subcontract shall be governed by the laws, without regard to the laws as to choice or conflict of laws, of the State of California.

**14 ASSIGNMENT**

- 14.1 Neither this Subcontract nor any rights under this Subcontract may be assigned by either party without the prior written consent of the other party.

**JACOBSON JAMES & ASSOCIATES, INC.**

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

Title: Principal

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

Business License No: \_\_\_\_\_

Fed I.D. No: \_\_\_\_\_

**ROCKLIN UNIFIED SCHOOL DISTRICT**

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

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

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

**ATTACHMENT A  
CONTRACT WORK AUTHORIZATION EXAMPLE**

**CONTRACT WORK AUTHORIZATION NO. XXX TO  
JJ&A MASTER SERVICES AGREEMENT FOR ENVIRONMENTAL SERVICES**

Jacobson James & Associates, Inc. ("CONSULTANT") agrees to perform for \_\_\_\_\_ ("CLIENT") the Services described below for the Project identified below. The Services shall be performed in accordance with the provisions of the Master Services Agreement for Environmental Services ("MSA") dated \_\_\_\_\_, between CONTRACTOR and CLIENT.

1. Project:

2. Services:

Task 1 –

Task 2 –

3. Period of Performance:

4. Budget:

Lump Sum

Time and Materials

Check mark indicates Client's acceptance of task.

CLIENT and CONSULTANT have executed this Contract Work Authorization and CONSULTANT is directed to proceed.

**JACOBSON JAMES & ASSOCIATES, INC.**

**CLIENT**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name (Printed or Typed)

\_\_\_\_\_  
Name (Printed or Typed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



**ATTACHMENT B**  
**BILLING RATE SCHEDULE**

Description	Status	Rate
Admin-Cler.	Active	\$ 60.00
Admin-Staff	Active	\$ 70.00
CADD I	Active	\$ 70.00
CADD II	Active	\$ 95.00
Civil Eng PE	Active	\$125.00
Const. Mgr I	Active	\$105.00
Const. Mgr II	Active	\$115.00
Const. Mgr III	Active	\$130.00
Consultant I	Active	\$175.00
Consultant II (Sr)	Active	\$190.00
Engineer I	Active	\$ 90.00
Engineer II	Active	\$110.00
Engineer III	Active	\$145.00
Field Tech I	Active	\$ 85.00
Field Tech II	Active	\$ 95.00
GIS/Data I	Active	\$ 75.00
GIS/Data II	Active	\$ 90.00
GIS/Data III	Active	\$105.00
Marketing	Active	\$120.00
PM I	Active	\$115.00
PM II	Active	\$135.00
PM III	Active	\$155.00
Principal	Active	\$170.00
Prof Geo PG	Active	\$150.00
Program Mgr	Active	\$160.00
Regulatory Spec.	Active	\$190.00
Project Controller	Active	\$ 95.00
Regulatory Strategist	Active	\$180.00
Scientist I (Assoc)	Active	\$ 85.00
Scientist II (Staff)	Active	\$ 95.00
Scientist III (Sr)	Active	\$110.00
Scientist IV (Project)	Active	\$130.00
Technical Editor	Active	\$ 80.00
Turbidity Meter		\$25/day
pH Meter		\$25/day
Vehicle Rental		\$90/day
Vehicle Mileage		\$0.40/mi

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Approve Proposal with California Design West for Architectural Services and Engineering Services for HVAC Replacements at Rocklin High School under Proposition 39

**DEPARTMENT:** Senior Director - Facilities & Operations

---

**Background:**

One of the projects in RUSD's approved Proposition 39 (California Clean Energy Jobs Act) Five Year Expenditure Plan is the replacement of twenty two HVAC units at Rocklin High School. Because these units change in size and weight as improvements are made and energy efficiency increases, this project needs to be engineered and reviewed and approved by the Division of the State Architect. This project will also require us to follow the public bidding requirements.

**Status:**

A proposal with California Design West has been prepared and is presented to the Board for approval.

**Presenter:**

Sue Wesselius, Senior Director Facilities and Operations

**Financial Impact:**

Current year: \$36,000.00  
Future years:  
Funding source: Proposition 39 Income

**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:**

Proposal with California Design West.

**Recommendation:**

Staff recommends Board approval of the proposal with California Design West for architectural and engineering services as required for the replacement of HVAC units at Rocklin High School and authorization of the Superintendent or his designee to sign on its behalf.



CALIFORNIA DESIGN WEST ARCHITECTS INC.

2100 19TH STREET  
SACRAMENTO, CA 95818  
916.446.2466 | OFFICE  
916.446.5118 | FAX

April 1, 2015

Sue Wesselius  
Director of Facilities & Construction  
Rocklin Unified School District  
2615 Sierra Meadows Drive  
Rocklin, CA 95677

RE: Rocklin High School – HVAC Replacement

Dear Sue,

Thank you for the opportunity to provide Architectural and Engineering Services for the Rocklin High School – HVAC Replacement Project.

This project consists of the replacement of 22 HVAC units, using Prop 39 funds, at Buildings C (Art/Photo/Home Ec.), D (Cafeteria), E (Administration), J (English), N (Library), and two Building R portables. We are moving as quickly as possible on this project, and estimate DSA Submittal on April 17, 2015.

Our understanding is that the District will be processing all of the required paperwork for the Prop 39 funding portion of this project.

We are prepared to provide all services required to complete this project, including Preliminary Design, Construction Documents, DSA Review and Approval, Bidding, Construction Administration, and DSA Closeout. We will provide all architectural and engineering services based on the sliding scale fee for Modernization projects, as follows:

#### **ARCHITECT'S FEE SCHEDULE – MODERNIZATION**

1. Twelve percent (12%) of the first Five Hundred Thousand Dollars (\$500,000).
2. Eleven and one-half percent (11.5%) of the next Five Hundred Thousand Dollars (\$500,000).
3. Eleven percent (11%) of the next One Million Dollars (\$1,000,000).
4. Ten percent (10%) of the next Four Million Dollars (\$4,000,000) of computed cost.
5. Nine percent (9%) of the next Four Million Dollars (\$4,000,000) of computed cost.



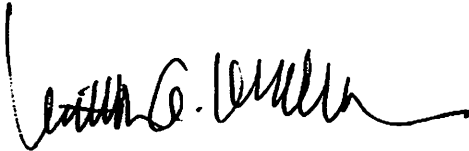
Based on the percentages listed above and our preliminary cost estimate of \$300,000.00, our estimated A&E Fee for this project is as follows:

<b>PROJECT</b>	<b>CONSTRUCTION COST ESTIMATE</b>	<b>%</b>	<b>A&amp;E FEE ESTIMATE</b>
<b>ROCKLIN HIGH SCHOOL HVAC REPLACEMENT</b>	<b>\$ 300,000.00</b>	<b>x 12% =</b>	<b>\$ 36,000.00</b>
<b>TOTAL A&amp;E FEE ESTIMATE</b>			<b>\$ 36,000.00</b>

The A&E Fee listed above is an estimate. We will adjust fees accordingly, with the final fee being based on actual construction cost of the project.

If this is acceptable, please sign below and return a copy to our office.

Sincerely,



Mitchell A. McAllister  
President

---

Sue Wesselius  
Director of Facilities & Construction

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: 2016-17 186 Day School Year Calendar

DEPARTMENT: Office of the Assistant Superintendent – Human Resources

---

**Background:**

Each year the Calendar Committee, in conjunction with District Cabinet, reviews the current approved school calendars and makes recommendations for the upcoming years to the Board of Trustees. The calendar Committee's focus in preparing the attached draft was on keeping the 2016-17 calendar similar to previous school calendars.

**Status:**

Staff is presenting the 2016-17 school year calendar for the Board's approval.

**Presenter:**

Colleen Slattery, Assistant Superintendent of 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:**

Proposed 2016-17 school year calendar.

**Recommendation:**

Staff recommends approval of the proposed 2016-17 186 day school calendar.

**DRAFT**

August					Pup	Wk
M	T	W	TH	F		
1	2	3	4	5		
8	9	10	11	TP12		
15	TP16	SS17	18	19		
22	23	24	25	26		
29	30	31			11	14
September						
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30	21	21
October						
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31					20	21
November						
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30			16	16
December						
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30	16	16
January						
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	31				16	16
February						
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28				15	15
March						
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31	23	23
April						
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28	14	15
May						
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31			22	22
June						
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
<b>Total Student Days</b>					<b>180</b>	
<b>Total Work Days</b>						<b>186</b>

- Legend:
- Legal Holiday
  - School Recess/Local Holiday/No School Day
  - Furlough Days
  - Staff Development (no school)
  - End of Quarter (7-12) *School in Session*
  - End of Trimester (K-6) *School in Session*

New Teacher Induction Day:  
First Day of School:  
Last Day of School:  
Last Work Day for Teachers:

August 9, 2016  
August 17, 2016 (SS)  
June 8, 2017 (SE)  
June 9, 2017

**SCHOOL NOT IN SESSION:**

August	15
August	12 and 16
September	5
October	10
November	11
November	21, 22, 23
November	24 - 25
December	23 - 30
January	2 - 6
January	2
January	16
February	20
February	21, 22, 23
February	24
April	10 - 14
April	17
May	29
June	9

- Staff Development Day (SD)
- Teacher Prep Day (TP)
- Labor Day
- Staff Development Day (SD)
- Veterans' Day
- Local Holidays
- Thanksgiving/Admission Day \*\*
- Winter Break Part 1
- Winter Break Part 2
- New Year's Day observed
- Martin Luther King Day
- Presidents Day (in lieu of Lincoln's Birthday)
- Presidents Week (no school)
- Presidents Day (in lieu of Washington's Birthday)
- Spring Break
- Staff Development Day (SD)
- Memorial Day
- Teacher Prep Day (TP)

\*\*In lieu of Admission Day for Classified

**ARTICULATION DAYS:**

Mondays

K-12

**MINIMUM DAYS:**

November	7
November	14-18
December	21-22
December	22
March	6
March	13-17
May	11
May	18
May	26
June	7-8
June	8

- 1-6 Conference/Grade Preparation
- 1-6 Parent/Teacher Conference Days
- High Schools' End of First Semester
- Ext. Day K; 1-6, & 7-8 Min. Day--winter break
- 1-6 Conference/Grade Preparation
- 1-6 Parent/Teacher Conference Week
- Middle Schools' Open House
- All K-6 Open Houses
- 1-6 Conference/Grade Preparation
- High Schools' End of Second Semester
- Last Day of School

**LAST DAY OF QUARTERS (7-12):**

October	14
December	22
March	17
June	8

	# student days
End of 1st Quarter	41
End of 2nd Quarter	43
End of 3rd Quarter	44
End of 4th Quarter	52

**LAST DAY OF TRIMESTER (K-6):**

November	4
March	3
June	8

	# student days
End of 1st Trimester	56
End of 2nd Trimester	62
End of 3rd Trimester	62

**BACK TO SCHOOL NIGHTS:**

August	29
August	24
August	25

High Schools  
Middle Schools  
Elementary Schools

**OPEN HOUSE/SHOWCASE DATES:**

March	6
May	11
May	18

High Schools  
Middle Schools  
All K-6

**MIDDLE SCHOOL PROMOTIONAL ACTIVITIES:**

**RHS GRADUATION:**  
**VHS & RICA GRADUATION:**  
**WHS GRADUATION:**

June 8, 2017  
June 9, 2017  
June 7, 2017  
June 8, 2017

**SUMMER SCHOOL:**

June 19, 2016 to July 14, 2017 (19 days)

Adopted: \_\_\_\_\_



ROCKLIN UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BRIEFING

---

SUBJECT: Rock Creek Elementary School Sly Park Overnight Field Trip

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

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**Background:**

The 6<sup>th</sup> grade classes at Rock Creek Elementary would like to participate in a science camp at Sly Park Environmental Education Center in Pollock Pines, California. We will travel to Sly Park on Monday, September 21, 2015 and return on Thursday, September 24, 2015. While at Sly Park, our students will participate in hands-on natural science investigative activities to enhance our 6<sup>th</sup> grade science curriculum studies.

**Status:**

Staff is requesting approval for Rock Creek Elementary's 6<sup>th</sup> grade field trip to the Sly Park Environmental Education Center for approximately sixty-four (64) students, and eight (8) adults. The trip is scheduled for September 21, 2015 – September 24, 2015.

**Presenter(s):**

Dorothy Sutter, Principal

**Financial Impact:**

Current year: \$200.00 per student  
Future years: NA  
Funding source: Parent/student donations and PTC scholarships

**Materials/Films:**

None

**Other People Who Might Be Present:**

**Allotment of Time:**

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

**Packet Information:**

None

**Recommendation:**

Staff is requesting Board approval of the overnight field trip described above.

Submitted by: Michelle Hutton Date: 3-18-15  
Approved by Site Administrator: Dorothy Sutter Date: 3-19-15  
Approved by Superintendent or Designee: [Signature] Date: 3/24/15

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Speech and Debate Overnight Field Trip  
DEPARTMENT: Office of the Deputy Superintendent, Educational Services

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**Background:**

The Rocklin High School Speech and Debate Program would like to participate in the State Speech and Debate Tournament at Vista Murrieta High School in Murrieta, California. We will travel to Murrieta, California on April 17, 2015 and return on April 20, 2015. While at Murrieta students will compete in the State Speech and Debate Tournament.

**Status:**

Staff is requesting approval for Rocklin High School's Speech and Debate team travel to Murrieta, California for one student, Coach James Grace and a Rocklin High School Administrator. The trip is scheduled for April 17 – April 20.

**Presenter(s):**

Jill M. Spears, Interim Principal

**Financial Impact:**

Current year: \$3,500  
Future years: NA  
Funding source: Student Fundraising, Site Budget, District (\$2,451.26)

**Materials/Films:**

None

**Other People Who Might Be Present:**

None

**Allotment of Time:**

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

**Packet Information:**

None

**Recommendation:**

Staff is requesting Board approval of the overnight field trip described above.

Submitted by: 

Date: 4-8-15

Approved by Site Administrator: 

Date: 4/8/15

Approved by Superintendent or Designee: 

Date: 4/8/15

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

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, RUSD 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 #009017387 (041515-01) and Student #009023881 (041515-02) 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:**

Deborah Sigman, 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 students 041515-01 and 041515-02.



ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Appoint Principal of Rocklin High School  
DEPARTMENT: Office of the Assistant Superintendent – Human Resources

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**Background:**

David Bills, former Principal of Rocklin High School accepted a new assignment and Jill Spears has been the Interim Principal. A thorough statewide recruitment search has been completed to fill this position. Twenty-six candidates applied for the position and five candidates were interviewed by two panels of eight on Thursday, April 9, 2015. The final candidates were interviewed by Cabinet on Friday, April 10, 2015.

**Status:**

Staff has identified, and is prepared to present, a candidate for appointment as the new Principal at Rocklin High School

**Presenter:**

Colleen Slattery, Assistant Superintendent of 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:**

None

**Recommendation:**

Staff recommends approval of appointment of the new Principal at Rocklin High School effective no later than July 1, 2015.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Acceptance of Transfer of Portables by City of Rocklin to Rocklin USD; Approval of Contract with Child Development, Inc. (CDI) to Run Preschool Programs on Three Elementary Sites

**DEPARTMENT:** Office of the Deputy Superintendent, Business & Operations  
Office of the Deputy Superintendent, Educational Services

---

**Background:**

The City of Rocklin has been running a preschool program as well as before and after school programs at the elementary schools throughout the district for several decades. On March 24, 2015, the City authorized formal transfer of the preschool programs to the Rocklin Unified School District (RUSD) and transfer of the before and after school programs to the Rocklin Educational Excellence Foundation (REEF), effective June 30, 2015.

**Status:**

Educational Services staff has made on-site visits to various preschool programs this year. Staff will provide information regarding the visits and observations leading to the proposed recommendation to contract with CDI for the preschool program scheduled to begin July 1, 2015. The recommendation is pending approval of the City of Rocklin to end preschool programs and transfer portables to RUSD at the April 14, 2015 City Council meeting. At the March 24, 2015 City Council meeting the City Council gave approval to City staff to prepare documents for approval at the April 14, 2015 City Council meeting.

**Presenter(s):**

Barbara Patterson, Deputy Superintendent, Business & Operations

**Financial Impact:**

Current year:

Future years: TBD

Funding source:

**Materials/Films:**

**Other People Who Might Be Present:**

Deborah Sigman, Deputy Superintendent, Educational Services

Karen Huffines, Director of Elementary Programs and School Leadership

**Allotment of Time:**

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

**Packet Information:**

- Rocklin City Council Report and Resolution authorizing transfer of Club Rocklin to RUSD and REEF, including authorization of donation of buildings, equipment and supplies

**Recommendation:**

Pending final approval by the City of Rocklin to transfer portables and assets in support of the program, staff recommends approval of the transfer of portables and assets by City of Rocklin to Rocklin USD and approval of the contract with CDI.



## City Council Report

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**Subject:** Authorizing the Donation of all Club Rocklin Buildings, Equipment and Supplies to the Rocklin Education Excellence Foundation.

**Submitted by:** Ricky A. Horst

**Date:** April 14, 2015

**Department:** Office of the City Manager

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**Staff Recommendation:** To adopt Resolution No. 2015-XX, A Resolution of the City Council of the City of Rocklin Authorizing the Donation of all Club Rocklin buildings, equipment and supplies to the Rocklin Education Excellence Foundation (REEF) and the Rocklin Unified School District (RUSD) for the Continued Operation of Club Rocklin.

---

**BACKGROUND:** On March 24, 2015, the City of Rocklin City Council authorized the formal transition of the Club Rocklin program to REEF and RUSD and authorized staff to prepare all necessary documentation, resolutions, etc... necessary to transfer all assets in support of the program.

### **FINDINGS & RECOMMENDATIONS:**

#### **Findings:**

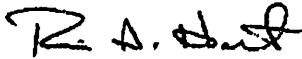
- REEF and their preferred vendor CDC, Child Development Centers, will assume operational control of the before and after school program beginning with the new 2015/2016 school year.
- RUSD and their preferred vendor will assume operational control of the pre-school program beginning with the new 2015/2016 school year pending final Board of Trustee's approval.
- Registration will begin in late April or early May as orchestrated via the new vendor.
- The City of Rocklin will continue all programs during the summer and provide for a seamless transition into the new school year.
- Students will receive an enhanced level of educational programming.
- Parents can be assured that they will continue to receive attentive and responsive interaction regarding the needs of their children.
- Before and after school programs will continue at all eleven elementary school sites for FY 2015-2016.
- There will be no fee increases for the program in FY 2015-2016
- Current City of Rocklin, "Club Rocklin" employees will have "First Right of Interview" with the new vendor.
- REEF/RUSD and CDC will schedule an open house for the community to attend and get acquainted with Vendor and their programs.



- City will donate and transfer all assets related to and in support of the Club Rocklin before and after school program to REEF at no cost. REEF will assume all future maintenance, future replacement, liability and other operational expenditures pertaining to these assets.
- City will donate and transfer all assets related to and in support of the Club Rocklin preschool program to RUSD at no cost. RUSD will assume all future maintenance, future replacement, liability and other operational expenditures pertaining to these assets.

**Recommendations:** To adopt Resolution No. 2015-XX, A Resolution of the City Council of the City of Rocklin Authorizing the Donation of all Club Rocklin buildings, equipment and supplies to the Rocklin Education Excellence Foundation and the Rocklin Unified School District for the Continued Operation of Club Rocklin.

**Fiscal Impact:** The transfer of assets as described herein constitutes only physical assets whose primary purpose is for the delivery of the Club Rocklin program. There is no "cash" transfer and none of the assets to be transferred will negatively impact the city budget or current city operations beyond that of the Club Rocklin program.



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**Ricky A. Horst, City Manager**  
Reviewed for Content



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**Russell A. Hildebrand, City Attorney**  
Reviewed for Legal Sufficiency

**RESOLUTION NO. 2015-XX**

**RESOLUTION OF THE CITY COUNCIL OF THE CITY OF ROCKLIN  
AUTHORIZING THE DONATION OF ALL CLUB ROCKLIN BUILDINGS, EQUIPMENT  
AND SUPPLIES TO THE ROCKLIN EDUCATIONAL EXCELLENCE FOUNDATION  
AND THE ROCKLIN UNIFIED SCHOOL DISTRICT FOR  
THE CONTINUED OPERATION OF CLUB ROCKLIN**

The City Council of the City of Rocklin does resolve as follows:

**Section 1. The City Council makes the following findings and determinations:**

- A. The Club Rocklin program (formally known as Kids Junction) got its start in the 1980's working in partnership with the Rocklin Unified School District (RUSD) to provide on-site programs on each of the RUSD elementary school sites within the District. RUSD allowed for on-campus placement of program sites and the City of Rocklin owned and operated the day to day before school and after school program. The Intent of the program was to provide a safe, nurturing place of supervision for school age children as a benefit to working parents who desired a before school and after school care program.**
- B. The Club Rocklin program came about in response to a community need at a time when the community was much smaller and lacked outside resources to satisfy this public demand. Over the years expectations have grown and state oversight has increased. Today such programs need to consider the developmental needs of school age children for a base of warmth and security, opportunities to develop their initiative and independence, encouragement for their creativity, and clear limits and expectations of their behavior. Further the City has to evaluate available resources and determine the appropriate application of those resources as it relates to the core mission of the City. The program also needs to be affordable and one which respects the values and cultural background of the community.**
- C. The City of Rocklin and the Rocklin Unified School District have determined that the Rocklin Educational Excellence Foundation (REEF) with the continued partnership of RUSD would provide a better fit for the children and parents involved in the Club Rocklin programs and desire to transfer the buildings and assets of the Club Rocklin program to the Rocklin Educational Excellence Foundation.**

02/13

Section 2. The City Council authorizes the donation of the 11 portable modular buildings currently used for Club Rocklin, and the equipment and supplies to operate Club Rocklin within those portable modular buildings, to the Rocklin Educational Excellence Foundation, effective June 12, 2015, on the following terms and conditions:

- A. Before and after school programs will continue at all eleven elementary school sites for Fiscal Year 2015-2016.
- B. There will be no fee increases for the program in Fiscal Year 2015-2016.
- C. Current City of Rocklin, "Club Rocklin" employees will have "First Right of Interview" with the new vendor.

PASSED AND ADOPTED this 14th day of April, 2015, by the following vote:

AYES: Councilmembers:  
 NOES: Councilmembers:  
 ABSENT: Councilmembers:  
 ABSTAIN: Councilmembers:

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George Magnuson, Mayor

ATTEST:

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Barbara Ivanusich, City Clerk



ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

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**SUBJECT:** Approval of Facilities Use Agreement with the Rocklin Educational Excellence Foundation (REEF) for Providing Before and After School Programs.

**DEPARTMENT:** Office of the Deputy Superintendent, Business & Operations

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**Background:**

The City of Rocklin has been running before and after school programs on the District's elementary school campuses for decades. At the March 4, 2015 Board Meeting, Trustees authorized the Superintendent to engage in conversations with REEF and the City of Rocklin regarding REEF running the before and after school programs in place of the City of Rocklin/Club Rocklin Program. There are one to two portable buildings owned by the City on each of the eleven elementary school sites for a total of thirteen buildings. Effective June 30, 2015, the City no longer wishes to run these programs and will terminate services. The City has been working with REEF to take over this program.

**Status:**

On April 14, 2015, the City is scheduled to take action to transfer the title of these buildings to REEF. REEF has requested to contract with the District for utilities and custodial services.

**Presenter:**

Barbara Patterson, Deputy Superintendent, Business & Operations

**Financial Impact:**

Current Year:

Future Year: Approximately \$50,000 for reimbursement of utility charges and custodial services.

Funding Source:

**Material/Films:**

None

**Other People Who Might Be Present:**

**Allotment of Time:**

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

**Packet Information Item:**

Facilities Use Agreement attached

**Recommendation:**

Staff recommends approval of the Facility Use Agreement with REEF for utilities and custodial services for the 2015-16 school year.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Accept 2015-16 Initial Contract Proposal from the Rocklin Teachers Professional Association and Set Date for Public Hearing

**DEPARTMENT:** Office of the Assistant Superintendent – Human Resources

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**Background:**

The Rocklin Teachers Professional Association (RTPA) annually presents (sunshines) its proposal for negotiations for the next contract year for acceptance by the Board. The Association would like to open all articles in the RTPA Collective Bargaining Agreement.

**Status:**

The Rocklin Teachers Professional Association has presented for acceptance its proposal for the 2015-16 contract year. If the proposal is accepted, staff recommends that a public hearing be set for May 20, 2015. Negotiations will begin following the public hearing.

**Presenter:**

Colleen Slattery, Assistant Superintendent of 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:**

Copy of RTPA Collective Bargaining Agreement available online at:  
<http://www.rocklinusd.org/Departments/Human-Resources/Salary-Schedules--Contracts/index.html>.  
Public copy available at board meeting.

**Recommendation:**

Staff recommends that the Board accept the 2015-16 Contract Proposal from RTPA and schedule a public hearing for May 20, 2015.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Adoption of College Preparatory Mathematics for Grade 6 – Core Connections  
Mathematics, Course 1

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

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**Background:**

Staff and administration have reviewed the mathematics instructional materials being piloted in the Rocklin Unified School District (RUSD) 6<sup>th</sup> grade classrooms. The pilot has been in place since the beginning of the 2014-15 school year. The pilot teachers have met regularly with the RUSD Teachers on Special Assignment (TOSAs) and math committee members. The materials have been on display for public review since March 4, 2015. An extensive report was provided to the Board at the March 4, 2015 Board meeting by staff that included the piloting process, supporting rationale, costs and on going supports to be provided.

**Status:**

The piloting teachers believe that the College Preparatory Mathematics (CPM), Core Connections, Course 1, is the appropriate choice for RUSD teachers and students and will maximize our students' abilities to meet the rigorous math content standards set forth through the California Common Core State Standards adoption. This textbook has been on display at the Rocklin Unified District Office Board Room and no public comments regarding the textbook have been received.

**Presenter(s):**

Karen Huffines, Director of Elementary Programs and School Leadership

**Financial Impact:**

Current year: \$96,640  
Future years:  
Funding source: Instructional Materials

**Materials/Films:**

None

**Other People Who Might Present:**

Deborah Sigman, Deputy Superintendent, Educational Services  
Lara Kikosicki, Teacher on Special Assignment, Elementary Math  
Joe McLean, Teacher on Special Assignment, Secondary Math

**Allotment of Time:**

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

**Packet Information:**

Grade 6 Math Materials Adoption– College Preparatory Math (CPM)

**Recommendation:**

Staff recommends approval of College Preparatory Math (CPM) materials as the RUSD Grade 6 math adoption



# GRADE 6 MATH MATERIALS ADOPTION– COLLEGE PREPARATORY MATH (CPM)

Rocklin Unified School District  
Board of Trustees Meeting  
April 15, 2015

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Presented by Karen Huffines



# Overview

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- Strategic Plan and Local Control and Accountability Plan (LCAP) connections
- Public review
- Cost of materials and professional development
- Recommendation from staff

# Strategic Plan and LCAP Connections

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- Strategic Plan Strategy 1
  - We will create student academic growth through dynamic, relevant and increasingly challenging learning experiences
  
- LCAP Goal 1
  - Rocklin Unified School District (RUSD) will fully implement California Common Core State Standards (CCCSS) district-wide



# Public Review

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- March 4, 2015 Board Meeting – Information presented regarding recommendation of 6<sup>th</sup> grade mathematics instructional materials adoption
- 30-day public review of materials March 4 through April 15, 2015
- No comments received

# Estimated Cost of 6<sup>th</sup> Grade Adoption– Materials and Professional Development

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## 2014-15

➤ Materials	\$96,550
➤ Funding Source – Common Core	
➤ Professional Development	\$16,000
➤ Four days of Professional Development	
➤ Funding Source – Common Core	
<b>Total:</b>	<b><u>\$112,550</u></b>

## 2015-16

➤ Professional Development	\$16,000
➤ Four additional days	
➤ Funding Source – Strategic Plan	

# **Staff Recommendation for Grade 6**

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**Adopt College Preparatory  
Mathematics (CPM) --  
Core Connections Course 1**



ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

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**SUBJECT:** Local Control and Accountability Plan Initial Review

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

---

**Background:**

Legislation enacted in 2013–14 made major changes to the way the state allocates funding to school districts, replacing the previous K–12 finance system with a new Local Control Funding Formula (LCFF). The Local Control Funding Formula brings unprecedented flexibility and opportunities for stakeholder engagement around our Local Control Accountability Plan (LCAP) and related budget priorities. As part of the LCFF, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), using a template adopted by the California State Board of Education (SBE). LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators.

**Status:**

The Educational Services staff will present information regarding the development of the 2015-16 LCAP. This information data is based on input from various stakeholders and is intended to provide the Board with information prior to the LCAP Public Hearing and adoption. Opportunities for input have been provided to site and district leadership, parents, RTPA and CSEA leadership, students and various existing site and district level committees. The public hearing for the Draft 2015-16 LCAP and Annual Update will occur at the May 20, 2015 Board meeting with the anticipated approval at the June 24, 2015 Board meeting.

**Presenter(s):**

Deborah Sigman, Deputy Superintendent, Educational Services

**Financial Impact:**

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

**Materials/Films:**

None

**Other People Who Might Be Present:**

Barbara Patterson, Deputy Superintendent, Business and Operations  
Martin Flowers, Director of Secondary Schools and School Leadership  
Karen Huffines, Director of Elementary Schools and School Leadership

**Allotment of Time:**

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

**Packet Information:**

Draft 2015-16 Local Control and Accountability Plan Template  
Draft 2015-16 Local Control and Accountability Plan presentation.

**Recommendation:**

This item is provided as information only.

**GOAL 1:** 1. Rocklin Unified School District (RUSD) will ensure that all students make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards and expectations.

Related State and/or Local Priorities:  
 1 \_ 2  3 \_ 4  5  6 \_ 7  8   
 COE only: 9 \_ 10  
 Local : Specify Strategies 1, 3

**Identified Need :** **NEED**  
 Improving teaching and learning through the implementation of California Common Core State Standards (CCSS) district-wide.  
 Increase awareness of the importance of regular and consistent attendance in school.

**METRICS**  
 Student achievement data will be analyzed by "all students" and numerically significant subgroups:

- CAASPP,
- Smarter Balanced summative assessments
- Smarter Balanced interim assessments

A-G completion rates  
 Matriculation rates  
 CTE success rates  
 AP course access  
 CAHSEE success rates  
 Analysis of professional learning opportunities:

- Number of teachers impacted
- Walk through data of implementation
- Feedback results from staff

Attendance rates  
 Independent study rates  
 Graduation rates

**Goal Applies to:** Schools: ALL  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:** Individual students will make one year of growth from baseline to target year. Students not demonstrating one year of growth, or below district average will receive additional support to accelerate their achievement. Staff satisfaction of professional development opportunities will be, on average 85% as a baseline result.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement California Common Core State Standards (CCSS) Including, but not limited to: <ul style="list-style-type: none"> <li>• Instructional materials</li> <li>• Resources</li> <li>• Professional learning opportunities</li> </ul>		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers on Special Assignment (Five positions) including Program support (materials and expenses) Supplemental 477,000 Supplemental Intervention Materials Supplemental 30,000 Instructional support Supplemental 50,000 Allocate funds to school site budgets to enable site based decision making Base 949,000 Supplemental Instructional Support (EL Teachers and aide support) Supplemental 1,350,000 RenPlace portion of hosting fee and RDI fee Supplemental 13,000 Current Teachers/Administrators Base 45,230,000 Current Instructional Aides Base 330,000 Pilot full-day kindergarten (P.E. and VAPA teachers) Supplemental 68,100
Engage learners at strategic transition points in order to facilitate academic success in subsequent years. <ul style="list-style-type: none"> <li>• Early learners</li> <li>• Middle School transition</li> <li>• Transition to college and career</li> </ul>		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Professional development to support Transitional Kindergarten (TK) and Full day Kindergarten programs. Supplemental 5,000 IB Middle Years Program (MYP) exploration @ SVMS Title 1 Supplemental 14,000

		<ul style="list-style-type: none"> <li>- Redesignated fluent English proficient</li> <li>- Other Subgroups: (Specify)</li> </ul>	<p>Continue internal/after school opportunities for students that support core academic work. (SVMS After School Intervention Program/ busing and teachers) Supplemental 20,000</p> <p>AVID tutor support (college students) Supplemental 3,000</p> <p>Rocklin Unified School District Strategic Planning Implementation Base 440,000</p> <p>Career and College Counselors including two high school counselors, one middle school counselor to support Naviance Implementation and alignment to National School counseling and guidance standards Supplemental 235,000</p> <p>Support English Learners at the secondary level to improve academic success rates including graduation rates. (WHS) Supplemental 5,000</p> <p>ELD staff Professional dues Supplemental 200.00</p> <p>EL, FY, LI Categorical support Supplemental 18,700</p> <p>TOSA Program support (materials &amp; supplies) Supplemental 2,500</p>
Support implementation of LCAP goals		<ul style="list-style-type: none"> <li>- All</li> <li>OR:</li> <li>- Low Income pupils</li> <li>- English Learners</li> <li>- Foster Youth</li> <li>- Redesignated fluent English proficient</li> <li>- Other Subgroups: (Specify)</li> </ul>	<p>District Office departmental budgets (Human Resources, Educational Services, Technology, Custodial/Grounds and Business) to support LCAP implementation.</p> <p>Base 586,000</p> <p>RUSD Strategic Planning Implementation Base 440,000</p> <p>Services for students with special needs; general fund support 6,900,000</p>

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	EL, LI, Foster Youth	<ul style="list-style-type: none"> <li>- All</li> <li>OR:</li> <li>- Low Income pupils</li> <li>- English Learners</li> <li>- Foster Youth</li> <li>- Redesignated fluent English proficient</li> <li>- Other Subgroups: (Specify)</li> </ul>	

**LCAP Year 3:**

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.



2. 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:

GOAL 2:

1  2  3  4  5  6  7  8

COE only: 9  10

Local : Specify Strategies 1, 3

Identified Need :  
**NEED**  
 Maintain highly qualified staff  
 Provide appropriate and targeted professional learning to fully implement CA Common Core State Standards

**METRICS**  
 Teacher surveys  
 Professional learning pre/post surveys  
 Highly Qualified Teacher data  
 Classroom observational and validation data post-professional learning opportunities  
 Number of teachers receiving Differentiation Certification

Goal Applies to: Schools: All  
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classroom and Specialist (PE, VAPA, Music, etc.) Teachers Base 39,700,000 Instructional support including certificated and classified staff Supplemental 1,350,000
Professional learning will be provided and targeted to meet the identified needs of teachers, administrators and support staff.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development to support Transitional Kindergarten (TK) and Full-day Kindergarten programs Supplemental 20,000 Provide focused professional learning on inclusion, tolerance, and teaching students with diverse learning styles. Supplemental 5,000 Project GLAD follow-up teacher training using in-house training model (TNT) Supplemental 20,000 Professional learning for support staff working directly with subgroups. Supplemental 5,000 Support English Learners at the secondary level to improve academic success rates including graduation rates. (WHS) Supplemental 5,000 Professional dues for ELD staff Supplemental 200
Support implementation of LCAP goals		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	District Office departmental budgets (Human Resources, Educational Services, Technology, Custodial/Grounds and Business) to support LCAP implementation. 586,000 Rocklin Unified School District Strategic Planning Implementation 440,000 Services for students with special needs; general fund support Base 6,900,000

# Local Control and Accountability Plan - Initial Review

**Rocklin Unified School District  
Board of Trustees Meeting  
April 15, 2015**

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Presented by Educational Services and  
Business Services Teams

# Overview of Presentation

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- Review Process
- Eight State Priorities
- Revised Goals
- Concordance of Proposed and Current Goals
- Schedule of Events

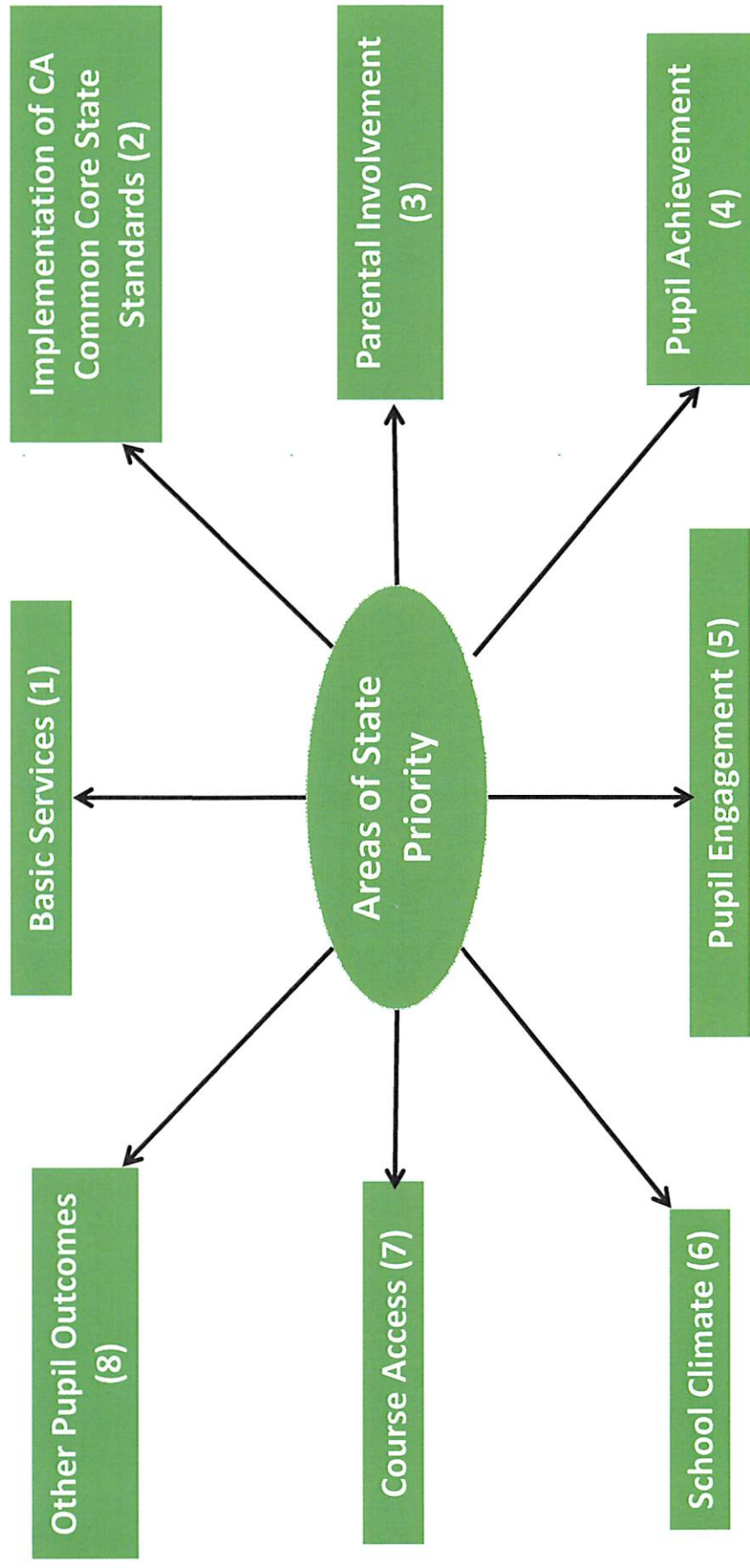
# Review Process Questions

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- Goals
  - Do the goals accurately reflect the RUSD Strategic Plan?
  - Do the goals appropriately lead to actionable and measurable activities?
- Actions and services
  - Do the actions and services lend themselves to monitoring and measurement?
  - Are the actions still appropriate and sufficient to increase and/or improve services?
- Expenditures and budget
  - Were the expenditures sufficient?
  - What changes in expenditures are needed?



# Eight Areas of State Priority Must Be Addressed in District LCAP



# Major Changes Based on Feedback and Reflections

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- Further aligned RUSD strategic Plan and LCAP
- Condensed goals (6 to 3)
- Removed actions that had no dollars allocated

# Major Changes Based on Feedback and Reflections

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- Defined metrics to be more consistent with goals
- Goals modified to be more actionable
- Made actions and services more specific and transparent



# 2015-16 Draft LCAP Goal 1

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- All students will achieve to their highest potential and make continuous progress toward increasing challenging and engaging academic goals consistent with college and readiness.
- State priorities – 2, 4, 5, 7, 8
- RUSD Strategic plan strategies – 1 and 3



# Comparison of Proposed Goals to 2014-15 Goals

## 2015/16 PROPOSED

1. Rocklin Unified School District (RUSD) will ensure that all students make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards and expectations.

## 2014/15 GOAL

1. Rocklin Unified School District (RUSD) will fully implement California Common Core State Standards (CCCSS) to instructionally challenge and meet the needs of all students district-wide.

2. RUSD will ensure that all students engage in meaningful and authentic learning experiences and find his or her passion as a learner.

## 2015-16 Draft LCAP Goal 2

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- RUSD will ensure that staff continually build capacity through professional learning and growth opportunities to support student achievement and success.
- State priorities – 1, 2, 4
- RUSD Strategic Plan strategies – 1 and 3

# Comparison of Proposed Goals to 2014-15 Goals

## 2015/16 PROPOSED

2. RUSD will ensure that staff continually build capacity through professional learning and growth opportunities that support student achievement and success.

## 2014/15 GOAL

3. RUSD will create student growth through dynamic, relevant, and increasingly challenging learning experiences.
4. RUSD will maintain and support positive learning environments and provide safe schools where all students have the chance to become healthy, self-aware, resilient, and high-functioning adults.



# 2015-16 Draft LCAP Goal 3

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- 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 the opportunity to achieve at high levels.
- State priorities – 3, 4, 5, and 6
- RUSD Strategic Plan strategies –  
2, 4, and 5



# Comparison of Proposed Goals to 2014-15 Goals

## 2015/16 PROPOSED

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 the opportunity to achieve at high levels.

## 2014/15 GOAL

5. RUSD will enhance student growth through local partnerships that provide learning opportunities and community service experiences.

6. RUSD will have regular, consistent and proactive systems of communication that support meaningful involvement by parents and the community to enhance district programs and student learning.

# LCAP Funding Allocations

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## Comprised of 3 parts

- Base Funding (formerly Revenue Limit and most categorical grants)
- Supplemental Grant allocation based on unduplicated count of:
  - English language learners
  - Low income
  - Foster youth
- 2013/14 allocation (on-going) 1,730,000
- 2014/15 additional 535,000
- 2015/16 expected new dollars 431,000



# Schedule of Events

November /December 2014	<ul style="list-style-type: none"> <li>• LCAP Template including annual update available from State Board of Education</li> <li>• Met with District and Site Leadership</li> <li>• RUSD Board reviews draft LCAP timeline</li> </ul>
January 2015	<ul style="list-style-type: none"> <li>• Met with Principals to review 2014-15 LCAP</li> </ul>
March/April 2015	<ul style="list-style-type: none"> <li>• District Advisory Group convened</li> <li>• Continue to engage with various stakeholders</li> <li>• Initial 2015/16 LCAP Board Review</li> <li>• Survey link on RUSD Website</li> </ul>
May /June 2015	<ul style="list-style-type: none"> <li>• Continue to engage various stakeholders</li> <li>• Public Hearing for LCAP and Annual Update</li> <li>• Respond to comments</li> </ul>
June 24, 2015	<ul style="list-style-type: none"> <li>• Final public meeting – adoption of LCAP</li> </ul>
July /August 2015	<ul style="list-style-type: none"> <li>• LCAP to County (PCOE) for approval</li> <li>• Begin collection of data for annual update</li> </ul>

## PENDING BOARD AGENDA ITEMS

March 2015

Agenda Item	Administrator	Board Meeting
Williams Uniform Complaints, Approve Quarterly Report <i>(Consent)</i>	Sigman	July
Resolution Delegating Barbara Patterson as Representative and Roger Stock as Alternate Representative to Joint Powers Board for SIG <i>(Consent)</i>	Patterson	July
Approve Non-Public School and Agency Master Contracts for the Upcoming School Year	Sigman	July
Tax Report for CFD No. 1 and No. 2, Yearly Adoption	Patterson	July/August
Summer School Program Report	Sigman/Staff	July/August
Information and Related Actuarial Reports on Workers' Compensation Claims & Health/Welfare Benefits for Retired Employees After 65	Patterson	August
BP 9270 - Conflict of Interest, Biannual Review – (Every Other Year, Action)	Patterson	August 2016
School Opening/Readiness Report <i>(Information)</i>	Sigman/Staff	August
Unaudited Actuals, Approve District Certification	Patterson	August/September
Resolution Establishing Appropriation Limitation (GANN) <i>(Action)</i>	Patterson	August/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>	Sigman	September/October
Student Assessment Report – API <i>(Information)</i>	Sigman/Staff	September/October
Williams Uniform Complaints, Approve Quarterly Report <i>(Consent)</i>	Sigman	October
Set Date for Annual School Board Organizational Meeting <i>(Action)</i>	Stock	November
RUSD Strategic Plan Quarter 1 Update <i>(Information)</i>	Hutton	December
First Interim Report <i>(Action)</i>	Patterson	December
Organizational Board Meeting/Special Presentation to Board President	Stock	December
Audit Report <i>(Action)</i>	Patterson	January
Schedule Goal Setting Workshop	Stock/Staff	January
Williams Uniform Complaints, Approve Quarterly Report <i>(Consent)</i>	Sigman	January
Budget Assumptions & Priorities	Patterson	February
Identify Teachers for Non-Reelection; Prepare Letters of Notification <i>(March 1<sup>st</sup> Mtg – Closed Session)</i>	Slattery	February (2 <sup>nd</sup> Mtg)



Present Draft School Year Calendar <i>(two years out - Consent)</i>	Slattery	March <i>(1<sup>st</sup> Mtg)</i>
Annual Board Action Regarding Distribution of Non-Reelection Letters	Slattery	March <i>(1<sup>st</sup> Mtg)</i>
Finalize District's Proposal and Prepare for Sunshining Process	Slattery	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	Stock/Board	March
Approve Annual Resolution Authorizing the Release of Free/Reduced Lunch Information for CAASPP Testing <i>(consent)</i>	Sigman	March
Certification of Temporary Athletic Team Coaches <i>(consent)</i>	Slattery	March
Second Interim Report/Approval <i>(Action)</i>	Patterson	March
Special Education Update	Sigman	March
RUSD Strategic Plan Quarter 2 Update <i>(Information)</i>	Hutton	March
Vote for CSBA Delegate Assembly Representative(s) for Region 4D <i>(Action)</i>	Stock	March
Approve School Year Calendar <i>(two years out - Consent)</i>	Slattery	March <i>(2<sup>nd</sup> Mtg)</i>
Budget Update/Information	Patterson	March/April
Sierra College Report (Rocklin Graduates)	Sigman	March/April
School Safety Plans <i>(Consent)</i>	White/Huffines	March/April
Annual Personnel Update – Renewal of Contracts for Site Administrators <i>(Closed Session)</i>	Sigman	April
Approve Quarterly Report on Williams Uniform Complaints <i>(Consent)</i>	Sigman	April
Spelling Bee Winner(s) Recognition <i>(Information)</i>	Sigman	April
Annual Review of Master Plan/Nexus Study <i>(Bi-annual—even numbered years)</i>	Wesselius	April/May
Developer Fee Update <i>(Bi-annual-even numbered years)</i>	Wesselius	April/May
Summer School Principals Approval Contingent on State Funding <i>(include on Certificated Personnel Report)</i> <i>(Consent)</i>	Sigman	April/May
RUSD Strategic Plan Quarter 3 Update <i>(Information)</i>	Hutton	May
*Facilities-Use Policy/Practice and Schedule of Fees	Wesselius	May
Approve Waivers for Special Education Students Who Passed the Math Portion of the CAHSEE With Modifications <i>(Consent)</i>	Sigman	May
Provide Retiree Benefit Update <i>(Bi-annual, every other yr)</i>	Patterson	May

Present Tentative Budget and Budget Priorities	Patterson	May
Classified Categorical Layoff <i>(if necessary)</i>	Slattery	May
Final Board Action Regarding Administrative Reassignments or First Year Prob/Temp Teachers	Slattery	May
Approve Resolution for Interfund Transfers of Special or Restricted Fund Monies	Patterson	May
Approve Resolution for Interfund Transfers of Special or Restricted Fund Monies	Patterson	May
Special Recognition to Student Representatives and JROTC Color Guard	Stock/Staff	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>	Sigman	May/June
Complete Superintendent’s Performance Evaluation and Update Contract	Stock/Board	May/June
Approve CIF Representatives for Upcoming School Year <i>(Consent)</i>	Flowers	May/June
LCAP Approval/Hold Public Hearing <i>(Action)</i>	Sigman	May/June
Approve Board Meeting Dates for Upcoming School Year <i>(Consent)</i>	Stock	June (1 <sup>st</sup> Mtg)
Resolution Authorizing End-of-Year Budget Transfers <i>(Consent)</i>	Patterson	June
Resolution Delegating Certain Contracting Powers to the Superintendent or Designee <i>(Consent)</i>	Wesselius	June
Approve Consolidated Applications (Part 1/Part 2)	White/Huffines	June
Final Budget Approval/Hold Public Hearing <i>(Action)</i>	Patterson	June
Authorization to Dispose of Surplus Property	Wesselius	June
Approve Single Plan for Student Achievement <i>(previously known as School Improvement Plan)</i>	Sigman	June
EPA Spending Plan	Patterson	June
Community Advisory Committee (CAC), Appoint Parent Representative for 2 year Term <i>(every other year, Consent)</i>	Sigman	June
Student Board Member Recognition	Stock	June
Student Perfect Attendance Recognition	Sigman	June/July
Approve Expulsion Hearing Panel for Upcoming School Year <i>(Consent)</i>	Sigman	June/July

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