

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*



JUNE 24, 2015 CLOSED SESSION 6:10 P.M. REGULAR MEETING AGENDA — 6:30 P.M.

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 CLOSED SESSION (6:10 P.M.) – The Board will adjourn to closed session regarding the following matters:

- 3.1 *Public Employee Appointment as authorized by Government Code 54957*
Position: Principal, Parker Whitney Elementary School
Position: Senior Director, Facilities, Maintenance and Operations

4.0 RECONVENE TO OPEN SESSION

5.0 REPORT OF ACTION TAKEN IN CLOSED SESSION

6.0 PLEDGE OF ALLEGIANCE

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

8.0 COMMENTS FROM BOARD AND SUPERINTENDENT

9.0 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.

- 9.1 **APPROVE BOARD MINUTES** – Request to approve Board minutes.
 - 9.1.1 June 10, 2015 (Special Meeting)
 - 9.1.2 June 10, 2015 (Regular Meeting)

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

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

- 9.4 **APPROVE BILL WARRANTS** – Request to approve bill warrants. (Barbara Patterson)
- 9.5 **APPROVE MONTHLY ACCOUNT SUMMARIES** – Request to approve monthly account summaries. (Barbara Patterson)
- 9.6 **APPROVE DONATIONS** – Request to accept District donations. (Barbara Patterson)
- 9.7 **APPROVE MEMORANDUM OF UNDERSTANDING (MOU) WITH COALITION FOR PLACER YOUTH (CPY)** – Request to approve Memorandum of Understanding with Coalition for Placer Youth (CPY). (Deborah Sigman)
- 9.8 **APPROVE 2015-16 CONTRACT WITH PROJECT LEAD THE WAY** – Request to approve 2015-16 contract with Project Lead the Way. (Deborah Sigman)
- 9.9 **APPROVE 2015-16 DESIGNATION OF CALIFORNIA INTERSCHOLASTIC FEDERATION (CIF) REPRESENTATIVES** – Request to approve 2015-16 California Interscholastic Federation league representatives. (Deborah Sigman)
- 9.10 **APPROVE K-5 MATH MATERIALS ADOPTION RECOMMENDATION** – Request to approve *Bridges in Math* K-5 math materials adoption recommendation. (Deborah Sigman)
- 9.11 **APPROVE OVERNIGHT FIELD TRIP(S)** – Request to approve the following overnight field trips. (Deborah Sigman)
- 9.11.1 Rocklin High School, students in grades 9 – 12 to attend overnight field trips in 2015-16.
- 9.11.2 Whitney High School, students in grades 9 – 12 to attend overnight field trips in 2015-16.
- 10.0 **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.
- 10.1 **APPOINT PRINCIPAL OF PARKER WHITNEY ELEMENTARY SCHOOL** – Request to appoint new Principal of Parker Whitney Elementary School. (Colleen Slattery)
- 10.2 **APPOINT SENIOR DIRECTOR, FACILITIES, MAINTENANCE AND OPERATIONS** – Request to appoint new Senior Director, Facilities, Maintenance and Operations. (Colleen Slattery)
- 10.3 **APPROVE SUPPLEMENTAL NUTRITION AT ELEMENTARY SCHOOLS** – Request to approve pilot program to provide supplemental nutrition to elementary school students. (Barbara Patterson)
- 10.4 **APPROVE ADOPTION OF 2015-16 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) DRAFT AND 2014-15 LCAP ANNUAL UPDATE**– Request to approve adoption of the 2015-16 LCAP draft and approval of 2014-15 LCAP Annual Update. (Deborah Sigman)
- 10.5 **APPROVE ADOPTION OF 2015-16 ROCKLIN INDEPENDENT CHARTER ACADEMY (RICA) LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)** – Request to approve adoption of 2015-16 RICA LCAP and 2014-15 LCAP Annual Update. (Deborah Sigman)
- 10.6 **APPROVE 2015-16 BUDGET AND ANNUAL CERTIFICATION FOR WORKERS COMPENSATION CLAIMS** – Request to approve 2015-16 Budget and Annual Certification for Workers' Compensation Claims. (Barbara Patterson)

- 10.7 **APPROVE CONTRACT WITH WESTED FOR IMPLEMENTATION OF SPECIAL EDUCATION STUDY FINDINGS AND RECOMMENDATIONS, SPECIFICALLY THE MULTI-TIERED SYSTEM OF SUPPORT (MTSS)** – Request to approve contract with WestEd for implementation of Special Education study findings and recommendations, specifically the MTSS. (Roger Stock)
- 10.8 **APPROVE BOARD BYLAW 9323, BOARD MEETING CONDUCT** – Request to discuss and approve revisions to Board Bylaw 9323 regarding Board Meeting Conduct. (Roger Stock)
- 11.0 **PENDING AGENDA** – This is the time to place future items on the Pending Agenda.
- 12.0 **CLOSED SESSION** – The Board will adjourn to closed session regarding the following matters. (Trustee Camille Maben will participate via conference call from 1301 Race St, Philadelphia, PA 19107):
 - 12.1 *Conference with Legal Counsel – Existing Litigation* as authorized by Government Code section 54956.9
 - 12.2 *Public employee discipline/dismissal/release pursuant* to Government Code section 54957
 - 12.3 *Conference with Labor Negotiators* as authorized by Government Code Section 54957.6
District Representative(s): Roger Stock, Superintendent
Barbara Patterson, Dep Superintendent, Business and Operations
Colleen Slattery, Assistant Superintendent, Human Resources
 - 12.4 *Public Employee Performance Evaluation* as authorized by Government Code 54957.
Position: Superintendent
- 13.0 **RECONVENE TO OPEN SESSION**
- 14.0 **REPORT OF ACTION TAKEN IN CLOSED SESSION**
- 15.0 **ADJOURNMENT**

Accommodating Those Individuals with Special Needs – In compliance with the Americans with Disabilities Act, the Rocklin Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meetings, please contact our office at (916) 624-2428 well in advance of the regular meeting you wish to attend, so that we may make every reasonable effort to accommodate you. Documents distributed for public session items, less than 72 hours prior to meeting, are available for public inspection at the Rocklin Unified School District Office, 2615 Sierra Meadows Drive Rocklin, CA 95677.

NEXT REGULARLY SCHEDULED BOARD MEETING: JULY 15, 2015, 6:30 P.M.



DECLARATION OF POSTING

ROCKLIN UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

REGULAR MEETING AGENDA

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

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

Date of Posting:

June 19, 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 19th day of June 2015 in Rocklin, California.

Brenda Meadows
Executive Assistant
Rocklin Unified School District

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*



JUNE 10, 2015

REGULAR MEETING MINUTES — 6:30 P.M.

1.0 **CALL TO ORDER**— President Todd Lowell called the regular meeting of the Rocklin Unified School District Board of Trustees to order at 6:30 P.M., June 10, 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:

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

Trustee(s) Absent:

Wendy Lang, *Member*

Administrative Staff: Roger Stock, *Superintendent*; Barbara Patterson, *Deputy Superintendent Business and Operations*; Colleen Slattery, *Assistant Superintendent Human Resources*; Sue Wesselius, *Senior Director Facilities and Operations*; Karen Huffines, *Director Elementary Programs & School Leadership*; Marty Flowers, *Director Secondary Programs & School Leadership*; Mark Williams, *Principal Victory High School/RICA*; Jay Holmes, *Principal Granite Oaks Middle School*; Melody Thorson, *Principal Ruhkala Elementary School*; Hannah Anderson, *Principal Sierra Elementary School*; Jordan White, *Coordinator, State and Federal Programs*; Lindsay Wong,, *Program Specialist*; Charlotte Klinock, *Rocklin Independent Charter Academy Program Specialist*; Brenda Meadows, *Recorder*.

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

4.0 **SPECIAL RECOGNITIONS/PRESENTATIONS**

4.1 Skott Hutton, Family Community Engagement & Strategic Planning introduced Rocklin Police Chief, Ron Lawrence, for the annual Rocklin Police Department 2014 Annual Report and presentation.

Comments: Greg Daley inquired about arrests made in Rocklin, asking what the majority of juvenile arrests were for. Sgt. Trent Jewell responded that while some arrests were for truancies, most were for possession of marijuana. Camille Maben asked if e-cigarettes have been a problem on RUSD campuses. Sgt. Jewell stated that “yes they have been a problem”, with usage becoming more prevalent with youth. Todd Lowell asked for clarification on “service calls” (200 qty for the year) in the report. Sgt. Jewell stated that the 200 count included activity on all school campuses and all officer safety checks (ie: alarms and suspicious persons). The count also included routine checks (ie: door lock checks). Chief Lawrence shared that if there was anything specific that the Board would like to see in next year’s report, the Police Department can customize information for the annual presentation (ie: a snapshot of activity during school hours). The Board expressed interest in this information for 2015-16.

4.2 Sue Wesselius, Senior Director, Facilities and Operations, introduced Cenergistic's Division President, Ed Graff, who presented Rocklin Unified School District with the Cenergistic Environmental Excellence Recognition Award. RUSD was commended for its outstanding energy conservation and financial resource stewardship, serving as a model of energy conservation to fellow educational organizations. It was acknowledged that this award resulted from the efforts of all employees to conserve energy and thanked Bill Pruett for his leadership.

5.0 **AUDIENCE/VISITORS PUBLIC DISCUSSION** – Todd Lowell 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 Smith, grandparent of RUSD students, shared a concern regarding a bullying issue her granddaughter experienced. Ms. Smith's contact information was given to staff from Educational Services for follow up and support regarding the issue.

6.0 **COMMENTS FROM STUDENT REPRESENTATIVE(S)** – No Student Representative comments were presented.

7.0 **COMMENTS FROM BOARD AND SUPERINTENDENT** – Greg Daley shared his sympathies for the McKillip family at the loss of their son this week, as well as for the Dekker family who lost Kimm Decker (WHS teacher). Daley applauded Rocklin High School and Whitney High School for their wonderful efforts in completing another year of successful graduation ceremonies. He shared how nice it was to see graduating students who were well prepared for the world as a result of the investment and support of families, teachers and staff during their years on RUSD campuses. Camille Maben thanked fellow Trustee Daley for acknowledging the losses in our District and added her sympathies as the District gets through this tough and busy time. Maben shared that she is reminded this year of the renewed sense of hope that our young people have as they go forward in the world with confidence, passion and hope. These characteristics came across in the graduation speeches this year. Maben stated her delight in the graduation ceremonies, pointing out Whitney High School's lovely student presentation of the Star Spangled Banner as well as the nice job RHS staff did in quickly and successfully completing the ceremony before the skies opened up and rain started. Maben also congratulated Susan Halldin, Greg Daley, Colleen Slattery, Roger Stock and Brenda Meadows on the graduation of their High School seniors in their own families. Susan Halldin added her sympathies and extended prayers in response to the losses that the District experienced this week. Halldin also stated that she attended a couple of elementary promotion ceremonies (Antelope Creek and Sierra Elementary) as well as all Middle School promotion ceremonies and High School Graduations. Halldin shared her appreciation of the hard work that staff, parents and administration put into these well done ceremonies. Todd Lowell stated that the first week of June is always a delight as the Board attends promotion and graduation ceremonies. Lowell shared that he is always especially touched by the VHS/RICA ceremony speeches and the clear positive impact that school and staff have made on the students. Lowell also thanked RHS Coach Benzel for his character and mentorship in student's lives as he led students, staff and the community in a vigil for the student who was lost last week. Lowell stated he is proud to have such people of character in our District and speaking into the lives of kids. Lowell also shared memories of teacher Kimm Dekker's passion for AVID and for the impact she had in the lives of students as she served them so faithfully, stating "it was a privilege having her in the District and she will be missed." Superintendent Stock, shared that the memorial service to celebrate the life of Kimm Dekker will be held at the Whitney High School theater on June 19. Information regarding the service was emailed to all employees this week.

8.0 ACTION ITEMS - CONSENT CALENDAR

- 8.1 **APPROVE BOARD MINUTES** – Request to approve Board minutes.
8.1.1 May 20, 2015 (Regular Meeting)
8.1.2 June 2, 2015 (Special Meeting)
- 8.2 **APPROVE CERTIFICATED PERSONNEL REPORT** – Request to approve personnel items included on the Certificated Personnel Report. (Colleen Slattery)
- 8.3 **APPROVE CLASSIFIED PERSONNEL REPORT** – Request to approve personnel items included on the Classified Personnel Report. (Colleen Slattery)
- 8.4 **APPROVE CONSTRUCTION TIMELINE AND LEASE/LEASEBACK ENTITY FOR CONSTRUCTION OF THE ROCKLIN HIGH SCHOOL HVAC LIGHTING AND RETROFIT PROJECT** – Request to approve construction timeline and lease/leaseback entity for construction of the Rocklin High School HVAC lighting and retrofit project – (Sue Wesselius)
- 8.5 **APPROVE RESOLUTION 14-15-15, CONSTRUCTION TIMELINE AND LEASE/LEASEBACK ENTITY FOR CONSTRUCTION OF THE ROCKLIN HIGH SCHOOL HVAC AND LIGHTING RETROFIT PROJECT** – Request to approve Resolution 14-15-15, construction timeline and lease/leaseback entity for construction of the Rocklin High School HVAC and lighting retrofit project. (Sue Wesselius)
- 8.6 **APPROVE AGREEMENT WITH RAINFORTH GRAU ARCHITECTS FOR ARCHITECTURAL SERVICES FOR THE ADDITION OF ONE RELOCATABLE CLASSROOM AT SUNSET RANCH ELEMENTARY SCHOOL** – Request to approve proposal with Rainforth Grau Architects for architectural services as required for the placement of one relocatable classroom at Sunset Ranch Elementary School. (Sue Wesselius)
- 8.7 **APPROVE 2015-16 RUSD BOARD OF TRUSTEES REGULAR MEETING SCHEDULE** – Request to approve the 2015-16 Board of Trustees Regular Meeting schedule. (Roger Stock)
- 8.8 **APPROVE ASSISTANT PRINCIPAL ALTERNATIVE EDUCATION JOB DESCRIPTION** – Request to approve Assistant Principal Alternative Education job description. (Colleen Slattery)
- 8.9 **APPROVE TEACHER ON SPECIAL ASSIGNMENT (TOSA) JOB DESCRIPTION REVISION** – Request to approve Teacher on Special Assignment (TOSA) job description revision. (Colleen Slattery)
- 8.10 **APPROVE SPECIAL EDUCATION DIRECTOR AND SUPPORT PROGRAMS SALARY REVISION** – Request to approve Special Education Director and Support Programs salary revision and adjustment to RAPA salary schedule. (Colleen Slattery)
- 8.11 **APPROVE MEMORANDUM OF UNDERSTANDING (MOU) WITH ROCKLIN TEACHERS PROFESSIONAL ASSOCIATION (RTPA)** – Request to approve Memorandum of Understanding with Rocklin Teachers Professional Association to continue the release time for the RTPA Association President for the 2015-16 school year. (Colleen Slattery)
- 8.12 **APPROVE AFFILIATION AGREEMENT WITH EASTERN NEW MEXICO UNIVERSITY** – Request to approve Affiliation Agreement with Eastern New Mexico University. (Colleen Slattery)

- 8.13 **APPROVE CONTRACT WITH ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)** – Request to approve contract with Advancement Via Individual Determination (AVID). (Marty Flowers)
- 8.14 **APPROVE CARL PERKINS APPLICATION FOR 2015-16** – Request to approve the Carl Perkins Application for funding in 2015-16 school year. (Marty Flowers)
- 8.15 **APPROVE CONSOLIDATED APPLICATION AND REPORTING SYSTEM FOR FUNDING IN 2015-16** – Request to approve the Consolidated Application and Reporting System for funding in 2015-16 school year. (Karen Huffines)
- 8.16 **ADOPT DRIVE RIGHT ELEVENTH EDITION TEXT BOOK** – Request to adopt Drive Right Eleventh Edition Text Book. (Marty Flowers)
- 8.17 **APPROVE CONTRACT WITH MERCY EDUCATION RESOURCE CENTER FOR SERVICES RELATED TO PRIVATE SCHOOLS AND TITLE I FOR 2015-16** – Request to approve contract with Mercy Education Resource Center for services related to private schools and Title I for 2015-16 school year. (Karen Huffines)
- 8.18 **APPROVE EDUCATION PROTECTION ACCOUNT (EPA) SPENDING PLAN FOR THE DISTRICT'S GENERAL FUND AND ROCKLIN INDEPENDENT CHARTER ACADEMY (RICA)** – Request to approve Education Protection Account (EPA) Spending Plan for the District's general fund and Rocklin Independent Charter Academy (RICA). (Barbara Patterson)
- 8.19 **APPROVE OVERNIGHT FIELD TRIP(S)** – Request to approve the following overnight field trips. (Marty Flowers)
- 8.19.1 Rocklin High School, students in the Rocklin High School FHA-HERO Chapter, to attend an overnight field trip to the Family Career and Community Leaders of America (FCCLA) National Leadership Conference at the Walter E. Washington Convention Center in Washington, DC (July 4 – July 10, 2015).
- 8.20 **APPROVE DIRECTOR OF PERSONNEL SERVICES JOB DESCRIPTION** – Request to approve Director of Personnel Services job description and revised RAPA salary schedule. (Roger Stock)
- 8.21 **APPROVE RECLASSIFICATION OF THE AEROSPACE SCIENCE INSTRUCTIONAL ASSISTANT TO CERTIFICATED INSTRUCTIONAL POSITION SERVING ROTC REGIONAL OFFICER TRAINING CORPS** – Request to approve reclassification of the Aerospace Science Instructional Assistant to a certificated instruction position serving ROTC-Regional Officer Training Corps. (Colleen Slattery)

Superintendent Stock, requested removal of **Item 8.5** (Approval of Resolution 14-15-15, Construction Timeline and Lease/leaseback Entity for Construction of the Rocklin High School HVAC and Lighting Retrofit Project) for separate review and action.

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

In response to review of **Item 8.5** (Approval of Resolution 14-15-15, Construction Timeline and Lease/leaseback Entity for Construction of the Rocklin High School HVAC and Lighting Retrofit

Project) a **MOTION** was made by Susan Halldin and seconded by Camille Maben to approve **Item 8.5**. Motion passed unanimously.

9.0 **ACTION ITEMS – REGULAR AGENDA**

- 9.1 **HOLD PUBLIC HEARING FOR LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) –** Karen Huffines, Director Secondary Programs and School Leadership, and Lindsay Wong, Program Specialist, presented trustees with a report on 2015-16 LCAP draft and 2014-15 LCAP Annual Update.

A public hearing was held regarding the 2015-16 LCAP draft and the 2014-15 LCAP Annual Update. Hearing no comments from the public, President Lowell closed the public hearing.

Comments: Camille Maben asked about Positive Behavior Interventions and Supports (PBIS) expansion to additional campuses and whether the District has done an evaluation on the effectiveness of programs as it invests in this area. Huffines responded that currently only Rocklin Elementary School is doing PBIS and the District will be collecting data and program results to share with the Board. Superintendent Stock confirmed that Educational Services will bring a full evaluation and analysis of PBIS to the Board for review. Susan Halldin asked for specific examples of the District wide adoption plans for PBIS in the LCAP report. Huffines and Wong pointed out several areas of intervention support, particularly those listed on page 7 of the LCAP Report. Greg Daley pointed out the survey requests for more social/emotional support and asked what areas in the LCAP plan will offer support in this area. Huffines and Wong responded that a big piece of the social/emotional support programs are embedded in the PBIS as well as several other areas for students and staff. Daley shared he would like to ensure that the programs being recommended in the plan will meet the deep emotional needs that students have (ie: suicide prevention, academic pressure, social stress, etc). Maben stated that parent engagement needs to align with the social/emotional programs and would like the District to be intentional about communicating these resources with parents. Superintendent Stock stated that the District and the LCAP team is having conversations on the best way to support families and students by fostering school/home conversations and better communicating with parents, knowing that all these pieces factor together for success. Todd Lowell talked about the “needs” portion of the survey and asked for clarification on definition of “behavior/discipline.” Huffines responded that this refers to intervention programs. Stock stated we can look at consistency and also survey data that is being shared with Principals to dive in deeper and look at best ways to move forward from here.

- 9.2 **HOLD PUBLIC HEARING FOR ROCKLIN INDEPENDENT CHARTER ACADEMY (RICA) LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) –** Martin Flowers, Director Secondary Programs and School Leadership, and Charlotte Klinock, RICA Program Specialist, presented Trustees with the draft of the 2015-16 LCAP and the 2014-15 Annual Update

Klinock thanked Trustees for the opportunity to serve in Rocklin Unified School District for three years as she resigns her position and prepares to move back to her home town to continue a career in education closer to her family. Susan Halldin thanked Klinock for the great work and the solid foundation she laid in building such a successful and growing Independent Charter program. Camille Maben thanked Klinock for her outstanding work and dedication to students. Todd Lowell also shared his thankfulness for Klinock’s personal passion for her job at RICA and wished her all the best in her new position.

A public hearing was held regarding the 2015-16 RICA LCAP draft and the 2014-15 RICA LCAP Annual Update. Hearing no comments from the public, President Lowell closed the public hearing.

- 9.3 **HOLD PUBLIC HEARING FOR THE 2015-16 DISTRICT BUDGET AND ANNUAL CERTIFICATION FOR WORKERS COMPENSATION CLAIMS** – Barbara Patterson, Deputy Superintendent Business and Operations, presented Trustees with the proposed 2015-16 District Budget and Annual Certification for Workers Compensation Claims.

A public hearing was held regarding the proposed 2015-16 District Budget and Annual Certification for Workers Compensation Claims. Hearing no comments from the public, President Lowell closed the public hearing.

- 9.4 **APPOINT DIRECTOR, SPECIAL EDUCATION/SPECIAL PROGRAMS** – Colleen Slattery, Assistant Superintendent Human Resources, requested appointment of Tammy Forrest as new Director, Special Education/Special Programs. Slattery stated that Forrest brings an extensive background in Special Education as a teacher, psychologist and most recently served as a Director of Special Education for the last 5 years.

Comments: Todd Lowell stated that he is delighted to see the high level of experience and exceptional accolades that Ms. Forrest comes with from other Districts and welcomed her to RUSD. Camille Maben also welcomed Forrest to the District and stated that the Board of Trustees is very excited to have her on board and is always available to provide support in her new and important role.

A **MOTION** was made by Camille Maben and seconded by Susan Halldin to approve Tammy Forrest as new Director of Special Education and Special Programs. Motion passed unanimously.

10.0 **INFORMATION AND REPORTS**

- 10.1 **SECONDARY UPDATE ON COLLEGE AND CAREER PERFORMANCE INDICATORS** – Marty Flowers, Director of Secondary Programs and School Leadership, shared with the Board a Secondary Update on College and Career Performance Indicators. Flowers shared that it is the goal of the District to ensure all students are successful and college and career ready in alignment with RUSD’s Strategic Plan Strategy 2, which states “RUSD will provide a variety of opportunities for all students to become healthy, self aware, resilient and high functioning adults” as well as RUSD’s LCAP Goal 1 stating, “RUSD will ensure that all students make continuous progress toward increasingly challenging academic goals consistent with college and career standards and expectations.”

Comments: Todd Lowell asked how the current 173 ROP students compare to past years. Flowers stated that he would request this information from PCOE and provide to Trustees. Camille Maben stated that the report shows that many high school seniors are on campus for a “portion of the day” (6 periods minimum) and wondered if there was a way the District could encourage more students to have a fuller schedule and take courses that would provide supplemental support as needed. Flowers responded that it is one of his goals to look at this area of opportunity and work with site staff to provide such support. Greg Daley stated that having a reduced senior year schedule allows many students to have jobs and/or take college classes as a result of a shorter day on campus. Susan Halldin pointed out surprising differences between Rocklin High School and Whitney High School regarding items such as: number of AP exams taken/offered and Naviance usage. Halldin asked if factors could be provided for the differences (ie: socioeconomic statistics, etc) . Flowers stated that the data provided in the report is a base line for the District as they will be providing more data as the District moves forward with planning and strategies.

- 10.2 **STRATEGIC PLANNING, QUARTER 3, UPDATE** – Skott Hutton, Coordinator of Family/Community Engagement and Strategic Planning, presented the Board with RUSD’s

Strategic Plan Quarter 3 update, including the District’s focus on Strategy V to have “regular, consistent, proactive systems of clear communication that improve organizational efficiency, engage the community, and promote our District.” Hutton also shared strategic planning highlights from the school site level: Parker Whitney Elementary, Valley View Elementary and Granite Oaks Middle School. Granite Oaks teacher Cindy Camillucci shared with the Board her experience as a team leader on the Granite Oaks Site Strategic Planning Committee including the school mission, objectives and strategies.

Comments: Camille Maben thanked Camillucci for her investment and time in the Strategic Planning process and is looking forward to how the site will implement their learning to help students. Susan Halldin asked when the action planning teams had wrapped up and how results were communicated with staff and parents. Camillucci shared that the Strategic Planning process was completed in April, and about one week later, the team met with staff and shared their experience and findings. Principal Jay Holmes stated that they will also be sharing results with parents and all stakeholders in the near future. Todd Lowell asked Camillucci what she learned in the process that surprised her about Granite Oaks. Camillucci stated that the process affirmed that Granite Oaks staff and parents are fully dedicated in their commitment to the Strategic Plan process. Lowell thanked Camillucci for her commitment to leading the Strategic Planning team and dedication to the District.

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

Comments: Greg Daley and Trustees asked staff to look at policy on public input at Board Meetings and total speaking time allowed per item. Superintendent Stock responded that staff will research this item and bring back a recommendation for developing guidelines.

- 12.0 **CLOSED SESSION** – Closed session convened at 9:34 P.M. regarding the following matters:

- 12.1 *Conference with Legal Counsel – Existing Litigation* as authorized by Government Code section 54956.9
 12.2 *Public employee discipline/dismissal/release pursuant* to Government Code section 54957.
 12.3 *Conference with Labor Negotiators* as authorized by Government Code Section 54957.6:
 District Representative(s): Roger Stock, Superintendent
 Barbara Patterson, Deputy Superintendent, Business and Operations
 Colleen Slattery, Assistant Superintendent, Human Resources

- 13.0 **RECONVENE TO OPEN SESSION** – President Lowell reconvened the meeting to open session.

- 14.0 **REPORT OF ACTION TAKEN IN CLOSED SESSION** – No action was taken in Closed Session.

- 15.0 **ADJOURNMENT**– President Lowell adjourned the meeting at 10:40 P.M.

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

CERTIFICATED/MANAGEMENT PERSONNEL REPORT

RESIGNATIONS/RETIREMENTS:

1. Desiree Derouin-St. John, School Psychologist, Resignation 6/30/2015
2. Jenny Johnson, Speech Language Pathologist, Resignation 6/30/2015
3. Wendy Johnson, Elementary Teacher, Breen Elementary, Resignation 6/30/2015
4. Tanya O'Geen, RSP Teacher, Rock Creek Elementary, Resignation 6/30/2015
5. Mathew Phillips, Director of Fiscal Services and Purchasing, Resignation TBD
6. Kathleen Rodgers, Speech-Language Pathologist, Resignation 6/30/2015
7. Lindsay Wong, EL Program Specialist I, District Office, Resignation 6/30/2015

CHANGE IN ASSIGNMENT 2015-16:

8. Sandra Labhard, School Psychologist, from 0.80 FTE to 1.0 FTE
9. Katelyn Meng, School Psychologist, from 1.0 FTE to 0.80 FTE
10. Gayle Goldsmith, Elementary Teacher, from Parker Whitney to Rock Creek Elementary
11. Brenda Parr, Elementary Teacher, from Valley View to Cobblestone Elementary
12. Sallie Snyder, Elementary Teacher, from Valley View to Sunset Ranch Elementary

NEW HIRES 2015-16:

13. Linda Billings, 1.0 FTE School Psychologist
14. Tera Carter, 1.0 FTE Physical Education Teacher, Spring View Middle School
15. Paul Doherty, 1.0 FTE Physical Education Teacher, Whitney High School
16. Jeremiah Jacks, 1.0 FTE Music Teacher, Spring View Middle School
17. Rebecca Smith, 1.0 FTE School Psychologist

CLASSIFIED PERSONNEL REPORT

RESIGNATIONS/RETIREMENT:

1. Carol Taylor, Instructional Aide, Breen Elementary School, 6/4/15
2. Valerie Blevins, Instructional Aide, Valley View Elementary School, 6/4/15

LEAVE OF ABSENCE:

3. Gale Leavens, Food Operations Manager, Nutrition Services, 6/5/15—7/17/15

NEW HIRES FOR 2015-16:

4. Aaron Day, Discipline Tech, Whitney High School, 8/18/15

RECLASSIFICATIONS/CHANGE IN HOURS:

5. Ranie Collins, Instructional Aide, Rocklin Elementary School, Increase in hours, 8/18/15
6. Nicole Arteaga-Altamirano, Instructional Aide, Rocklin Elementary, Increase in hours, 8/18/15

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

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

Background:

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

Status:

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

Presenter:

Barbara Patterson, Office of the Deputy Superintendent, Business & Operations

Financial Impact:

Current year: \$65,741.65
Future years:
Funding source: Local sources

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

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

Packet Information:

List of donations

Recommendation:

Staff recommends accepting donations.

DONATIONS /June 24, 2015

Date	Donor	Donation	Comment/Purpose	School Site
5/7/2015	Rocklin Public Safety Volunteers, Inc.	\$381.00	Safety Fair Proceeds	Breen
6/2/2015	P&E Matching Gift Foundation	\$120.00	On behalf of K.C. Wuelfing	Breen
3/10/2015	PG&E	\$210.00	On behalf of Kristi Hoisington	Cobblestone
4/17/2015	Coca Cola	\$4.70	Commission Check	Cobblestone
5/5/2015	Ruhkala PTSC	\$119.40	Materials & supplies for SIPP	Ruhkala
5/5/2015	Intel Volunteer Grant Program	\$940.00	Matching Funds	Valley View
6/8/2015	PG&E	\$1,000.00	To support Science Lab	Valley View
6/4/2015	Valley View ASB	\$1,236.76	Science lab supplies	Valley View
4/29/2015	Union Pacific Fund Matching Program	\$1,085.70	On behalf of Donald Christensen	Granite Oaks
5/7/2015	Chun-An Lin & Chao-Hsiu Lin	\$300.00	Teacher Appreciation	Granite Oaks
5/4/2015	Granite Oaks PFC	\$13,031.25	Stem Computers	Granite Oaks
5/5/2015	Save Mart - SHARES Program	\$12.84	Fundraiser Night	Whitney HS
5/22/2015	Intel Matching Grant Program	\$15,000.00	PC Pals Mentoring Program	Twin Oaks
5/21/2015	Consolidated Communications	\$260.00	From employees of CCF	Rock Creek
5/21/2015	At&T Employee Giving Campaign	\$40.00	On behalf of Jennifer Huston	Valley View
5/21/2015	Valley View PTC	\$12,000.00	To purchase cart of Chromebooks	Valley View
5/12/2015	Rock Creek PTC	\$5,000.00		Rock Creek
5/21/2015	Sunset Ranch PTC	\$15,000.00	Spanish Program & Chrom Carts	Sunset Ranch
	Total	\$65,741.65		

ROCKLIN UNIFIED SCHOOL DISTRICT
BOARD AGENDA BRIEFING

SUBJECT: Approve Memorandum of Understanding (MOU) with Coalition for Placer Youth (CPY)

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

District staff in 2010 & 2013 in collaboration with the Coalition for Placer Youth (CPY) has developed a survey to be administered to students district-wide in grades 5, 7, 9 and 11 during the school year. The surveys are focused upon student resiliency, safety, and positive choices, attitudes and behaviors. CPY has provided the technical support to the district through this partnership.

Status:

Students throughout the district will be administered the surveys (in grades 5, 7, 9 and 11) during the month of October, 2015. It is expected that the surveys will be conducted every other year to provide data for sites to use in their Safety Plans. This Memorandum of Understanding outlines the responsibilities of the district and CPY.

Presenter:

Deborah Sigman, Office of the Deputy Superintendent, Educational Services

Financial Impact:

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

Materials/Films:

None

Other People Who Might Be Present:

Martin Flowers, Director of Secondary Programs & School Leadership

Allotment of Time:

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

Packet Information:

A copy of 2015/16 Memorandum of Understanding is enclosed.

Recommendation:

Staff recommends approval of the Memorandum of Understanding with CPY organization to provide services for the 2015/16 school year.

Rocklin Unified School District

2615 Sierra Meadows Drive • Rocklin, CA 95677

Phone • (916) 624-2428 Fax • (916) 624-7246



Roger Stock, Superintendent
Deborah Sigman, Deputy Superintendent

Barbara Patterson, Deputy Superintendent
Colleen Slattery, Assistant Superintendent

July 1, 2015

MEMORANDUM OF UNDERSTANDING for the 2015/16 School Year

This MOU is an agreement between the Coalition for Placer Youth (CPY) and the Rocklin Unified School District, a CPY community partner. This MOU represents an understanding of the work that will be conducted during the 2015/16 school year.

The Rocklin Unified School District will:

1. Meet with CPY staff for discussion regarding data collection for RUSD students
2. Meet with the District Administration team who will review and recommend to all Site Administrators the administration of local computer-based student surveys for 5th, 7th, 9th and 11th graders in the fall every two school years.
3. Communicate with RUSD administrative team and CPY evaluator using methods including e-mail messages, face-to-face professional planning meetings, and phone calls, as needed to ensure project success.
4. Arrange necessary professional meetings, send detailed e-mail messages and initiate and complete professional phone calls with CPY in the development, revision and finalization of survey questions, protocols, and parent permission forms.
5. Schedule and arrange meetings and other means of correspondence with teachers and School Principals for input and approval on questions, logistics of administering the survey, and other suggestions to ensure success with the project.
6. Work with CPY toward development of appropriate questions for RUSD surveys.
7. Coordinate and oversee the district-wide administration of the survey to 5th and 7th, 9th and 11th grade students (including the parent previews and permission forms).
8. Allocate 40 hours, equating to \$2,586, in-kind for services provided for development and administration of Survey Monkey data collection.

The Coalition for Placer Youth will:

1. Meet with RUSD for discussion regarding data collection for RUSD students

Board Members: Greg Daley • Wendy Lang • Todd Lowell • Camille Maben • Susan Halldin

2. Meet with RUSD administration in development of questions, protocols for survey, administrative time with emails, phone calls
3. Develop data collection questions
4. Design and format the survey in Survey Monkey
5. Provide an analysis of student survey data
6. Provide a report of student survey data
7. Offer and conduct discussions with staff or presentation of analysis if requested

Shari Crow
Coordinator
Coalition for Placer Youth
Signature: _____
Date: _____

Barbara Patterson
Title: Deputy Superintendent
Rocklin Unified School District
Signature: _____
Date: _____

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Contract with Project Lead The Way for 2015-16
DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

Project Lead The Way (PLTW) offers a different approach to learning and teaching. Through activity, project, and problem-based curriculum, PLTW gives students in kindergarten through high school a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. For teachers, our engaging, rigorous professional development model provides tools to empower students and transform the classroom into a collaboration space where content comes to life.

PLTW curricular programs include PLTW Launch, PLTW Gateway, PLTW Engineering, PLTW Biomedical Science, and PLTW Computer Science.

The rigorous and relevant four-course PLTW Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease; all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future.

Status:

This school year, 2014-15, was the first year that our District implemented the PLTW Program at Rocklin High School. Rocklin High School currently has the first class "Principals of Biomedical Science" underway. In 2015- 16 Rocklin High School will add the second class of the series (of 4) in the Biomedical Science CTE Pathway titled "Human Body Systems". Project Lead The Way requires an annual contract/invoice of \$2,000 to be part of the PLTW Biomedical Science Pathways (2014/15 contract is still current/active for the 2015/16 school year only the invoice need to be updated annually).

Presenter:

Deborah Sigman, Office of the Deputy Superintendent, Educational Services

Financial Impact:

Current year: \$2,000 annual contract (plus teacher training & classroom science equipment)
Future years: \$2,000 annual contract (plus teacher training & classroom science equipment)
Funding source: CA Career Trust Grant, Next Ed, LCFF, & Site Funds

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:

A copy of the Project Lead The Way contract is enclosed.

Recommendation:

Staff recommends approval of the Project Lead The Way contract for 2015-16.



Project Lead The Way
 3939 Priority Way South Dr
 Suite 400
 Indianapolis IN 46240

Invoice

Date 05/01/2015
 Invoice # 45980
 Terms Net 30
 Due Date 08/31/2015
 PO #
 Ship Date

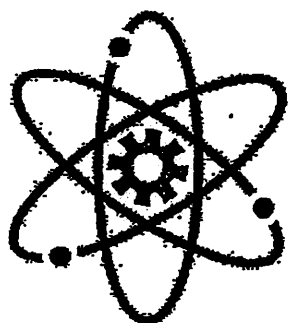
Bill To

Attn: Accounts Payable
 ROCKLIN UNIFIED
 2615 SIERRA MEADOWS DR
 ROCKLIN CA 95677

Ship To

Attn: Kimmel/Follis/Bills
 ROCKLIN HIGH
 5301 VICTORY LN
 ROCKLIN CA 95765

Quantity	Item	Unit Price	Amount
1	BIO Participation-2015/2016 BIO Participation-2015/2016 2015-2016-PLTW Biomedical Science Participation Fee per PLTW Agreement...**Due Date August 31, 2015**..Please note if a PO is required for this invoice to be paid, contact us with a PO number.	\$2,000.00	\$2,000.00
1	Participation Fee Benefits This fee will include the following benefits: - On-line, on-demand, readiness and on-going professional development for teachers - Unlimited seats for all required software - Live school and technical support - Student recognition and scholarship opportunities - Networking opportunities through the PLTW Alumni Association - Industry certification opportunities - Transparency to post-secondary opportunities (credits, admissions preference, ect.) - Opportunities to interact with PLTW corporate partners - Best practice sharing -Access to a suite of support applications, including: - Learning Management System - End of course assessments (where applicable) - Teacher forums - On-line e-Catalog - Reporting tools - Registration and rostering system - Score reporting tool	\$0.00	\$0.00



PROJECT LEAD THE WAY

PLTW

PLTW AGREEMENT

3939 Priority Way South Drive, Suite 200
Indianapolis, IN 46240

PLTW Agreement

AGREEMENT by and between ROCKLIN UNIFIED (the "Entity"), located in ROCKLIN, CA and PROJECT LEAD THE WAY, INC., a New York charitable not-for-profit corporation having an address at 3939 Priority Way South Drive, Suite 200, Indianapolis, IN 46240 ("PLTW, INC." and, collectively with the Entity, the "parties").

WITNESSETH:

WHEREAS, PLTW, INC. has established a comprehensive program and curricula for STEM education (the "PLTW Program") and supports a network of school districts, colleges, universities, and private sector collaborators (the "PLTW Network"); and

WHEREAS, the Entity desires to implement the PLTW Program; which consists of various curricular programs (the "PLTW Curricular Program(s)") and

WHEREAS, the Entity shall have access to all PLTW Program curricula and annual updates as well as access to the PLTW electronic communication network, online systematic assessment and evaluation, online on-going training, online program support and additional benefits; and

WHEREAS, the parties desire to work together to maximize the benefit of the PLTW Program to students by maintaining the quality standards and practices necessary to ensure the efficient and effective delivery of the PLTW Program.

NOW, THEREFORE, the parties agree as follows:

1. Registration and Information.

The Entity has registered online with PLTW, INC. on April 29, 2014 for one or more schools or sites, and identified which PLTW Curricular Program it wishes to implement. The Entity represents that the information contained in the registration remains accurate as of the date of this Agreement. In the event that Entity elects to have additional schools or sites added, or elects to make other material changes such as additional PLTW Curricular Programs, the Entity must first complete the necessary data entry and/or information reasonably required by PLTW, INC. The registration or site add-on data/information may be amended by PLTW, INC. from time to time in its discretion.

2. PLTW Requirements for Implementation.

The Entity agrees to implement the PLTW Program according to the program and implementation requirements established by PLTW, INC. ("PLTW Program Requirements" or "Program Requirements"), which shall include, but not be limited to, Program Requirements governing, participation fees, sequencing, courses, training, certification or maintenance of program standards, and other aspects of a successful implementation of the PLTW Program and PLTW courses by participating entities. Program Requirements are available on the PLTW, INC. website and may be modified from time to time by PLTW, INC. in its reasonable discretion.

3. PLTW Curricular Programs.

The Entity agrees to follow the PLTW curricula and to meet PLTW quality standards and practices including any concurrent student course requirements as reasonably established by PLTW, INC. for students to be successful in the PLTW Program. Curricula, including concepts and objectives, must be taught in its entirety without interruption or any unauthorized modification. Additional information is found in the Program Requirements.

4. PLTW Software.

The PLTW curricula are supported by certain software programs that align with the PLTW curricula to provide students with rigorous and relevant application of skills. The Entity must obtain or purchase annual or other available rights to the software programs which are integrated into the PLTW Program courses in that academic year. These rights may be subject to limitations established by the owner of the software, which may include school or site restrictions, as outlined in the Program Requirements. If the right to use the software is on an annual basis, then the term for the rights is the then current academic year of this Agreement, after which the Entity must cease the use of the software unless this Agreement is renewed for additional terms. All software shall be subject to the standard end-user license agreement from the software vendor, a copy of which is included with the software, and copyright for each software package remains with its owner and is protected by applicable copyright law. The Entity agrees to maintain reasonable security measures to protect the software, and to prohibit its unlawful use. When not in actual use, the Entity agrees to secure the software. Additional information is found in the Program Requirements.

5. PLTW Curricular Program Participation Fee.

PLTW Curricula are provided at no charge to participating schools. For other PLTW Program benefits, the Entity will be assessed an annual participation fee for each school or site participating in the PLTW Program. The participation fee(s) shall be due and payable no later than August 31st of each year this Agreement is in effect. Current participation fees are set forth in the Program Requirements. The participation fee covers required software rights, program support features to the curriculum for which a school has trained teachers, as well as the associated support systems such as end of course assessments and teacher online on-demand professional development offered by PLTW, INC. A full list can be found in the Program Requirements. PLTW, INC. may adjust any participation fees on an annual basis in the sole discretion of PLTW, INC., provided, however, that PLTW, INC. shall provide notice no later than March 1 of each year of any such increases or decreases for the following academic year. Additional information is found in the Program Requirements.

6. PLTW Partnership Team.

The objective of the PLTW Partnership Team is to provide optimal support and to facilitate the operation of the entire PLTW Program, while building community support and advocacy. By the end of the second year, the Entity shall establish and operate a PLTW Partnership Team and is responsible for selecting all members. Additional information is found in the Program Requirements.

7. Required Training

A. PLTW Teacher Training. Teachers are required to successfully complete course specific PLTW Teacher Training for each PLTW course they will instruct. The Entity will select each teacher for participation in the PLTW Teacher Training program. It is the sole responsibility of the Entity to ensure that every teacher meets all Federal, State and local requirements to teach each respective PLTW course. The Entity shall register each teacher being selected for training with PLTW, INC. by the date required under the Program Requirements. PLTW, INC. reserves the right to accept or reject any training candidate. Additional information is found in the Program Requirements.

B. PLTW Counselor Training. Counselors/Advisors are required to successfully complete PLTW Counselor Training. Additional information is found in the Program Requirements.

8. Equipment Used in the PLTW Program

A. Equipment. To assure that the Entity's school or site facilities properly support the PLTW Program, and to provide special purchase or license agreements and other costs savings practices negotiated by PLTW, INC., the PLTW Purchasing Manual includes details on equipment, supplies and other items (collectively referred to as "equipment" in this Agreement) that are required to implement the PLTW Program. In some instances, it is required that specific equipment (including software), be used due to curricular requirements. Unless specific equipment is required by PLTW, INC., the Entity may implement the PLTW Program using equipment purchased from vendors not listed in the PLTW Purchasing Manual, provided such equipment meets or exceeds program specifications and adequately supports the PLTW Program. The Entity shall be responsible for ensuring that equipment will meet or exceed Program Requirements and adequately support the PLTW Program. Additional information is found in the Program Requirements.

B. Safety. The Entity is solely responsible for the safe and proper implementation of the PLTW Program at its sites and schools. The Entity hereby covenants and agrees that any facility used to teach the PLTW Program shall be adequately equipped to operate the equipment safely and properly and that such facility and any equipment used thereon shall at all times comply with applicable standards and/or customary practices relating to safety and reasonable use. The Entity shall be solely responsible for providing its faculty with appropriate safety training relating to the implementation of the PLTW Program.

9. Assessment and Evaluation of Results

PLTW, INC. assists and supports participating entities and the quality of the PLTW Program through studying and evaluating the effectiveness of the PLTW Program on an ongoing basis in order to update instructional, curricular and assessment materials and otherwise improve the instruction that PLTW participating entities provide to students. These efforts include the development, validation, and administration of assessments, examinations, surveys and/or other measurement tools on behalf of entities during their participation in the PLTW Program. PLTW, INC.'s ongoing studies review longitudinal student achievement data. PLTW, INC. retains data for four to six academic years after a student's estimated matriculation date, after which time the data is destroyed; at the request of the Entity, a copy of the data will be returned to the Entity prior to destruction. In support

of these efforts, Entity acknowledges its participation annually in the PLTW systematic assessment and evaluation process. PLTW, INC. will provide, and the Entity will participate in, the PLTW online systematic assessment and evaluation process conducted by PLTW, INC. and/or its designated representatives, which includes online teacher registration, online student rostering/registration, and full participation in various assessments, examinations, surveys and/or other measurement tools using technology and other support services provided by PLTW, INC. The Entity and PLTW, INC. acknowledge and agree that the personally identifiable data is confidential, and shall be used, shared and maintained for the purposes set forth above and only in accordance with reasonable privacy/security measures, proper professional practices, student confidentiality and applicable laws, including FERPA. Use or access to any protected data obtained as a result of these studies will be limited to representatives with a legitimate interest in accessing this data and re-disclosure of any personally identifiable information will be done in limited instances only, and only as allowed by, and consistent with, applicable laws. The Entity shall be responsible for implementing annual notifications, record-keeping and other such privacy requirements relating to these services.

10. Delivery of Materials and Communication.

In order to facilitate the delivery of the PLTW curricula and other PLTW Program materials to the Entity, and to facilitate communication for the PLTW Network, PLTW, INC. will use various internet applications and systems. PLTW, INC. shall determine which systems and applications will be used, in its sole discretion, and will implement reasonable security measures to safeguard sensitive data. Schools will implement appropriate measures to facilitate communication with these applications and systems. Additional information is found in the Program Requirements.

11. License.

A. Scope. The Entity acknowledges that PLTW, INC. retains all rights and title to its marks, curricula, framework, methodologies, processes, information, materials and other intellectual property (collectively referred to in this Agreement as "materials"). PLTW, INC. grants to the Entity a non-exclusive, non-transferable license to reproduce and use, to the extent authorized herein, printed or electronic materials developed and/or used in connection with the PLTW Program, for the sole purpose of instruction to students at registered schools or sites that are actively providing PLTW instruction, and appropriate training for authorized faculty. Any other use, reproduction, disclosure or distribution of such materials, including but not limited to commercial use, shall be strictly prohibited.

B. Program Identification. Project Lead The Way, PLTW, the PLTW "atom" logos, Gateway To Technology, Innovation Portal and other marks used in the PLTW Program are service/trademarks of PLTW, INC. During the term of this Agreement, the Entity shall use the appropriate logos, marks and other identifying materials on all PLTW Program materials and communications with faculty, students, officials and community constituents. PLTW, INC. will supply the Entity with appropriate instructions and labels relating to such identifying material to facilitate the proper promotion of the PLTW Program. Upon termination of this Agreement, the Entity shall cease using any such identifying material and shall make no representations linking any of its own educational programs to the PLTW Program without the prior written consent of PLTW, INC. All press releases and other public pronouncements involving the PLTW Program shall be subject to the advance approval of PLTW, INC. through PLTW, INC.'s designated representative. The Entity agrees to reasonably promote and publicize the PLTW Program in order to encourage student participation, and to retain

its distinct character.

C. Termination. The license granted hereunder shall cease upon the earliest to occur of (i) the termination of this Agreement; or (ii) PLTW, INC. providing sixty (60) days written notice to the Entity of its election to revoke the license. Upon termination of the license all material shall cease to be used and, at the election of PLTW, INC., all materials, including any reproductions thereof, shall be immediately returned to PLTW, INC., and in no event later than fifteen (15) days after the effective date of termination.

12. Representations and Warranties of the Entity.

The Entity hereby makes the following representations and warranties: (a) This Agreement has been duly approved by the governing authority of the Entity, and the person executing this Agreement on behalf of the Entity has been duly authorized to so act by such Entity; (b) This Agreement is a legally binding agreement whose rights and obligations run only between the Entity and PLTW, INC. and the Entity's execution of this Agreement does not create rights in any other party; and (c) The terms of this Agreement do not violate or conflict with the Entity's charter or any other of its rules of governance, the laws of the Entity's State or any subdivision thereof, or any other agreement to which the Entity is a party.

13. Default.

A. Material Breach and Cure Period. Upon a material breach of this Agreement by either party which is not cured within fifteen (15) days after written notice is mailed to the defaulting party, this Agreement shall terminate effective upon the completion of the then-current academic year.

B. Non-payment or Failure to Implement Program. If the Entity fails to make prompt payment of the participation fee in accordance with the terms of this Agreement or to implement the PLTW Program for the academic year immediately following the date of this Agreement, then this Agreement may immediately terminate, at the option of PLTW, INC. In the event that Entity implements one or more courses, but fails to timely and properly implement the courses required for the Entity's PLTW Curricular Program(s), then, this Agreement may immediately terminate, at the option of PLTW, INC.

C. Other Remedies. In addition to the right to terminate the Agreement upon a breach thereof, the parties shall also have the right to exercise all of their respective remedies, both legal and equitable, as a result of the breach.

14. Term: Annual Renewal of Agreement.

The initial term of this Agreement shall begin as of the date of signing and shall end on June 30th of the following year; this Agreement shall be automatically renewed for additional contract years (July 1 – June 30) unless a party terminates the Agreement by notice to the other party in writing no later than April 1 preceding the commencement of the next Contract Year.

15. Protection of Intellectual Property.

The Entity agrees to adhere to any and all restrictions in connection with equipment, software and other intellectual property use agreements between PLTW, INC. and software producers, vendors or other such entities, and to take proactive measures to protect intellectual property used or available under such agreements, as shall be requested by PLTW, INC. or the owner of the intellectual property. Upon a termination of this Agreement, the Entity shall discontinue use of all software or other intellectual property provided to them pursuant to this Agreement or through special agreements relating to the Entity's participation in the PLTW Program. PLTW, INC. assumes no liability for the non-performance of the software or other intellectual property but will provide reasonable assistance to resolve non-performance issues with the owner of the software or other intellectual property. The Entity agrees that if it materially breaches these restrictions, its right to use such software or other intellectual property will be terminated and all software or other intellectual property shall be immediately returned to PLTW, INC. or the owner. The Entity shall solely be responsible for any remedies sought by the owner relating to the Entity's breach of these provisions, and PLTW, INC. shall not be liable in any way for such breach.

16. Responsibility of Parties.

To the extent permitted by law, the Entity hereby agrees to indemnify, defend and hold harmless PLTW, INC. from and against, and in respect to, any and all losses, expenses, costs, obligations, liabilities and damages, including interest, penalties and reasonable attorney's fees and expenses, that PLTW, INC. may incur as a result of any negligent or willful act of the Entity or any of its agents or employees or the failure by such Entity to perform any of its representations, warranties, commitments, or covenants under this Agreement.

To the extent permitted by law, PLTW, INC. hereby agrees to indemnify, defend and hold harmless the Entity from and against, and in respect to, any and all losses, expenses, costs, obligations, liabilities and damages, including interest, penalties and reasonable attorney's fees and expenses, that the Entity may incur as a result of any negligent or willful act of PLTW, INC. or any of its agents or employees or the failure by PLTW, INC. to perform any of its representations, warranties, commitments, or covenants under this Agreement.

17. Miscellaneous Provisions.

A. Assignment. The Entity is prohibited from assigning to or in any other way enabling any of its rights under this Agreement to inure to any third party without the prior written consent of PLTW, INC. This prohibition on assignment shall be a material term of this Agreement and any violation of this Section shall be a material breach of this Agreement, which shall allow PLTW, INC. to terminate this Agreement.

B. Notices. Legal notices or communications required under this Agreement shall be in writing and shall be sent by registered or certified mail, return receipt requested, or by overnight delivery, as follows:

If to the Entity:

ROCKLIN UNIFIED
2615 SIERRA MEADOWS DR
ROCKLIN, CA
95677

If to PLTW, INC.:

Project Lead The Way, Inc.
Attn: PLTW Agreements
3939 Priority Way South Dr, Ste 200
Indianapolis, IN 46240
ph: 877-335-7589

Other notices or communications permitted under this agreement shall be sent via the PLTW electronic communication network.

C. Benefit. This Agreement shall be binding upon, and shall inure to the benefit of, the parties and their respective successors and permitted assigns.

D. Entire Agreement. This Agreement, including any instruments of agreements attached hereto as exhibits or incorporated herein by reference, contains the entire understanding of the parties with respect to the subject matter hereof. This Agreement supersedes all prior agreements and understandings between the parties with respect to such subject matter.

IN WITNESS WHEREOF, the parties have each executed this Agreement on the dates indicated below.

Date: May 29, 2014

ROCKLIN UNIFIED

By: 

Entity Superintendent or School Board
President/Chairperson, or their legally
authorized designee

Name: Roger Stock

Title: Superintendent

Project Lead The Way, Inc.

Date: May 30, 2014

By: 

Andrea E. Croslyn, Ph.D. (May 30, 2014)

Andrea E. Croslyn, Ph.D.
Executive VP, Chief Operating Officer

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve 2015-16 Designation of California Interscholastic Federation (CIF) Representatives

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

The California Interscholastic Federation (CIF) annually requires the designation of district and/or school representatives to leagues. League representatives are designated by school district or school governing boards. The jurisdiction applicable for Rocklin Unified School District is: CIF Sac-Joaquin Section.

Status:

The 2015-16 Designation of CIF Representatives to League form has been completed with the following District representatives noted:

Rocklin High School: Davis Stewart, Principal
Ryan Spears, Athletic Director

Whitney High School: Debra Hawkins, Principal
Jason Feuerbach, Assistant Principal and Athletic Director

Presenter(s):

Martin Flowers, Director Secondary Programs and School Leadership

Financial Impact:

Current year: NA
Future years: NA
Funding source: NA

Materials/Films:

None

Other People Who Might Be Present:

NA

Allotment of Time:

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

Packet Information:

2015-16 Designation of CIF Representatives to League

Recommendation:

Staff recommends approval of Davis Stewart, Ryan Spears, Debra Hawkins and Jason Feuerbach as the California Interscholastic Federation league representatives for the 2015-16 school year.

2015-2016 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 24, 2015.**

Rocklin Unified School District School District/Governing Board at its June 24, 2015 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2015-2016 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES


NAME OF SCHOOL Rocklin High School
NAME OF REPRESENTATIVE Davis Stewart POSITION Principal
ADDRESS 5301 Victory Lane CITY Rocklin ZIP 95765
PHONE 916-632-1600 FAX 916-632-0305 E-MAIL dstewart@rocklin.k12.ca.us

NAME OF SCHOOL Rocklin High School
NAME OF REPRESENTATIVE Ryan Spears POSITION Athletic Director
ADDRESS 5301 Victory Lane CITY Rocklin ZIP 95765
PHONE 916-632-1600 FAX 916-632-0305 E-MAIL rspears@rocklin.k12.ca.us

NAME OF SCHOOL Whitney High School
NAME OF REPRESENTATIVE Debra Hawkins POSITION Principal
ADDRESS 701 Wildcat Blvd. CITY Rocklin ZIP 95765
PHONE 916-632-6500 FAX 916-435-2542 E-MAIL dhawkins@rocklin.k12.ca.us

NAME OF SCHOOL Whitney High School
NAME OF REPRESENTATIVE Jason Feuerbach POSITION Asst. Principal/Athletic Director
ADDRESS 701 Wildcat Blvd. CITY Rocklin ZIP 95765
PHONE 916-632-6500 FAX 916-435-2542 E-MAIL jfeuerbach@rocklin.k12.ca.us

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Roger Stock Signature 
Address 2615 Sierra Meadows Drive City Rocklin Zip 95677
Phone 916-630-2230 Fax 916-630-2229

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve K-5 Math Materials Adoption Recommendation

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

With the adoption of California Common Core State Standards (CCSS) in 2010, and Math Frameworks in 2013, Rocklin Unified K-5 elementary teachers have been engaged in a math pilot process with the goal of bringing a math program recommendation for adoption to the Board. The Board adopted grades 7-9 math in June of 2014 and adopted the 6th grade math program in April 2015. The math adoption reflects alignment of a TK-12 systematic approach. A full presentation of the K-5 math adoption process was presented information at the May 20 Board of Trustees meeting

Status:

An extensive year-long pilot process took place during the 2014-15 school year. A thirty-day public review of proposed Bridges math materials commenced on May 21, 2015. To date no public comments have been received. Staff recommends Bridges in Mathematics as the elementary K-5 math adoption.

Presenter(s):

Deborah Sigman, Deputy Superintendent, Educational Services

Financial Impact:

Current year: \$518,500
Future years: \$73,500 annually
Funding source: K-12 Instructional Materials Budget

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

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

Packet Information:

None

Recommendation:

Staff recommends the approval of Bridges in Mathematics as the K-5 math adoption.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Rocklin High School Overnight Field Trips for 2015-16
DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

The students in grades 9 through 12 at Rocklin High School would like to participate in overnight field trips to various locations within the state, as well as outside the state, throughout the year. These are field trips that routinely occur year after year. Different groups of students will travel to the many locations via parent transportation, bus and in some cases by commercial airline. The details for all of the trips currently planned at this time are listed on an attachment. The field trips occur between July 1, 2015 and June 30, 2016. While at their destinations, the students will participate in various athletic and academic competitions. The areas that will be supported include Boys & Girls Basketball, Baseball, Cheer, Cross Country, Dance, Football, Boys & Girls Golf, Softball, Boys & Girls Tennis, Track & Field, Boys & Girls Volleyball, Boys & Girls Water Polo, and Wrestling.

Status:

Staff is requesting approval for Rocklin High School's 9 through 12 grade field trips to various locations; number of students/athletes and chaperones vary, as well. Each team/organization has identified the chaperones that plan to attend each individual activity. The trips are scheduled for the 2015-16 school year

Presenter(s):

Davis Stewart, Principal

Financial Impact:

Current year: Varies; see attached
Future years: NA
Funding source: Fundraising / ASB Accounts / Scholarships

Materials/Films:

None

Other People Who Might Be Present:

NA

Allotment of Time:

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

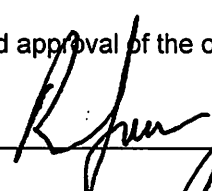
Packet Information:

List of 2015-16 Overnight Field Trips

Recommendation:

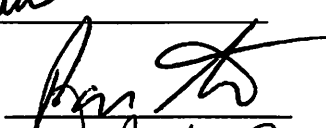
Staff is requesting Board approval of the overnight field trips described above.

Submitted by: _____



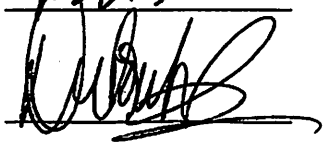
Date: _____

Approved by Site Administrator: _____



Date: 6/14/15

Approved by Superintendent or Designee: _____



Date: 6/17/15

**Rocklin High School
Athletic Overnight Field Trips
2015-2016**

Athletic Department

What: *State Tournaments and Finals*
Where: Location to be determined by CIF
When: End of each sport season
Transportation: Rental or school vans (depending on location)
Lodging: Hotel TBD
Who will attend: Qualifying teams or athletes
Chaperones: Coaching staff
Cost: TBD
Contact person: Ryan Spears, Athletic Director – rspears@rocklin.k12.ca.us

Boys Baseball

What: *Valencia High School – Southern California Tour*
Where: Southern California
When: February 19-21, 2016
Transportation: Rental Vans
Lodging: TBA
Who will attend: Varsity Baseball Team and Coaches
Chaperones: Roc Murray (Head Coach) and Asst. Coaches – Steven Moller, Mike Pappas & Michael Murray
Cost: TBD; Fundraising, ASB Account
Contact: Roc Murray (Head Coach) – rmurray@rocklin.k12.ca.us

What: *Fresno High Schools Tour (games at various high schools)*
Where: Fresno and surrounding area
When: March 10-12, 2016
Transportation: Rental Vans
Lodging: TBA
Who will attend: Varsity Baseball Team and Coaches
Chaperones: Roc Murray (Head Coach) and Asst. Coaches – Steven Moller, Mike Pappas & Michael Murray
Cost: TBD; Fundraising, ASB Account
Contact: Roc Murray (Head Coach) – rmurray@rocklin.k12.ca.us

What: *National Classic Baseball Tournament*
Where: Orange County
When: March 19-23, 2016
Transportation: Rental Vans
Lodging: TBA

Who will attend: Varsity Baseball Team and Coaches
Chaperones: Roc Murray (Head Coach) and Asst. Coaches – Steven Moller, Mike Pappas & Michael Murray
Cost: TBD; Fundraising, ASB Account
Contact: Roc Murray (Head Coach) – rmurray@rocklin.k12.ca.us

What: *Tour of San Jose Schools (games at various schools)*
Where: San Jose and surrounding area
When: June 9-12, 2016
Transportation: Rental Vans
Lodging: TBA
Who will attend: Varsity Baseball Team and Coaches
Chaperones: Roc Murray (Head Coach) and Asst. Coaches – Steven Moller, Mike Pappas & Michael Murray
Cost: TBD; Fundraising, ASB Account
Contact: Roc Murray (Head Coach) – rmurray@rocklin.k12.ca.us

Boys Basketball

What: *St. Francis Tournament*
Where: St. Francis Hi High School, Mountain View, California
When: December 27-30, 2015
Transportation: Rental Vans and Parents
Lodging: TBD
Who will attend: Varsity players and coaching staff
Chaperones: Casey Cutts, Terry Tangney & JJ Barnette
Cost: TBD; Fundraising, ASB Account
Contact: Casey Cutts, Head Varsity Coach – coachcutts@yahoo.com

Girls Basketball

What: *St. Francis Tournament*
Where: St. Francis Hi High School, Mountain View, California
When: December 27-30, 2015
Transportation: Rental Vans and Parents
Lodging: TBD
Who will attend: Varsity players and coaching staff
Chaperones: Rob Ferraro, Pete Winter, Emily Oliver & Mark Gordon
Cost: TBD; Fundraising
Contact: Rob Ferraro, Head Varsity Coach – Robert.Ferraro@boe.ca.gov

Cheerleading

What: *Cheer Camp UCA*
Where: UC Davis, Davis, CA
When: June 30-July 2, 2015

Transportation: Parents
Lodging: Dorms at UC Davis
Who will attend: Varsity, JV and Frosh Cheer Teams
Chaperones: Ashley Berry (Varsity), Pahola Amaya (JV) and (Frosh) Kayla Cabezuela
Cost: \$400 per student; Fundraising and ASB Account
Contact: Debi DeVinna, Program Head – ddevinna@rocklin.k12.ca.us

** will only attend one of these:

What: **** National High School Cheer Championships**
Where: Orlando, Florida
When: February 4-8, 2016
Transportation: Commercial Airlines
Lodging: TBD
Who will attend: Competition Cheer Team
Chaperones: Ashley Berry (Varsity) and Debi DeVinna (Program Head)
Cost: \$650 per student; fundraising and ASB account
Contact: Debi DeVinna, Program Head – ddevinna@rocklin.k12.ca.us

What: **** UCA West Coast Championships**
Where: Los Angeles, California
When: March 4-7, 2016
Transportation: Commercial Airlines
Lodging: TBD
Who will attend: Competition Cheer Team
Chaperones: Ashley Berry (Varsity) and Debi DeVinna (Program Head)
Cost: \$650 per student; fundraising and ASB account
Contact: Debi DeVinna, Program Head – ddevinna@rocklin.k12.ca.us

Cross Country

What: *Camp Winthers Retreat*
Where: Soda Springs, California
When: September 4-6, 2015
Transportation: RUSD bus
Lodging: Camp Winthers cabins
Who will attend: Boys & Girls Cross Country Teams
Chaperones: Dan Pereira (Head Coach) and Chris Knorzer (Asst Coach)
Cost: TBD; Fundraising and ASB Account
Contact: Dan Pereira – dpereira@rocklin.k12.ca.us

What: *Stanford Invite*
Where: Palo Alto, California
When: September 25-26, 2015
Transportation: RUSD vans
Lodging: TBD
Who will attend: Varsity Boys & Girls Cross Country Team members

Chaperones: Dan Pereira (Head Coach) & Chris Knorzer (Asst Coach)
Cost: TBD; Fundraising and ASB Account
Contact: Dan Pereira – dpereira@rocklin.k12.ca.us

What: *Mt. Sac Invite*
Where: Mt. San Antonio Junior College
When: Walnut, California
Transportation: Rental Vans
Lodging: TBD
Who will attend: Varsity Boys & Girls Cross Country Team members
Chaperones: Dan Pereira (Head Coach) & Chris Knorzer (Asst Coach)
Cost: TBD; Fundraising ASB Account
Contact: Dan Pereira – dpereira@rocklin.k12.ca.us

Dance Team

What: *NDA Summer Camp*
Where: RHS – Courtyard Marriott, Roseville, CA
When: August 4-7, 2015
Transportation: RUSD Bus
Lodging: Courtyard Marriott Suites
Who will attend: Dance Team
Chaperones: Abby Huber (Head Dance Coach), Mallory Teresa & Jenae Celira (Asst. Coaches)
Cost: \$325
Contact person: Abby Huber, Head Coach – ahuber@rocklin.k12.ca.us

What: *Relay for Life Charity Event,*
Where: Granite Oaks Middle School, Rocklin, California
When: August 5-6, 2015
Transportation: None
Lodging: Granite Oaks Middle School
Who will attend: Dance Team
Chaperones: Abby Huber (Head Dance Coach), Mallory Teresa & Jenae Celira (Asst. Coaches)
Cost: \$0
Contact person: Abby Huber, Head Coach – ahuber@rocklin.k12.ca.us

Boys Golf

What: *CAL Invitational Golf Tournament*
Where: Graeagle, California
When: April 2016
Transportation: Rental Vans
Lodging: TBD
Who will attend: Varsity Boys Golf Team
Chaperones: Tim Hurrianko (Head Coach) and Chris Carolan (Asst. Coach)

Cost: TBD; Fundraising ASB Account
Contact: Tim Hurrianko (Head Coach) – thurrianko@rocklin.k12.ca.us

What: *Green Horn Creek Resort*
Where: Angels Camp, California
When: February or March 2016
Transportation: Rental Vans
Lodging: Green Horn Creek Resort, Angels Camp, California
Who will attend: Varsity Boys Golf Team
Chaperones: Tim Hurrianko (Coach)
Cost: TBD; Fundraising ASB Account
Contact person: Tim Hurrianko – thurrianko@rocklin.k12.ca.us

Girls Golf

What: *Green Horn Creek Resort*
Where: Angels Camp, California
When: September 14-15, 2015
Transportation: Rental Vans and Parents
Lodging: Green Horn Creek Resort, Angels Camp, California
Who will attend: Varsity Girls Golf Team
Chaperones: Frank Shields (Coach)
Cost: TBD; Fundraising ASB Account
Contact person: Frank Shields – fshields@rocklin.k12.ca.us

Softball

What: *Pleasanton Softball Tournament*
Where: Pleasanton, California
When: March 11-13, 2016
Transportation: Parents
Lodging: TBD
Who will attend: Varsity Softball Team
Chaperones: Marissa Hardy (Head Coach), Tom Hardy & Jerry Wallace (Asst. Coaches)
Cost: TBD; Fundraising ASB Account
Contact person: Melissa Hardy – mahardy@rocklin.k12.ca.us

Girls Tennis:

What: *Central Coast Tournament*
Where: San Luis Obispo, California
When: September 3-5, 2015
Transportation: Rental Vans

Lodging: Best Western Casa Grande, Arroyo Grande, California
Who will attend: Girls Tennis Team
Chaperones: Dale Eckenburg (Head Coach) and Scott Kubota (Asst. Coach)
Cost: \$20 per athlete spending money + optional activity; Fundraising
Contact: Dale Eckenburg (Head Coach) – deckenburg@rocklin.k12.ca.us

Boys Tennis

What: *Central Coast Tournament*
Where: San Luis Obispo, California
When: March 3-5, 2016
Transportation: Rental Vans
Lodging: Best Western Casa Grande, Arroyo Grande, California
Who will attend: Boys Tennis Team
Chaperones: Dale Eckenburg (Head Coach) and Jannah Fusenig (Asst. Coach)
Cost: \$20 per athlete spending money + optional activity; Fundraising
Contact: Dale Eckenburg (Head Coach) – deckenburg@rocklin.k12.ca.us

Track & Field

What: *Pole Vault Clinic*
Where: Reno, Nevada
When: January 8-9, 2016
Transportation: Rental SUV
Lodging: TBD
Who will attend: Boys & Girls Pole Vault Athletes
Chaperones: Asst. Coach Nick Vogt (Pole Vault Coach)
Cost: TBD; Fundraising / ASB Account; spending money
Contact: Matt Eckman (Head Coach) – meckman@rocklin.k12.ca.us

What: *Arcadia Invitational*
Where: Arcadia, California
When: April 9-10, 2016
Transportation: Rental Vans
Lodging: TBD
Who will attend: Boys & Girls Track & Field Athletes
Chaperones: Matt Eckman (Head Coach) and Asst. Coaches: Roosevelt Kent, Chris Knorzer, Nick Vogt, George Patterson, Kimberly Bayer, Jonathan Nowland
Cost: TBD; Fundraising / ASB Account; spending money
Contact: Matt Eckman (Head Coach) – meckman@rocklin.k12.ca.us

What: *Douglas High School Invitational*
Where: Minden, Nevada
When: May 6-8, 2016

Transportation: Rental Vans
Lodging: TBD
Who will attend: Boys & Girls Track & Field Athletes
Chaperones: Matt Eckman (Head Coach) and Asst. Coaches: Roosevelt Kent,
Chris Knorzer, Nick Vogt, George Patterson, Kimberly Bayer, Jonathan Nowland
Cost: TBD; Fundraising / ASB Account; spending money
Contact: Matt Eckman (Head Coach) – meckman@rocklin.k12.ca.us

Boys Volleyball

What: *Las Vegas Tournament*
Where: Las Vegas, Nevada
When: March 31-April 2, 2016
Transportation: Commercial Airlines
Lodging: TBD
Who will attend: Varsity Boys Volleyball Team
Chaperones: Dan List (Head Coach) and Brooke List (Asst)
Cost: \$300 + spending money; scholarships available
Contact: Dan List (Head Coach) – operamandan@yahoo.com

Girls Volleyball

What: *Central Coast Tour*
Where: San Luis Obispo, California
When: September 11-13, 2015
Transportation: Rental Vans
Lodging: TBD
Who will attend: Varsity Girls Volleyball Team
Chaperones: Dale Eckenburg (Head Coach) and Scott Kubota (Asst. Coach)
Cost: Fundraising through ASB – girls bring spending & food money
Contact: Dave Muscarella (Head Coach) – dmuscarella@rocklin.k12.ca.us

Boys Water Polo

What: *Tahoe Retreat*
Where: Lake Tahoe, California
When: September 6-8, 2015
Transportation: Rental Vans & Parents
Lodging: Vacation Rental
Who will attend: Varsity Boys Water Polo Team
Chaperones: Kristin Hamm (Head Coach) and Shane Welch (Asst. Coach)
Cost: TBD; Fundraising through ASB
Contact: Shane Welch (Head Coach) – swelch@rocklin.k12.ca.us

What: *Modesto Tournament*

Where: Modesto, California
When: Oct. 25-26, 2015
Transportation: Rental Vans
Lodging: TBD
Who will attend: Varsity Boys Water Polo Team
Chaperones: Kristin Hamm (Head Coach) and Shane Welch (Asst Coach)
Cost: TBD; Fundraising through ASB
Contact: Kristin Hamm (Head Coach) – khamm@rocklin.k12.ca.us

Girls Water Polo

What: *Donner Memorial State Park*
Where: Donner Lake, California
When: August 21-23, 2015
Transportation: Rental Vans & Parents
Lodging: Vacation Rental
Who will attend: Varsity Girls Water Polo Team
Chaperones: April Kenitzer (Head Coach) and Teresa Guinn (Asst. Coach)
Cost: TBD; Fundraising through ASB
Contact: April Kenitzer (Head Coach) – akenitzer@rocklin.k12.ca.us

What: *Modesto Tournament*
Where: Modesto, California
When: October 16-17, 2015
Transportation: Rental Vans
Lodging: TBD
Who will attend: Varsity Girls Water Polo Team
Chaperones: April Kenitzer (Head Coach) and Teresa Guinn (Asst. Coach)
Cost: TBD; Fundraising through ASB
Contact: April Kenitzer (Head Coach) – akenitzer@rocklin.k12.ca.us

Wrestling

What: *Lemoore Invitational*
Where: Lemoore, California
When: December 28-31, 2015
Transportation: Rental Vans or Parent will provide transportation
Lodging: Hotel chosen by parents
Who will attend: Wrestling Team
Chaperones: Tom Gonzalez (Head Coach), assistant coaches (TBD) and parents as needed
Cost: TBD; ASB, fundraising
Contact person: Tom Gonzalez, Head Coach – t-gonzalez@firstam.com

What: *Gilroy Invitational*
Where: Gilroy, California

When: January 25-28, 2016
Transportation: Rental Van or parents
Lodging: TBD
Who will attend: Wrestling Team
Chaperones: Tom Gonzalez (Head Coach), assistant coaches (TBD) and parents as needed
Cost: TBD; ASB, fundraising
Contact person: Tom Gonzalez, Head Coach – t-gonzalez@firstam.com

ROCKLIN UNIFIED SCHOOL DISTRICT

Item 9.11.2
CONSENT
June 24, 2015

BOARD AGENDA BRIEFING

SUBJECT: Whitney High School Overnight Field Trips for 2015-16

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

The students in grades 9 through 12 at Whitney High School would like to participate in overnight field trips to various locations within the state, as well as outside the state, throughout the year. These are field trips that routinely occur year after year. Different groups of students will travel to the many locations via parent transportation, bus and in some cases by commercial airline. The details for all of the trips currently planned at this time are listed on an attachment. The field trips occur between July 1, 2015 and June 30, 2016. While at their destinations, the students will participate in various athletic and academic competitions. The areas that will be supported include ASB Activities, Basketball (Girls and Boys), Broadcasting, Cheer, Communications, Culinary Arts, Dance, Football, Soccer and Wrestling.

Status:

Staff is requesting approval for Whitney High School's 9 through 12 grade field trips to various locations; number of students/athletes and chaperones vary, as well. Each team/organization has identified the chaperones that plan to attend each individual activity. The trips are scheduled for the 2015-16 school year

Presenter(s):

Debra Hawkins, Principal

Financial Impact:

Current year: Varies; see attached
Future years: NA
Funding source: Fundraising / ASB Accounts / Scholarships

Materials/Films:

None

Other People Who Might Be Present:

NA

Allotment of Time:

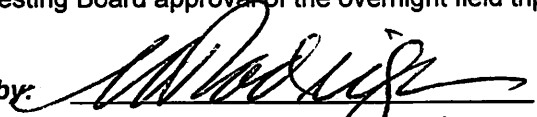
Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

List of 2015-16 Overnight Field Trips

Recommendation:

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

Submitted by:  Date: 6-10-15

Approved by Site Administrator:  Date: 6-10-15

Approved by Superintendent or Designee:  Date: 6-15-15

Whitney High School Overnight Field Trips 2015-2016

Athletic Department

What: *State Tournaments and Finals*
Where: Location to be determined by CIF
When: End of each sport season
Transportation: Rental or school vans (depending on location)
Lodging: Hotel TBD
Who will attend: Qualifying teams or athletes
Chaperones: Coaching staff
Cost: Funded by Whitney High School Athletic Department
Contact person: Jason Feuerbach, Athletic Director – jfeuerbach@rocklin.k12.ca.us

Associated Student Body (ASB)

What: *ASB Summer Retreat*
Where: Salt Point State Park, Jenner CA
When: July 18-20, 2015
Transportation: Rented vans
Lodging: Tents Salt Point Campgrounds
Who will attend: ASB cabinet members (Approx. 15 students)
Chaperones: Travis Mougeotte, Kari Ustaszewski and Nicole Ferguson (WHS staff members)
Cost: \$0 per student - Paid through Fundraising ASB Funds
Contact: Travis Mougeotte, Student Activities Director – tmougeotte@rocklin.k12.ca.us
– 916-837-7430

What: *California Association of Student Leaders Conference*
Where: Ontario, California
When: April 7-12, 2016
Transportation: Southwest Airlines and rented vehicles
Lodging: Double Tree Hotel
Who will attend: Selected ASB students and officers (Approx. 10-12 students)
Chaperones: Travis Mougeotte, Bret Hunter, Kari Ustaszewski and Nicole Ferguson
Cost: \$325 per student (plus airfare)
Contact: Travis Mougeotte, Student Activities Director – tmougeotte@rocklin.k12.ca.us
– 916-837-7430

Band, Choir and Orchestra

What: *Heritage Music Festival*
Where: Anaheim Convention Center, Anaheim, California
When: April 28 – May 1, 2016
Transportation: Charter Bus
Lodging: Arrangements through the Heritage Festival Coordinators of Anaheim, CA
Who will attend: Symphonic and Jazz Bands, Chamber Choir and String Orchestra
Chaperones: Kris Harper, Karen Harper and 25 additional Parent Volunteers
Cost: \$550 per participant – fundraising, donations and ASB account
Contact: Kris Harper, Band/Choir/Orchestra Director – kharper@rocklin.k12.ca.us

Boys Basketball

What: *25th Annual Surf and Slam Classic Basketball Tournament*
Where: San Diego, California
When: December 26-31, 2015
Transportation: Commercial Airlines and Tournament Transportation while in San Diego, CA
Lodging: Marriot Mission Valley Hotel
Who will attend: Varsity players and coaching staff
Chaperones: Nick French, Paul Akerman, Alex Anderson and Shawn Andrews
Cost: \$495 (plus airfare) – through fundraising and ASB account
Contact: Nick French, Head Varsity Coach – nfrench@rocklin.k12.ca.us – 559-355-2808

Broadcasting

What: *Student Television Network (STN) National Broadcast Convention*
Where: Atlanta, Georgia
When: March 10-13, 2016
Transportation: Airplane
Lodging: Atlanta Marriott, Atlanta, Georgia
Who will attend: Broadcasting II, III, and IV Students
Chaperones: Ben Barnholdt and 4 other adult chaperones
Cost: \$1100 to be paid through fundraising and Broadcasting ASB account
Contact: Ben Barnholdt, Instructor – bbarnholdt@rocklin.k12.ca.us – 916-872-5995

Cheerleading

What: *Cheer and Stunt Camp UCA*
Where: UC Santa Cruz, Santa Cruz, CA
When: August 7-10th, 2015
Transportation: Parents
Lodging: Dorms at UC Santa Cruz
Who will attend: Varsity, JV and Frosh Cheer Teams
Chaperones: Nicole Ferguson (Varsity), Hailey Short (JV) and Taylor Newhall (Frosh)
Cost: \$400 per student
Contact: Nicole Ferguson, Varsity Coach – nferguson@rocklin.k12.ca.us – 916-276-9899

What: *USA Cheer Nationals*
Where: Anaheim Convention Center, Anaheim, California
When: March 18-20th, 2016
Transportation: Commercial Airlines
Lodging: Sheraton Park Hotel, Anaheim, CA
Who will attend: Competition Cheer Teams
Chaperones: Nicole Ferguson (Varsity), Hailey Short (JV) and Kaylin Knutzen (Frosh)
Cost: \$650 per student – fundraising and ASB account
Contact: Nicole Ferguson, Varsity Coach – nferguson@rocklin.k12.ca.us – 916-276-9899

Communications

What: *JEA/NSPA Fall National Journalism Convention: Boston*
Where: Orlando, Florida
When: November 10-15, 2015
Transportation: Airplane, shuttle van
Lodging: Walt Disney World Dolphin Hotel, Orlando, FL
Who will attend: Advanced Journalism and Publications students – optional student sign-ups
Chaperones: Sarah Nichols (and parent chaperone as needed)
Cost: \$800 estimated per student
Journalism/Publications ASB accounts to help cover costs
Contact: Sarah Nichols, Instructor – snichols@rocklin.k12.ca.us – 916-705-3684

What: *JEA/NSPA Spring National Journalism Convention*
Where: Los Angeles, California
When: April 13-17, 2016
Transportation: Airplane, shuttle van
Lodging: Hotel Bonaventure
Who will attend: Journalism and Publications students – optional sign-ups
Chaperones: Sarah Nichols (and parent chaperone as needed)
Cost: \$650 estimated per student
Students will pay trip costs with help from fundraising; scholarships available
Journalism/Publications ASB accounts to help cover costs
Contact: Sarah Nichols, Instructor – snichols@rocklin.k12.ca.us – 916-705-3684

Culinary Arts Program

What: *Prostart National Culinary Cup*
Where: Grapevine, Texas
When: April 29 – May 1, 2016
Transportation: Flying
Lodging: Hotel – Gaylord Texan Resort and Convention Center
Who will attend: 5-10 Culinary Competition students – Culinary Competition Club
Chaperones: Carissa McCrory
Cost: \$400 – paid from fundraising
Contact person: Carissa McCrory, Instructor – cmccrory@rocklin.k12.ca.us – 916-663-1110

Dance Team

What: *NDA Summer Camp*
Where: RHS – Courtyard Marriott, Roseville, CA
When: August 5-7, 2015
Transportation: RUSD Bus
Lodging: Courtyard Marriott Suites
Who will attend: Dance Team
Chaperones: Halley Crandell (Head Dance Coach), Emma Getz and Alicia Sciscio (at Night)
Cost: \$325
Contact person: Halley Crandell, Head Coach – hcrandell@rocklin.k12.ca.us – 916-521-1829

Girls Basketball

What: *Varsity Team Retreat*
Where: Truckee, CA
When: November 13-15, 2015
Transportation: District Vehicles
Lodging: Vacation rental
Who will attend: Varsity Girls Basketball players
Chaperones: Sydney Gatson, and Kylee Keroher (Coaches)
Cost: \$75 per player (\$800 total) - Girl's Basketball account
Contact person: Sydney Gatson – sydney_gatson@hotmail.com - (916) 717-2312

Girls Golf

What: *Volunteers LPGA Classic Daly City*
Where: San Francisco, CA
When: April 22-23, 2016
Transportation: Enterprise Vans
Lodging: Hampton Inn Daly City, 2700 Junipero Serra Blvd., Daly City, CA
Who will attend: Whitney High School Girls Golf Team
Chaperones: Laura Faber (Coach)
Cost: \$80 per player (\$800 total) - Girl's Basketball account
Contact person: Laura Faber – calfabby@aol.com

Soccer, Boys

What: *Soccer Tournament – Pitman Pride Tournament*
Where: Turlock, CA
When: August 28-29, 2016
Transportation: Meet You There
Lodging: Fairfield Inn and Suites, Turlock, CA
Who will attend: Varsity and JV Boys Soccer Teams
Chaperones: Joel Williams, Alex Butterfield and Andrew Koekemoer (Coaches)
Cost: Soccer Parent Club will fund \$900 and the athletes will divide up the balance (\$2500) among the players for the total costs.
Contact person: Joel Williams, Head Varsity Coach – jwilliams@rocklin.k12.ca.us – 916-632-6500

Wrestling

What: *Girls' Wrestling State Championships*
Where: Visalia, California
When: February 24-25, 2016
Transportation: Van
Lodging: Hotel chosen by parents
Who will attend: Girls' Wrestling Team
Chaperones: Coaches and parents
Cost: Wrestling account will pay associated cost
Contact person: Dan Parker, Head Coach – dparker@rocklin.k12.ca.us – 916-768-5650

Wrestling (cont.)

What: *CIF Girls' Masters Wrestling Tournament*
Where: Stockton Arena, Stockton, California
When: February 4-5, 2016
Transportation: School Van or Parent will provide transportation
Lodging: Hotel chosen by parents
Who will attend: Girls' Wrestling Team
Chaperones: Dan Parker, coach and parents as needed
Cost: Paid through fundraising
Contact person: Dan Parker, Head Coach – dparker@rocklin.k12.ca.us – 916-768-5650

What: *CIF Masters Wrestling Tournament*
Where: Stockton Arena, Stockton, California
When: February 24-26, 2016
Transportation: School Van or Parent will provide transportation
Lodging: Hotel near wrestling facility TBD
Who will attend: Varsity Wrestlers who qualify
Chaperones: Dan Parker, coach and parents as needed
Cost: Paid through fundraising
Contact person: Dan Parker, Head Coach – dparker@rocklin.k12.ca.us – 916-768-5650

ROCKLIN UNIFIED SCHOOL DISTRICT

Item 10.1
ACTION
June 24, 2015

BOARD AGENDA BRIEFING

SUBJECT: Appoint Principal of Parker Whitney Elementary School
DEPARTMENT: Office of the Assistant Superintendent, Human Resources

Background:

Denny Rush, Principal of Parker Whitney Elementary School, has accepted a new assignment outside the District. A thorough search has been completed to fill her position. Twenty-seven candidates applied for the position and seven candidates were interviewed by a panel of six on Friday, June 12, 2015. Three final candidates were interviewed by Cabinet on Monday, June 15, 2015.

Status:

Staff has identified and is prepared to present a candidate for appointment as the new Principal at Parker Whitney Elementary School.

Presenter:

Colleen Slattery, Assistant Superintendent, Human Resources

Financial Impact:

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

Materials/Films:

None

Other People Who Might Present:

None

Allotment of Time:

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

Packet Information:

None

Recommendation:

Approve appointment of the new Principal at Parker Whitney Elementary School effective July 1, 2015.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Appoint Senior Director, Facilities, Maintenance, and Operations

DEPARTMENT: Office of the Assistant Superintendent, Human Resources

Background:

Suzanne Wesselius, Senior Director, Facilities, Maintenance, and Operations, is retiring effective August 18, 2015. A thorough search has been completed to fill her position. Nineteen candidates applied for the position and seven candidates were interviewed by a panel of five on Friday, June 12, 2015. Two candidates were interviewed by Cabinet on Monday, June 15, 2015.

Status:

Staff recommends appointment of the selected candidate for the Senior Director, Facilities, Maintenance, and Operations.

Presenter:

Colleen Slattery, Assistant Superintendent, Human Resources

Financial Impact:

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

Materials/Films:

None

Other People Who Might Present:

None

Allotment of Time:

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

Packet Information:

None

Recommendation:

Approve appointment of Senior Director, Facilities, Maintenance, and Operations effective July 1, 2015.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Supplemental Nutrition at Elementary Schools

DEPARTMENT: Office of the Deputy Superintendent, Business & Operations

Background: A Trustee asked staff to look into a way to provide a snack to students that come to school hungry at elementary schools that do not operate a federal school breakfast program. The District operates breakfast programs at three of the eleven elementary school sites. The District does not offer a breakfast program at all sites due to the low number of students that qualify for the Free & Reduced Meal Program and the low percentage of students that participate in the program at schools that do offer breakfast. The Federal Free & Reduced Meal Program has very strict and specific federal regulations that must be followed and it is not economically feasible to offer the breakfast program at each school site. Currently individual teachers and principals purchase and provide snacks for the few students that come to school hungry.

Status: Education Services, Nutrition Services and Business Services staffs have met with Elementary Principals to review the issue and gather their input on this issue. Cabinet has also provided input and reviewed the plan. The needs vary from site to site. The goal was to create a process that minimizes the impact on school office personnel as well as Nutrition Services personnel while meeting the needs of these students. Following is the plan that staff has developed and is proposing to address these needs:

1. Snacks such as graham crackers, granola bars and string cheese will be ordered through the Nutrition Services Department by the elementary school sites.
2. When a teacher notices a student is hungry, he/she will send that student to the school office to get a snack during the Snack Recess.
3. District will transfer costs (reimburse the school site) at the end of each school year for the costs of the snacks.
4. Staff will report to the Board the cost of this pilot program after the completion of one year.

Presenter(s): Barbara Patterson, Deputy Superintendent, Business & Operations

Financial Impact:

Current year: Not to exceed \$10,000
Future years: Same
Funding source: Unrestricted General Fund

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

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

Packet Information:

None

Recommendation:

Staff recommends approval of a pilot program to provide snacks at the elementary level for students that come to school hungry, with general fund dollars.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Adoption of 2015-16 Local Control and Accountability Plan (LCAP) Draft and 2014-15 LCAP Annual Update

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 the draft 2015-16 LCAP as well as the 2014-15 Annual Update for the LCAP for adoption on June 24, 2015. 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. With the Governor's May revision of the California budget, additional supplemental dollars have been incorporated into the draft LCAP. Additionally, the results and findings of the WestEd Study of RUSD special education services have been considered in preparing the LCAP, as well as Board input and public comment from the June10 Public Hearing.

Presenter(s):

Deborah Sigman, Deputy Superintendent, Educational Services

Financial Impact:

Current year: \$2,297,000
Future years: \$3,109,000
Funding source: Local Control Funding Formula (Supplemental Funding)

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:

2015-16 LCAP Draft and 2014-15 Annual Update

Recommendation:

Staff recommends that the Board of Trustees approve the adoption of the 2015-16 Draft LCAP and the 2014-15 LCAP Annual Update.

Introduction:

LEA: Rocklin Unified School District Contact (Name, Title, Email, Phone Number): Deborah Sigman, Deputy Superintendent, Educational Services, dsigman@rocklin.k12.ca.us LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 11112 of Subpart 1 of Part A of Title 1 of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Feedback from stakeholders was considered when preparing the 2015-16 LCAP. RUSD administrators met in December 2014 and again in January 2015 to review the 2014-15 LCAP and provide feedback on goals and action items. School Site Councils met and provided feedback on the plan in February, 2015. District DELAC reviewed the LCAP Plan during their February 2015 meeting. A District LCAP Advisory group consisting of administrators, classified and certificated staff (including bargaining group representation) and parents convened in February for the same purpose. (Student representatives were invited and encouraged to participate but did not attend)</p> <p>Stakeholders providing input included members of the following groups:</p> <ul style="list-style-type: none"> • Strategic Planning, • District English Language Advisory Committee, • Parent Teacher Club, • Court Appointed Student Advocate (FY) • School Site Councils • District Leadership Team • Bargaining group representation <p>April 15, 2015 Draft 2015-16 LCAP to RUSD School Board as information item.</p>	<p>Major changes in the 2015-16 LCAP based on feedback and reflections received to date include:</p> <ul style="list-style-type: none"> • further aligned RUSD Strategic Plan and LCAP • condensed goals (6 to 3) • removed actions that had no dollars attached • defined metrics to be more consistent with LCAP goals • goals modified to be more actionable • made actions and services more specific and transparent <p>Additional feedback based on LCAP link on website will be posted as received.</p> <p>Response # to surveys:</p> <p>Parent= 631 Staff= 203 Student= 87</p> <p>Responses were analyzed and impacted areas for additional funding under May revise.</p>

LCAP surveys to staff, parents and high school students published and advertised May 18th and open for two weeks.	
Annual Update:	Annual Update:

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47605.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47605.5.

Guiding Questions:

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

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

Related State and/or Local Priorities:
 1 _ 2 X 3 _ 4 X 5 X 6 _ 7 X 8 X
 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 (CCCSS) 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 Standards by providing new instructional materials, intervention support materials, professional learning opportunities supported by Teachers on Special Assignment (TOSAs) and develop Transitional Kindergarten and Kindergarten programs to better support early learning.		<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)	State Priority 2- Implementation of California Standard Supplemental 577,600 State Priority 7- Course Access Supplemental 22,000 State Priority 4- Pupil Achievement Supplemental 1,401,000 Allocate funds to school site budgets to enable site based decision making Base 948,000 Current Teachers/Administrators Base 47,640,000
Engage learners at strategic transition points in order to facilitate academic success in subsequent years. <ul style="list-style-type: none"> • Early learners • Middle School transition • Transition to college and career Programs and support that will be developed or continued to support student academic achievement will include: <ul style="list-style-type: none"> • TK/K Professional learning • IB Expansion to MYP • After school support for students at SVMS 		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs</u>	State Priority 2- Implementation of Common Core Supplemental 70,000 State Priority 4- Pupil Achievement Supplemental 44,000 State Priority 5- Pupil Engagement Supplemental 18,900 State Priority 7- Course Access Supplemental 5,000 Rocklin Unified School District Strategic Planning Implementation Base 440,000 State Priority 8- Other Pupil Outcomes Supplemental 282,000

<ul style="list-style-type: none"> AVID Tutor support Career and College Counselors Graduation rate support for target groups EL/FY/LI Categorical support and dues Expand college opportunities subgroups Elementary Instructional support 			
<p>Support implementation of LCAP goals through provision of administrative and operational services including :</p> <ul style="list-style-type: none"> Human Resources Educational Services Technology Custodial/Grounds Business 		<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)	District Office departmental budgets Base 586,000
<p>RUSD has engaged in a district wide process to create a strategic plan, which includes activated actions to meet our goals:</p> <ul style="list-style-type: none"> Implement literacy practices Measure academic growth through assessments Foster healthy relationships and interactions Coordinate district wide resources for student long term goal setting/planning Support, motivate and guide struggling students Develop centralized support system for professional learning/blended learning included 		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	RUSD Strategic Planning implementation Base 440,000
<p>Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff including additional clerical support</p>		<input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs	Services for students with exceptional needs; general fund support Base 7,300,000 State Priority 5- Pupil Engagement Supplemental 30,000
LCAP Year 2: 2016-17			
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 Standards by providing new instructional materials, intervention support materials, professional learning opportunities supported by Teachers on Special Assignment (TOSAs) and develop Transitional Kindergarten and Kindergarten programs to better support early learning.		<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)	State Priority 2- Implementation of California Standard Supplemental 577,600 State Priority 7- Course Access Supplemental 22,000 State Priority 4- Pupil Achievement Supplemental 1,401,000 Allocate funds to school site budgets to enable site based decision making Base 948,000 Current Teachers/Administrators Base 47,640,000
Engage learners at strategic transition points in order to facilitate academic success in subsequent years. <ul style="list-style-type: none"> Early learners Middle School transition Transition to college and career Programs and support that will be developed or continued to support student academic achievement will include: <ul style="list-style-type: none"> TK/K Professional learning 		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs	State Priority 2- Implementation of Common Core Supplemental 70,000 State Priority 4- Pupil Achievement Supplemental 44,000 State Priority 5- Pupil Engagement Supplemental 18,900 State Priority 7- Course Access Supplemental 5,000 Rocklin Unified School District Strategic Planning Implementation Base 440,000 State Priority 8- Other Pupil Outcomes Supplemental 282,000

<ul style="list-style-type: none"> • IB Expansion to MYP • After school support for students at SVMS • AVID Tutor support • Career and College Counselors • Graduation rate support for target groups • EL/FY/LI Categorical support and dues • Expand college opportunities subgroups • Elementary Instructional support 			
<p>Support implementation of LCAP goals through provision of administrative and operational services including :</p> <ul style="list-style-type: none"> • Human Resources • Educational Services • Technology • Custodial/Grounds • Business 		<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)	District Office departmental budgets Base 586,000
<p>RUSD has engaged in a district wide process to create a strategic plan, which includes activated actions to meet our goals:</p> <ul style="list-style-type: none"> • Implement literacy practices • Measure academic growth through assessments • Foster healthy relationships and interactions • Coordinate district wide resources for student long term goal setting/planning • Support, motivate and guide struggling students • Develop centralized support system for professional learning/blended learning included 		<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)	RUSD Strategic Planning implementation Base 440,000
<p>Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff including additional clerical support</p>		<input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs	Services for students with exceptional needs; general fund support Base 7,300,000 State Priority 5- Pupil Engagement Supplemental 30,000

LCAP Year 3:

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 Standards by providing new instructional materials, intervention support materials, professional learning opportunities supported by Teachers on Special Assignment (TOSAs) and develop Transitional Kindergarten and Kindergarten programs to better support early learning.		<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)	State Priority 2- Implementation of California Standard Supplemental 577,600 State Priority 7- Course Access Supplemental 22,000 State Priority 4- Pupil Achievement Supplemental 1,401,000 Allocate funds to school site budgets to enable site based decision making Base 948,000 Current Teachers/Administrators Base 47,640,000
Engage learners at strategic transition points in order to facilitate academic success in subsequent years. <ul style="list-style-type: none"> • Early learners • Middle School transition • Transition to college and career Programs and support that will be developed or continued to support student academic		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	State Priority 2- Implementation of Common Core Supplemental 70,000 State Priority 4- Pupil Achievement Supplemental 44,000 State Priority 5- Pupil Engagement Supplemental 18,900 State Priority 7- Course Access Supplemental 5,000 Rocklin Unified School District Strategic Planning Implementation Base 440,000

<p>achievement will include:</p> <ul style="list-style-type: none"> TK/K Professional learning IB Expansion to MYP After school support for students at SVMS AVID Tutor support Career and College Counselors Graduation rate support for target groups EL/FY/LI Categorical support and dues Expand college opportunities subgroups Elementary Instructional support 		<p><u>Students with exceptional needs</u></p>	<p>State Priority 8- Other Pupil Outcomes Supplemental 282,000</p>
<p>Support implementation of LCAP goals through provision of administrative and operational services including :</p> <ul style="list-style-type: none"> Human Resources Educational Services Technology Custodial/Grounds Business 		<p><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)</p>	<p>District Office departmental budgets Base 588,000</p>
<p>RUSD has engaged in a district wide process to create a strategic plan, which includes activated actions to meet our goals:</p> <ul style="list-style-type: none"> Implement literacy practices Measure academic growth through assessments Foster healthy relationships and interactions Coordinate district wide resources for student long term goal setting/planning Support, motivate and guide struggling students Develop centralized support system for professional learning/blended learning included 		<p><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)</p>	<p>RUSD Strategic Planning Implementation Base 440,000</p>
<p>Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff including additional clerical support</p>		<p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs</u></p>	<p><u>Services for students with exceptional needs; general fund support</u> Base 7,300,000 State Priority 5- Pupil Engagement Supplemental 30,000</p>

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

Related State and/or Local Priorities:
 1 _ 2 3 _ 4 5 6 7 _ 8 _

COE only: 9 _ 10 _

Local : Specify Strategies 1, 3

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

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.		<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)	Classroom and Specialist (PE, VAPA, Music, etc.) Teachers Base 41,700,000 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 including: <ul style="list-style-type: none"> TK and K targeted learning Focused learning on inclusion, tolerance and teaching students with diverse learning styles Project GLAD follow up training support Support staff training for those working directly with subgroups Secondary English learner professional learning Support learning for Multi-Tiered System of Support (MTSS) 		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs</u>	State Priority 2- Implementation of California Standards Supplemental 20,000 State Priority 4- Pupil Achievement Supplemental 59,000 State Priority 6- School Climate Supplemental 10,000
Support implementation of LCAP goals through provision of administrative and operational services including : <ul style="list-style-type: none"> Human Resources Educational Services Technology Custodial/Grounds Business 		<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)	District Office departmental budgets Base 586,000
RUSD has engaged in a district wide process to create a strategic plan, which includes		<input checked="" type="checkbox"/> All	Rocklin Unified School District Strategic Planning Implementation Base 440,000

<p>activated actions to meet our goals:</p> <ul style="list-style-type: none"> • Implement literacy practices • Measure academic growth through assessments • Foster healthy relationships and interactions • Coordinate district wide resources for student long term goal setting/planning • Support, motivate and guide struggling students • Develop centralized support system for professional learning/blended learning included 		<p>OR:</p> <ul style="list-style-type: none"> <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) 	
<p>Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff including additional clerical support.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <p>Students with exceptional needs</p>	<p>Services for students with exceptional needs; general fund support Base 7,300,000</p> <p>State Priority 5-School Climate Supplemental 30,000</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes</p>	<p>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.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Highly-qualified teachers will be maintained and/or developed based on desired skills and qualifications and placed in the correct assignments to ensure student success.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	<p>Classroom and Specialist (PE, VAPA, Music, etc.) Teachers Base 41,700,000</p> <p>Instructional support including certificated and classified staff Supplemental 1,350,000</p> <p>Supplemental 244,000</p> <p>Projected LCFF funding increase for 2016-17</p>
<p>Professional learning will be provided and targeted to meet the identified needs of teachers, administrators and support staff including:</p> <ul style="list-style-type: none"> • TK and K targeted learning • Focused learning on inclusion, tolerance and teaching students with diverse learning styles • Project GLAD follow up training support • Support staff training for those working directly with subgroups • Secondary English learner professional learning • Support learning for Multi-Tiered System of Support (MTSS) 		<p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <p>Students with exceptional needs</p>	<p>State Priority 2- Implementation of California Standards Supplemental 20,000</p> <p>State Priority 4- Pupil Achievement Supplemental 59,000</p> <p>State Priority 6- School Climate Supplemental 10,000</p>
<p>Support implementation of LCAP goals through provision of administrative and operational services including :</p> <ul style="list-style-type: none"> • Human Resources • Educational Services • Technology • Custodial/Grounds • Business 		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	<p>District Office departmental budgets Base 586,000</p>
<p>RUSD has engaged in a district wide process to create a strategic plan, which includes activated actions to meet our goals:</p> <ul style="list-style-type: none"> • Implement literacy practices • Measure academic growth through assessments • Foster healthy relationships and interactions 		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 	<p>Rocklin Unified School District Strategic Planning Implementation Base 440,000</p>

<ul style="list-style-type: none"> Coordinate district wide resources for student long term goal setting/planning Support, motivate and guide struggling students Develop centralized support system for professional learning/blended learning included 		_ Other Subgroups: (Specify)	
Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff including additional clerical support.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs	Services for students with exceptional needs; general fund support Base 7,300,000 State Priority 5-School Climate Supplemental 30,000
LCAP Year 3:			
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.		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Classroom and Specialist (PE, VAPA, Music, etc.) Teachers Base 41,700,000 Instructional support including certificated and classified staff Supplemental 1,350,000 Supplemental 185,000 Projected LCFF funding increase for 2017-18
Professional learning will be provided and targeted to meet the identified needs of teachers, administrators and support staff including: <ul style="list-style-type: none"> TK and K targeted learning Focused learning on inclusion, tolerance and teaching students with diverse learning styles Project GLAD follow up training support Support staff training for those working directly with subgroups Secondary English learner professional learning Support learning for Multi-Tiered System of Support (MTSS) 		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs	State Priority 2- Implementation of California Standards Supplemental 20,000 State Priority 4- Pupil Achievement Supplemental 59,000 State Priority 6- School Climate Supplemental 10,000
Support implementation of LCAP goals through provision of administrative and operational services including : <ul style="list-style-type: none"> Human Resources Educational Services Technology Custodial/Grounds Business 		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	District Office departmental budgets Base 586,000
RUSD has engaged in a district wide process to create a strategic plan, which includes activated actions to meet our goals: <ul style="list-style-type: none"> Implement literacy practices Measure academic growth through assessments Foster healthy relationships and interactions Coordinate district wide resources for student long term goal setting/planning Support, motivate and guide struggling students Develop centralized support system for professional learning/blended learning included 		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Rocklin Unified School District Strategic Planning Implementation Base 440,000

Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff including additional clerical support.	All OR: - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs	Services for students with exceptional needs; general fund support Base 7,300,000 State Priority 5-School Climate Supplemental 30,000
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3: 3. RUSD will provide support systems for learning (during both the school day and after-school) and provide safe schools with healthy climates where all students have opportunities to achieve at high levels.

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

Identified Need
NEED
 Provide intervention and support services to support academic achievement of all students
 Ensure physically and emotionally safe learning environments for all students, including well run district facilities, operations and support services, and effective emergency response systems.
 Increase levels of parent and community involvement including community service opportunities

METRICS

- School Accountability Report Card (SARC)
- Coalition of Placer Youth Surveys
- Parent/Staff/Student Surveys
- Dropout data
- Suspension/Expulsion data
- Incidents of bullying reported (including cyber-bullying)
- Support staff retention rates
- Community Service Graduation requirement completion rates
- Attendance at parent engagement events including those focused on students with disabilities and students considered at risk

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Reduce incidences of bullying reported (by parents and students), suspension and expulsion rates, and dropout rates by 6%. An increase in positive school climate programs and initiatives by 6%. A 3% increase in positive climate metrics by 3% and a decrease in drug and alcohol usage by students (CPY, grades 5,7,9 and 11). RUSD will maintain attendance rates at or above 96% and chronic absenteeism will decrease by 6% as evidenced through number of student cases referred to SARB. The district will also maintain a rating of very good or above on the Facilities Inspection Tool (FIT).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create layers of support to meet the identified needs of under performing students targeted to subgroups including: <ul style="list-style-type: none"> • AVID Tutor support • Instructional materials for students with exceptional needs • Services for students with exceptional needs • Instructional support for English learners • Renaissance Place hosting for data collection and monitoring • Career and college counselors • Family Tutoring Center and SVMS academic support (after school) for English learners • Summer school for English learners K-8 • Data analyst support 		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs</u>	Priority 1- Basic Services Supplemental 10,000 State Priority 2- Implementation of Common Core Supplemental 30,000 Services for students with exceptional needs; general fund support Base 7,300,000 State Priority 3- Parental Involvement Supplemental 17,500 State Priority 4- Pupil Achievement Supplemental 1,527,000 State Priority 8- Other Pupil Outcomes Supplemental 258,000
Ensure socially, emotionally and physically safe school campuses by: <ul style="list-style-type: none"> • Partnering with Rocklin Police and Fire departments • Continue and expand student behavior support through PBIS • Continuing family engagement coordinator • Adding small group counseling at Victory High School • Professional learning around topics of tolerance 		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Partner with Rocklin Police and Rocklin Fire Department to implement Safety Committee recommendations Base 110,000 State Priority 6- School Climate Supplemental 68,000 Family Engagement Coordinator Base 120,000
Maintain school facilities at high levels.		<input checked="" type="checkbox"/> All	Payroll for basic functioning of schools and support services. Base 13,650,000

		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)	Utilities Base 3,095,000 Insurance Base 630,000 Software Licensing Base 380,000 Ongoing technology replacement and repair costs Base 300,000
Transportation of all students will be organized for efficiency and safety.		<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)	Maintenance and Transportation Supplies Base 1,090,000 State Priority 1-Basic Services Supplemental 360,000
Increase levels of family and community engagement by: <ul style="list-style-type: none"> Supporting English learners at the secondary level to improve graduation rates Continuing Family Tutoring Center for English learners Promoting school and district level committee involvement for English learner families Expand Opportunities for family engagement K-12 		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs	State Priority 3- Parental Involvement Supplemental 30,500
Support implementation of LCAP goals through provision of administrative and operational services including : <ul style="list-style-type: none"> Human Resources Educational Services Technology Custodial/Grounds Business 		<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)	District Office departmental budgets Base 586,000
Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff.		<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)	Rocklin Unified School District Strategic Planning Implementation Base 440,000
Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff including additional clerical support.		<input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs	Services for students with exceptional needs; general fund support Base 7,300,000 State Priority 5-Pupil Engagement Supplemental 30,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Reduce incidences of bullying reported (by parents and students), suspension and expulsion rates, and dropout rates by 6%. An increase in positive school climate programs and initiatives by 6%. A 3% increase in positive climate metrics by 3% and a decrease in drug and alcohol usage by students (CPY, grades 5,7,9 and 11). RUSD will maintain attendance rates at or above 96% and chronic absenteeism will decrease by 6% as evidenced through number of student cases referred to SARB. The district will also maintain a rating of very good or above on the Facilities Inspection Tool (FIT).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create layers of support to meet the identified needs of under performing students targeted to subgroups including:		<input type="checkbox"/> All	Priority 1- Basic Services Supplemental 10,000

<ul style="list-style-type: none"> AVID Tutor support Instructional materials for students with exceptional needs Services for students with exceptional needs Instructional support for English learners Renaissance Place hosting for data collection and monitoring Career and college counselors Family Tutoring Center and SVMS academic support (after school) for English learners Summer school for English learners K-8 Data analyst support 		<p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs</u> 	<p>State Priority 2- Implementation of Common Core Supplemental 30,000</p> <p>Services for students with exceptional needs; general fund support Base 7,300,000</p> <p>State Priority 3- Parental Involvement Supplemental 17,500</p> <p>State Priority 4- Pupil Achievement Supplemental 1,527,000</p> <p>State Priority 8- Other Pupil Outcomes Supplemental 258,000</p>
<p>Ensure socially, emotionally and physically safe school campuses by:</p> <ul style="list-style-type: none"> Partnering with Rocklin Police and Fire departments Continue and expand student behavior support through PBIS Continuing family engagement coordinator Adding small group counseling at Victory High School Professional learning around topics of tolerance 		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	<p>Partner with Rocklin Police and Rocklin Fire Department to Implement Safety Committee recommendations Base 110,000</p> <p>State Priority 6- School Climate Supplemental 68,000</p> <p>Family Engagement Coordinator Base 120,000</p>
<p>Maintain school facilities at high levels.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	<p>Payroll for basic functioning of schools and support services. Base 13,650,000</p> <p>Utilities Base 3,095,000</p> <p>Insurance Base 630,000</p> <p>Software Licensing Base 380,000</p> <p>Ongoing technology replacement and repair costs Base 300,000</p>
<p>Transportation of all students will be organized for efficiency and safety.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	<p>Maintenance and Transportation Supplies Base 1,090,000</p> <p>State Priority 1-Basic Services Supplemental 380,000</p>
<p>Increase levels of family and community engagement by:</p> <ul style="list-style-type: none"> Supporting English learners at the secondary level to improve graduation rates Continuing Family Tutoring Center for English learners Promoting school and district level committee involvement for English learner families Expand Opportunities for family engagement K-12 		<p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs</u> 	<p>State Priority 3- Parental Involvement Supplemental 30,500</p>
<p>Support implementation of LCAP goals through provision of administrative and operational services including :</p> <ul style="list-style-type: none"> Human Resources Educational Services Technology Custodial/Grounds Business 		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	<p>District Office departmental budgets Base 586,000</p>
<p>Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils 	<p>Rocklin Unified School District Strategic Planning Implementation Base 440,000</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff including additional clerical support.		<input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs	Services for students with exceptional needs; general fund support Base 7,300,000 State Priority 5-Pupil Engagement Supplemental 30,000
LCAP Year 3:			
Expected Annual Measurable Outcomes:	Reduce incidences of bullying reported (by parents and students), suspension and expulsion rates, and dropout rates by 6%. An increase in positive school climate programs and initiatives by 6%. A 3% increase in positive climate metrics by 3% and a decrease in drug and alcohol usage by students (CPY, grades 5,7,9 and 11). RUSD will maintain attendance rates at or above 96% and chronic absenteeism will decrease by 6% as evidenced through number of student cases referred to SARB. The district will also maintain a rating of very good or above on the Facilities Inspection Tool (FIT).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create layers of support to meet the identified needs of under performing students targeted to subgroups including: <ul style="list-style-type: none"> • AVID Tutor support • Instructional materials for students with exceptional needs • Services for students with exceptional needs • Instructional support for English learners • Renaissance Place hosting for data collection and monitoring • Career and college counselors • Family Tutoring Center and SVMS academic support (after school) for English learners • Summer school for English learners K-8 • Data analyst support 		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs	Priority 1- Basic Services Supplemental 10,000 State Priority 2- Implementation of Common Core Supplemental 30,000 Services for students with exceptional needs; general fund support Base 7,300,000 State Priority 3- Parental Involvement Supplemental 17,500 State Priority 4- Pupil Achievement Supplemental 1,527,000 State Priority 8- Other Pupil Outcomes Supplemental 258,000
Ensure socially, emotionally and physically safe school campuses by: <ul style="list-style-type: none"> • Partnering with Rocklin Police and Fire departments • Continue and expand student behavior support through PBIS • Continuing family engagement coordinator • Adding small group counseling at Victory High School • Professional learning around topics of tolerance 		<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)	Partner with Rocklin Police and Rocklin Fire Department to Implement Safety Committee recommendations Base 110,000 State Priority 6- School Climate Supplemental 68,000 Family Engagement Coordinator Base 120,000
Maintain school facilities at high levels.		<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)	Payroll for basic functioning of schools and support services. Base 13,650,000 Utilities Base 3,095,000 Insurance Base 630,000 Software Licensing Base 380,000 Ongoing technology replacement and repair costs Base 300,000
Transportation of all students will be organized for efficiency and safety.		<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)	Maintenance and Transportation Supplies Base 1,090,000 State Priority 1-Basic Services Supplemental 360,000

<p>Increase levels of family and community engagement by:</p> <ul style="list-style-type: none"> • Supporting English learners at the secondary level to improve graduation rates • Continuing Family Tutoring Center for English learners • Promoting school and district level committee involvement for English learner families • Expand Opportunities for family engagement K-12 		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs</p>	<p>State Priority 3- Parental Involvement Supplemental 30,500</p>
<p>Support implementation of LCAP goals through provision of administrative and operational services including :</p> <ul style="list-style-type: none"> • Human Resources • Educational Services • Technology • Custodial/Grounds • Business 		<p><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)</p>	<p>District Office departmental budgets Base 588,000</p>
<p>Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff.</p>		<p><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)</p>	<p>Rocklin Unified School District Strategic Planning Implementation Base 440,000</p>
<p>Continue to fund programs for students with exceptional needs and provide operational support for Special Ed department and staff including additional clerical support.</p>		<p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs</p>	<p>Services for students with exceptional needs; general fund support Base 7,300,000 State Priority 5-Pupil Engagement Supplemental 30,000</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	1. Rocklin Unified School District (RUSD) will fully implement California Common Core State Standards (CCSS) to instructionally challenge and meet the needs of all students district-wide.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan 1.3</u>	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	-----	
Expected Annual Measurable Outcomes:	Gap between subgroups (LI, EL, Hispanic, African American and Foster) and general student population decreased 3% on each metric. Maintain 99% or higher of highly qualified teachers in core teacher assignments. 100% of instructional materials will be adopted according to board policy and Williams Act law. In addition, all students will have access to all core instructional materials. METRICS Student achievement data will be analyzed by "all students" and numerically significant subgroups CAHSEE	Actual Annual Measurable Outcomes:	2014-15 data collection in progress; data to be collected includes, CAASPP, CAHSEE, CST Science, enrollment & success rates in AP courses RUSD maintained a 99% rate of highly qualified teachers throughout the 2014-15 school year. 100% of new instructional materials have been adopted according to RUSD Board Policy and Williams Act law. All students have access to all core instructional materials.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Provide funding for professional services that support the implementation of CCCSS for all students including a focus for our numerically significant subgroups.	Budgeted Expenditures	1-3 Professional learning was heavily implemented this year with the focus on lesson study utilizing our Teachers on Special Assignment (TOSA). Our estimate on cost for 4 TOSAs was low and we ended up spending more than anticipated 5. The differentiation certificate was the only area that we didn't complete due to lack of personnel and support. We are currently finding ways to support continued professional learning targeted to our subgroups.	Estimated Actual Annual Expenditures
	Professional Development for certificated staff to include: <ul style="list-style-type: none"> • Effective First Instruction (GLAD) • ELA/Math • Technology integration (Naviance, Schoology, Google Docs, etc) • Project based learning Other 380,000 Teachers on Special Assignment (Four positions) Other 240,000 Develop coaching and learning model district-wide. Other 100,000 Allocate funds to school site budgets to enable site based decision making. Base 1,300,000 Develop the Differentiation Certificate to incentivize offerings for GATE, GLAD, and Culturally Responsive teaching. Supplemental 30,000 Fund BTSA participation Base 85,000 Develop an incentive program to encourage ongoing professional growth for certificated staff. Base 0 Common Core aligned Technology training-certificated and classified (13/14) Other 20,000 Common Core aligned training -certificated and classified (13/14) Other 40,000 Project GLAD Trainer of Trainers model (8 certified trainers in house) Supplemental 20,000		1. Professional Development for certificated staff to include: <ul style="list-style-type: none"> • Effective First Instruction (GLAD) • ELA/Math • Technology integration (Naviance, Schoology, Google Docs, etc) • Project based learning Other 346,443 2. Teachers on Special Assignment (Four positions) Other 362,000 3. Develop coaching and learning model district-wide (TOSA work) Other 96,000 4. Allocate funds to school site budgets to enable site based decision making. Base 942,000 5. Develop the Differentiation Certificate to incentivize offerings for GATE, GLAD, and Culturally Responsive teaching. Supplemental 0 6. Fund BTSA participation Base 77,000 7. Develop an incentive program to encourage ongoing professional growth for certificated staff. Base 0 8. Common Core aligned Technology training-certificated and classified (13/14) Other 10,000 9. Common Core aligned training -certificated and classified (13/14) Other 44,000 10. Project GLAD Trainer of Trainers model (8 certified trainers in house) Supplemental 20,000
Scope of Service	All, Subgroups	Scope of Service	All, subgroups
X All		X All	

<p>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)</p>		<p>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)</p>	
<p>Provide funding for materials and resources that support the implementation of CCCSS for all students including a focus for our numerically significant subgroups.</p>	<p>Curriculum <ul style="list-style-type: none"> • 6-9 Math Adoption • Envision • Digital Literacy • K-5 Math pilot Continue 6th grade math pilot Base 590,000 Investment in instructional equipment and technologies to enhance instruction. Other 1,100,000 Explore/ develop CCCSS bridge materials including books and resources Provide teacher release time to Investigate K-6 writing programs ex: readers/writer's workshop Purchase sample materials for piloting (if necessary) Other 130,000 Investigate assessment tools (formative, summative, progress monitoring) that align with CCCSS and district report cards Other 89,000 Supplemental Materials and Services Supplemental 100,000 Site discretionary budgets Base 1,300,000 Expand TK and K programs to extended day, promote TK programs to community; support TK classrooms with additional funding Explore full day K option Explore possibility of a 4 year old program Supplemental 18,000</p>	<p>1. Curriculum- we over estimated cost for new materials in this area. 3. Our estimated cost of bridge materials was higher than actuals and some materials were purchased with other funding sources. 4. RUSD purchased eadms as our new assessment tool and information system. 5. Our costs for supplemental materials went over our estimated amount due to more need than originally budgeted.</p>	<p>1. Curriculum <ul style="list-style-type: none"> • 6-9 Math Adoption • Envision • Digital Literacy • K-5 Math pilot Continue 6th grade math pilot Base 396,000 2. Investment in instructional equipment and technologies to enhance instruction. Other 1,100,000 3. Explore/ develop CCCSS bridge materials including books and resources Provide teacher release time to Investigate K-6 writing programs ex: readers/writer's workshop Purchase sample materials for piloting (if necessary) Base 36,000 4. Investigate assessment tools (formative, summative, progress monitoring) that align with CCCSS and district report cards Other 45,000 5. Supplemental Materials and Services Supplemental 145,000 6. Site discretionary budgets Base 942,000 7. Expand TK and K programs to extended day, promote TK programs to community; support TK classrooms with additional funding Explore full day K option Explore possibility of a 4 year old program Supplemental 16,000</p>
<p>Scope of Service All Subgroups <input 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)</p>		<p>Scope of Service All <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)</p>	
<p>Provide school structures that support the implementation of CCCSS for all students including a focus for our numerically significant subgroups.</p>	<p>Current Teachers/Administrators Base 42,500,000 Current Instructional Aides Base 340,000 Supplemental Instructional Support (Existing special program teachers and aide support) Supplemental 1,350,000 Site discretionary budgets Base 1,300,000 Additional categorical support Supplemental 18,700</p>	<p>1-3,5. Due to raises and salary/position changes we were a little off in our estimate. It wasn't until we had the right personnel in place and our bargaining units finished negotiations that we could see that in some areas we were under-budgeted and some areas we were over budgeted.</p>	<p>1. Current Teachers/Administrators Base 44,880,000 2. Current Instructional Aides Base 258,000 3. Supplemental Instructional Support (Existing special program teachers and aide support) Supplemental 1,335,000 4. Site discretionary budgets Base 942,000 5. Additional categorical support Supplemental 23,000</p>

<p>Scope of Service All Subgroups</p> <p><input 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)</p>		<p>Scope of Service</p> <p><input 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)</p>	
<p>Create layers of support to meet the identified needs of students including intervention and before and after school opportunities to increase academic success.</p>	<p>Continue to provide K-12 intervention services during the school day as flexible groupings based on formative needs assessments. Pilot Response to Intervention (RtI) models. Supplemental 230,000</p> <p>Identify barriers to success and design ways to eliminate barriers, especially targeting subgroups. Supplemental 0</p> <p>Professional development for support staff working directly with subgroups. Supplemental 20,000</p> <p>Continue to support Family Tutoring Center (RES/CS) to provide additional support to struggling students in targeted subgroups. Supplemental 30,000</p> <p>Continue after school opportunities for students that support core academic work. Supplemental 20,000</p> <p>Continue to offer 2 week summer course for incoming K students of identified needs. (Bulldog Bootcamp) Supplemental 8,000</p> <p>Assess, research and plan to implement academic and behavioral RTI and pre-referral intervention system. Supplemental 0</p> <p>Add Data, Assessment and Evaluation support to monitor subgroups. (Data analyst and clerical support) Supplemental 20,000</p> <p>Move from pilot phase and adopt for year one of myOn (electronic book access) for all English Learners in the district. Supplemental 8,000</p>	<p>1. We did not have the personnel in place or the time this year to pilot a district wide RtI model, but it is planned for 15/16.</p> <p>3. PD for support staff did take place, but it came out of other funding including Title II and Common Core money that needed to be spent in the 14/15 school year.</p> <p>5. RUSD allocation of Title I funding was changed late in the year and we needed to re-allocate and use those funds to support this expense.</p> <p>6. Bulldog Bootcamp was advertised and promoted, but due to low enrollment the class was canceled.</p>	<p>1. Continue to provide K-12 intervention services during the school day as flexible groupings based on formative needs assessments. Pilot Response to Intervention (RtI) models. Supplemental 2,000</p> <p>2. Identify barriers to success and design ways to eliminate barriers, especially targeting subgroups. Supplemental 0</p> <p>3. Professional development for support staff working directly with subgroups. Supplemental 0</p> <p>4. Continue to support Family Tutoring Center (RES/CS) to provide additional support to struggling students in targeted subgroups. Supplemental 20,000</p> <p>5. Continue after school opportunities for students that support core academic work. Supplemental 1,000</p> <p>6. Continue to offer 2 week summer course for incoming K students of identified needs. (Bulldog Bootcamp) Supplemental 0</p> <p>7. Assess, research and plan to implement academic and behavioral RTI and pre-referral intervention system. Supplemental 0</p> <p>8. Add Data, Assessment and Evaluation support to monitor subgroups. (Data analyst and clerical support) Supplemental 13,549</p> <p>9. Move from pilot phase and adopt for year one of myOn (electronic book access) for all English Learners in the district. Supplemental 8,000</p>
<p>Scope of Service All Subgroups</p> <p><input 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)</p>		<p>Scope of Service</p> <p><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)</p>	
<p>Provide funding for professional services that support the implementation of CCCSS for all students including a focus for our numerically significant subgroups.</p>	<p>Develop the Differentiation Certificate to incentive offerings for Guided Language Acquisition Design (GLAD), Culturally Responsive teaching, etc. Supplemental 30,000</p> <p>Project GLAD Trainer of Trainers model (8 certified trainers in house) to expand training opportunities for classroom teachers and instructional assistants. Supplemental 20,000</p> <p>Target TK teachers for additional Professional development</p>		<p>Develop the Differentiation Certificate to incentive offerings for Guided Language Acquisition Design (GLAD), Culturally Responsive teaching, etc. Supplemental</p> <p>Project GLAD Trainer of Trainers model (8 certified trainers in house) to expand training opportunities for classroom teachers and instructional assistants. Supplemental</p> <p>Target TK teachers for additional Professional development to</p>

	to meet the needs of subgroups. Supplemental 8,000		meet the needs of subgroups. Supplemental
<p>Scope of Service EL, LI, Foster Youth</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Provide funding for materials and resources that support the implementation of CCCSS for all students including a focus for our numerically significant subgroups.</p>	<p>Expand TK and K programs to extended day targeted to schools with high populations of EL, LI and Foster Youth to enable students to have access to more instructional time to close the achievement gap. Supplemental 18,000</p> <p>Supplemental Materials and Services Supplemental 100,000</p> <p>Supplemental Instructional Support (existing special program teachers and aides) Supplemental 1,350,000</p>		<p>Expand TK and K programs to extended day targeted to schools with high populations of EL, LI and Foster Youth to enable students to have access to more instructional time to close the achievement gap. Supplemental</p> <p>Supplemental Materials and Services Supplemental</p> <p>Supplemental Instructional Support (existing special program teachers and aides) Supplemental</p>
<p>Scope of Service</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Create layers of support to meet the identified needs of students including intervention and before and after school opportunities to increase academic success.</p>	<p>Partial hosting support for Renaissance learning assessment tools to target growth of identified subgroup students for early intervention. Supplemental 18,300</p> <p>Additional Categorical Support Supplemental 18,700</p> <p>Professional Development for support staff working directly with subgroups. Supplemental 20,000</p> <p>Add Data, Assessment and Evaluation support to monitor growth of subgroups (percentage of Data Analyst) Supplemental 20,000</p> <p>Continue to provide K-12 intervention services during the school day as flexible groupings based on needs. Pilot Response to Intervention (RtI) Models. Supplemental 230,000</p> <p>Identify barriers to success and design ways to eliminate barriers, especially targeting subgroup participation. Supplemental 0</p> <p>Continue to support Family Tutoring Center (RES/CS) to provide additional support to struggling students in targeted subgroups. Supplemental 30,000</p> <p>Continue after school opportunities for students that support core academic work. Supplemental 20,000</p> <p>Continue to offer a 2 week summer course for incoming K students of identified needs (Bulldog Boot camp).</p>		<p>Partial hosting support for Renaissance learning assessment tools to target growth of identified subgroup students for early intervention. Supplemental</p> <p>Additional Categorical Support Supplemental</p> <p>Professional Development for support staff working directly with subgroups. Supplemental</p> <p>Add Data, Assessment and Evaluation support to monitor growth of subgroups (percentage of Data Analyst) Supplemental</p> <p>Continue to provide K-12 intervention services during the school day as flexible groupings based on needs. Pilot Response to Intervention (RtI) Models. Supplemental</p> <p>Identify barriers to success and design ways to eliminate barriers, especially targeting subgroup participation. Supplemental 0</p> <p>Continue to support Family Tutoring Center (RES/CS) to provide additional support to struggling students in targeted subgroups. Supplemental</p> <p>Continue after school opportunities for students that support core academic work. Supplemental</p> <p>Continue to offer a 2 week summer course for incoming K students of identified needs (Bulldog Boot camp). Supplemental 0</p>

<p>Scope of Service</p> <ul style="list-style-type: none"> - All OR: - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify) 	<p>Supplemental 8,000</p>	<ul style="list-style-type: none"> - All OR: - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> <p>As a result of reviewing the broad scope of Goal 1 in relation to RUSD Strategic Planning, receiving input from stakeholder groups, reviewing 2014-15 actuals and considering ongoing available funding, goals for 2015-16 have been revised to target specific achievable actions. The revised Goal 1 for 2015-16 combines elements of Year 1 (2014-16) Goals 1 & 2. Funding has been adjusted to meet the more specific targeted actions including a Multi-tiered system of support, establishing district wide intervention system, increasing cultural and learning tolerance, increasing emotional safety and inclusive climate, increasing family engagement and outreach, accessing quality services for our youngest learners and increasing data collection and evaluation of programs. RUSD will also continue the effective elements of the 2014-15 goals including ensuring safe campuses, English learner family outreach, college and career counselors, and accessing data to inform decisions.</p>			

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

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

Original GOAL 2 from prior year LCAP	2. RUSD will ensure that all students engage in meaningful and authentic learning experiences and find his or her passion as a learner.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan 1.3</u>
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	-----
Expected Annual Measurable Outcomes:	Students will increase participation and completion of unique programs and after school opportunities by 3%. METRICS <ul style="list-style-type: none"> School Single Plans for Student Achievement Graduation rates Dropout rates (middle and high) Truancy/ absentee rates Coalition of Placer Youth (CPY) Data (every two years beginning 2016-17)) Participation rates in extracurricular activities Student/Parent Surveys 	Actual Annual Measurable Outcomes: 2014-15 data collection in progress. Data to be collected includes, School Single Plans for Student Achievement <ul style="list-style-type: none"> Graduation rates Dropout rates (middle and high) Truancy/ absentee rates Participation rates in extracurricular activities Student/Parent Surveys
LCAP Year: 2014-15		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services
Create and expand unique programs to engage all learners.	Current Teachers/Administrators Base 42,500,000 Current Instructional Aides Base 600,000 Supplemental Instructional Support Supplemental 1,350,000 Professional development to support TK staff (Developmentally appropriate & play-based learning classroom structures.) Supplemental 8,000 Research innovative programs, for example: Early childhood programs including 4year old program, Dual Immersion, IB Expansion, STEAM, Early College Program, magnet programs, blended learning, Project-based learning etc. Supplemental 0 Research expansion of CTE offerings at all high schools (CA Careers Trustways Grant) including a biomedical technology program at Rocklin High School. Base 0 Research expansion of self-contained GATE classrooms in the district. Base 0 Train additional teachers in GATE/Differentiation. Title II 5,000 Add AVID tutors (College students) Supplemental 30,000	1-3. Salary costs were different based on late year negotiations with bargaining groups. For instructional aides, a mistake was made in our budgeted expenditures and it should have said 300,000 since it does not include aides paid out of supplemental (EL aides, intervention support, etc). 4. This professional learning came out of other funding sources for the 14/15 school year. 9. While we worked very hard to fill the AVID tutor positions there were several factors that made them challenging to hire including work hours and master schedule. Whitney High School only hired two tutors this year and we have adjusted the allocation for 15/16 to be more reasonable for next school year. We have also made adjustments to the work hours to make the position more appealing. 10. Due to several identified needs, RUSD contracted with an outside agency (WestEd Center for Prevention and Early Intervention) to collect data on current programs and processes in our Special Education department. This report will help guide our work in the coming years and will act as a baseline for analyzing effectiveness of services provided to students with exceptional needs.
Scope of Service _ All OR:		Scope of Service _ All OR:
		Estimated Actual Annual Expenditures: 1. Current Teachers/Administrators Base 44,880,000 2. Current Instructional Aides Base 258,000 3. Supplemental Instructional Support Supplemental 1,335,000 4. Professional development to support TK staff (Developmentally appropriate & play-based learning classroom structures.) Supplemental 0 5. Research innovative programs, for example: Early childhood programs including 4year old program, Dual Immersion, IB Expansion, STEAM, Early College Program, magnet programs, blended learning, Project-based learning etc. Supplemental 0 6. Research expansion of CTE offerings at all high schools (CA Careers Trustways Grant) including a biomedical technology program at Rocklin High School. Base 0 7. Research expansion of self-contained GATE classrooms in the district. Base 0 8. Train additional teachers in GATE/Differentiation. Title II 2,300 9. Add AVID tutors (College students) Supplemental 2,000 10. WestEd review of Special Education supports and services Base 25,000

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Increase participation in extracurricular activities (band, drama, technology, sports and clubs etc.)</p>	<p>Outreach to subgroups to identify and eliminate barriers to participation in after school activities. Supplemental 0</p> <p>Identify ways to create equitable opportunities for all students to participate in extra curricular opportunities. Supplemental 0</p>		<p>Outreach to subgroups to identify and eliminate barriers to participation in after school activities. Supplemental 0</p> <p>Identify ways to create equitable opportunities for all students to participate in extra curricular opportunities. Supplemental 0</p>
<p>Scope of Service All Subgroups</p> <p>_ All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<p>Scope of Service</p> <p>_ All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Create and expand unique programs to engage all learners.</p>	<p>Research innovative programs, for example: preschool, Dual Immersion, IB Expansion, STEM, Early College Program, magnet programs, blended learning, Project based learning etc. Supplemental 0</p> <p>Add AVID tutors for middle and high schools to target the needs of identified struggling students. Supplemental 30,000</p> <p>Supplemental Instructional Support Supplemental 1,350,000</p> <p>Target TK teachers for additional Professional development to meet the needs of subgroups. Supplemental 8,000</p> <p>Research Innovative programs, for example: Early Childhood including 4 year olds, Dual Immersion, IB expansion, STEAM, Early College, magnets, blended learning, project based learning, etc. Supplemental 0</p>		<p>Research innovative programs, for example: preschool, Dual Immersion, IB Expansion, STEM, Early College Program, magnet programs, blended learning, Project based learning etc. Supplemental 0</p> <p>Add AVID tutors for middle and high schools to target the needs of identified struggling students. Supplemental</p> <p>Supplemental Instructional Support Supplemental</p> <p>Target TK teachers for additional Professional development to meet the needs of subgroups. Supplemental</p> <p>Research Innovative programs, for example: Early Childhood including 4 year olds, Dual Immersion, IB expansion, STEAM, Early College, magnets, blended learning, project based learning, etc. Supplemental 0</p>
<p>Scope of Service EL, LI, Foster Youth</p> <p>_ All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<p>_ All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Increase participation in extracurricular activities (band, drama, technology, sports and clubs etc.)</p>	<p>Outreach to subgroups to identify and eliminate barriers to participation in after school activities. Supplemental 0</p> <p>Identify ways to create equitable opportunities for all students to participate in extra curricular opportunities. Supplemental 0</p>		<p>Outreach to subgroups to identify and eliminate barriers to participation in after school activities. Supplemental 0</p> <p>Identify ways to create equitable opportunities for all students to participate in extra curricular opportunities. Supplemental 0</p>

<p>Scope of Service</p> <p>EL, LI, Foster Youth</p> <p> <input type="checkbox"/> All <input type="checkbox"/> 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) </p>	<p> <input type="checkbox"/> All <input type="checkbox"/> 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) </p>	<p> <input type="checkbox"/> All <input type="checkbox"/> 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) </p>	<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> <p>As a result of reviewing the broad scope of Goal 2 in relation to RUSD Strategic Planning, receiving input from stakeholder groups, reviewing 2014-15 actuals and considering ongoing available funding, goals for 2015-16 have been revised to target specific achievable actions. The revised Goal 2 for 2015-16 combines elements of Year 1 (2014-15) Goals 2 & 3. Funding has been adjusted to meet the more specific targeted actions including a Multi-tiered system of support, establishing district wide intervention system, increasing cultural and learning tolerance, increasing emotional safety and inclusive climate, increasing family engagement and outreach, accessing quality services for our youngest learners and increasing data collection and evaluation of programs. RUSD will also continue the effective elements of the 2014-15 goals including ensuring safe campuses, English learner family outreach, college and career counselors, and accessing data to inform decisions.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL: 3 from prior year LCAP	3. RUSD will create student academic growth through dynamic, relevant and increasingly challenging learning experiences.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan 2,4,5</u>
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Goal Applies to:	Schools: All	-----
	Applicable Pupil Subgroups: All	

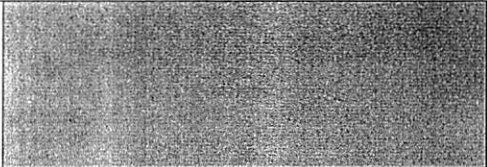
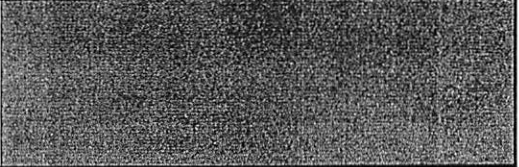
Expected Annual Measurable Outcomes:	Achievement rates in A-G, AP, CTE and State Assessments and or district benchmarks will increase by 3% for all students. AMAO 2, graduation and reclassification rates will continue to exceed state targets/averages. METRICS <ul style="list-style-type: none"> • District Benchmark assessments • SBAC • A-G Course enrollment/completion • AP Course enrollment/passing rate • CTE Course enrollment/completion of Capstone • Math pathway placement in middle school • CAHSEE 10th grade passage rates • EAP scores 	Actual Annual Measurable Outcomes:	2014-2015 data collection in progress; Data to be collected includes; District Benchmark assessments <ul style="list-style-type: none"> • SBAC • A-G Course enrollment/completion • AP Course enrollment/passing rate • CTE Course enrollment/completion of Capstone • Math pathway placement in middle school • CAHSEE 10th grade passage rates • EAP scores
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement literacy practice within and across content areas as the foundation for teaching and learning based on adopted CCCSS.	Create a TK-12 instructional team in conjunction with TOSAs (ELA, Math, RETT Committees) to identify effective research-based literacy strategies to support implementation of CCCSS. Base 0 Communicate research and evidence based comprehensive and disciplinary literacy strategies to staff. Base 0 Develop strong conceptual understanding of the subject area reflected in respective CCCSS. Base 0		Create a TK-12 Instructional team in conjunction with TOSAs (ELA, Math, RETT Committees) to identify effective research-based literacy strategies to support implementation of CCCSS. Base 0 Communicate research and evidence based comprehensive and disciplinary literacy strategies to staff. Base 0 Develop strong conceptual understanding of the subject area reflected in respective CCCSS. Base 0
Scope of Service	All Subgroups	Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase performance on academic measures.	Current Teachers/Administrators Base 42,500,000 Current Instructional Aides Base 600,000 Supplemental Instructional Support Supplemental	5. Ren Place hosting fee came out of other funding sources for the 14/15 school year.	1.Current Teachers/Administrators Base 44,880,000 2.Current Instructional Aides Base 258,000 3.Supplemental Instructional Support Supplemental 1,335,000

	<p>1,350,000 Align district benchmarks to reflect increased rigor of CCCSS and Assessments; research, pilot and purchase progress monitoring tools.</p> <p>Other 89,000 Renaissance Place portion of hosting fee (progress monitoring tool) Supplemental 18,300</p>		<p>4.Align district benchmarks to reflect increased rigor of CCCSS and Assessments; research, pilot and purchase progress monitoring tools Other 45,000</p> <p>5.Renaissance Place portion of hosting fee (progress monitoring tool) Supplemental 0</p>
<p>Scope of Service All Subgroups</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Create college and career ready students.</p>	<p>Career and College Counselors including; adding two high school counselors, one middle school counselor to support Naviance Implementation, alignment to National School counseling and guidance standards Supplemental 280,000</p>	<p>1. We estimated salary based on hiring counselors at the middle-high range of the salary schedule and our new counselors came in lower than anticipated.</p>	<p>1. Career and College Counselors including; adding two high school counselors, one middle school counselor to support Naviance Implementation, alignment to National School counseling and guidance standards Supplemental 223,00</p>
<p>Scope of Service All Subgroups</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Learning experiences will promote essential life, learning and career skills to include creativity, innovation, problem solving, critical thinking, ect.</p>	<p>Develop a TK-12 team in conjunction with TOSAs (ELA, Math, RETT Committees) to investigate the application and best practices of resources such as P21 and Future Work Skills 20/20. Base 0</p> <p>Communicate findings of investigation to stakeholders. Base 0</p> <p>Design an implementation plan to incorporate best practice into first instruction.</p> <p>Base 0</p>		<p>Develop a TK-12 team in conjunction with TOSAs (ELA, Math, RETT Committees) to investigate the application and best practices of resources such as P21 and Future Work Skills 20/20. Base 0</p> <p>Communicate findings of investigation to stakeholders. Base 0</p> <p>Design an implementation plan to incorporate best practice into first instruction. Base 0</p>
<p>Scope of Service All Subgroups</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

<p>Appropriate technology tools and resources are integrated to support effective instruction and learning.</p>	<p>Enhance RETT to directly support on-going technology integration throughout the district. Integrate RETT members into district planning teams (ELA and Math committees K-12) working on CCCSS aligned lesson development. Base 0</p> <p>Develop a phased-in model to implement Chromebooks and Google Apps for Education (or other district identified hardware and software) over a five year period with professional learning and hardware support. Base 0</p> <p>Establish on-going pilot programs to identify emerging instructional technology practices such as blended learning, virtual schools, digital textbooks and 1:1 student technology models. Base 0</p> <p>Identify and implement student technology standards for software and applications based upon the CCCSS, ISTE NET's, and 21st Century Skills.</p> <p>Base 0</p>		<p>Enhance RETT to directly support on-going technology integration throughout the district. Integrate RETT members into district planning teams (ELA and Math committees K-12) working on CCCSS aligned lesson development. Base 0</p> <p>Develop a phased-in model to implement Chromebooks and Google Apps for Education (or other district identified hardware and software) over a five year period with professional learning and hardware support. Base 0</p> <p>Establish on-going pilot programs to identify emerging instructional technology practices such as blended learning, virtual schools, digital textbooks and 1:1 student technology models. Base 0</p> <p>Identify and implement student technology standards for software and applications based upon the CCCSS, ISTE NET's, and 21st Century Skills.</p> <p>Base 0</p>
<p>Scope of Service: All Subgroups</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Create college and career ready students.</p>	<p>Career and College Counselors including; adding two high school counselors, one middle school counselor to support Naviance Implementation, alignment to National School counseling and guidance standards. Additional counseling staff will decrease the ratio of counselors to students and allow for more targeted intervention and support for subgroups. Supplemental 280,000</p>		<p>Career and College Counselors including; adding two high school counselors, one middle school counselor to support Naviance Implementation, alignment to National School counseling and guidance standards. Additional counseling staff will decrease the ratio of counselors to students and allow for more targeted intervention and support for subgroups. Supplemental</p>
<p>Scope of Service: LEA Wide</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Increase performance on academic measures.</p>	<p>Supplemental Instructional Support Supplemental 1,350,000 Renaissance Place-portion of the hosting fee (progress monitoring tool) Supplemental 18,300</p>		<p>Supplemental Instructional Support Supplemental Renaissance Place-portion of the hosting fee (progress monitoring tool) Supplemental</p>
<p>Scope of Service: EL, LI, Foster Youth</p>		<p>_ All OR:</p>	

<input type="checkbox"/> All <input type="checkbox"/> 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)		<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)	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As a result of reviewing the broad scope of Goal 3 in relation to RUSD Strategic Planning, receiving input from stakeholder groups, reviewing 2014-15 actuals and considering ongoing available funding, goals for 2015-16 have been revised to target specific achievable actions. The revised Goal 3 for 2015-16 combines elements of Year 1 (2014-15) Goals 2 & 3. Funding has been adjusted to meet the more specific targeted actions including a Multi-tiered system of support, establishing district wide intervention system, increasing cultural and learning tolerance, increasing emotional safety and inclusive climate, increasing family engagement and outreach, accessing quality services for our youngest learners and increasing data collection and evaluation of programs. RUSD will also continue the effective elements of the 2014-15 goals including ensuring safe campuses, English learner family outreach, college and career counselors, and accessing data to inform decisions.</p>		

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

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

Original GOAL 4 from prior year LCAP	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.	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7_ 8_ COE only: 9_ 10_ Local : Specify <u>Strategic Plan 2</u>	
Goal Applies to	Schools: All Applicable Pupil Subgroups:	-----	
Expected Annual Measurable Outcomes:	Reduce incidences of bullying reported (by parents and students), suspension and expulsion rates, and dropout rates by 3%. An increase in positive school climate programs and initiatives by 3%. RUSD will maintain attendance rates at or above 96% and chronic absenteeism will decrease by 3% as evidenced through number of student cases referred to SARB. The district will also maintain a rating of very good or above on the Facilities Inspection Tool (FIT). METRICS <ul style="list-style-type: none"> Coalition of Placer Youth Survey (available every two years beginning 2015-16) Parent/Staff Surveys Dropout data SARB, Suspension/Expulsion data Incidents of Bullying reported (including Cyber-bullying) Work order audits Support staff retention rates Attendance data FIT report 	Actual Annual Measurable Outcomes:	2014-15 Data collection in progress
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Ensure physically safe school campuses and a highly functioning emergency response system.	Budgeted Expenditures		Estimated Actual Annual Expenditures
	Continue working with Rocklin PD and Rocklin FD: <ul style="list-style-type: none"> Safety Committee recommendations School Resource Officer Canine Drug Detection School Messenger Audits/Training (D-PREP) Social media awareness Base 123,000		Continue working with Rocklin PD and Rocklin FD: <ul style="list-style-type: none"> Safety Committee recommendations School Resource Officer Canine Drug Detection School Messenger Audits/Training (D-PREP) Social media awareness Base 119,000
Scope of Service: All Subgroups _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Ensure socially and emotionally safe school environments.	Pilot behavior intervention and support systems (PBIS, Love and Logic, Leader in Me, etc) <ul style="list-style-type: none"> School wide system Parent component-Family Resource Center, partnership 	1. Estimated cost for .2 FTE was slightly lower than original and supplies and training came out of another funding source.	1. Pilot behavior intervention and support systems (PBIS, Love and Logic, Leader in Me, etc) <ul style="list-style-type: none"> School wide system Parent component-Family Resource Center, partnership

	<p>with KidsFirst</p> <ul style="list-style-type: none"> • Teacher training • Pilot site initial year implementation support (.2 FTE) <p>Supplemental 20,000</p> <p>Continue work with Coalition of Placer Youth (CPY) on Drug and Alcohol Prevention programs. Base 0</p> <p>Identify internet/cyber safety curriculum for use K-12 Base 0</p>		<p>with KidsFirst</p> <ul style="list-style-type: none"> • Teacher training • Pilot site initial year implementation support (.2 FTE) <p>Supplemental 15,000</p> <p>2.Continue work with Coalition of Placer Youth (CPY) on Drug and Alcohol Prevention programs. Base 0</p> <p>3.Identify internet/cyber safety curriculum for use K-12 Base 0</p>
<p>Scope of Service All Subgroups</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain school facilities at high levels.</p>	<p>Payroll for basic functioning of schools and support services. Base 12,400,000</p> <p>Utilities Base 2,700,000</p> <p>Insurance Base 600,000</p> <p>Software licensing Base 400,000</p> <p>Develop a plan and budget to fund ongoing technology replacement and repair costs district wide. Base 300,000</p>		<p>Payroll for basic functioning of schools and support services. Base 13,490,000</p> <p>Utilities Base 3,027,000</p> <p>Insurance Base 595,000</p> <p>Software licensing Base 414,000</p> <p>Develop a plan and budget to fund ongoing technology replacement and repair costs district wide. Base 300,000</p>
<p>Scope of Service All Subgroups</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Transportation of all students will be organized for efficiency and safety.</p>	<p>Maintenance and Transportation Supplies Base 1,500,000</p> <p>Supplemental Transportation for free and reduced students. Supplemental 350,000</p> <p>Support English Learner Summer School Transportation Supplemental 10,000</p>	<p>1. Due to several factors our estimated costs for transportation was less than anticipated. Price of diesel was down by 100,000. Accounting changes for tracking deferred maintenance accounted for 337,000 less expenditures.</p> <p>3. This is still an estimated cost since summer school has not happened yet, but we revised based on charges from last summer and feel that 5,000 is a closer estimate of cost.</p>	<p>1.Maintenance and Transportation Supplies Base 983,000</p> <p>2.Supplemental Transportation for free and reduced students. Supplemental 350,000</p> <p>3. Support English Learner Summer School Transportation Supplemental 5,000</p>
<p>Scope of Service All Subgroups</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

<p>Other Subgroups: (Specify)</p> <p>Ensure socially and emotionally safe school environments.</p>	<p>Pilot behavior intervention and support systems (PBIS, Love and Logic, Leader in Me, etc)</p> <ul style="list-style-type: none"> School wide system Parent component Teacher component Pilot site support for initial implementation (.2 FTE) Supplemental 20,000 	<p>Other Subgroups: (Specify)</p>	<p>Pilot behavior intervention and support systems (PBIS, Love and Logic, Leader in Me, etc)</p> <ul style="list-style-type: none"> School wide system Parent component Teacher component Pilot site support for initial implementation (.2 FTE) Supplemental
<p>Scope of Service</p> <p>School Wide</p> <p>All</p> <p>OR:</p> <ul style="list-style-type: none"> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) 	<p>Support English Learner Summer School Transportation Supplemental 10,000</p> <p>Supplemental transportation for free and reduced students. Supplemental 350,000</p>	<p>All</p> <p>OR:</p> <ul style="list-style-type: none"> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) 	<p>Support English Learner Summer School Transportation Supplemental</p> <p>Supplemental transportation for free and reduced students. Supplemental</p>
<p>Scope of Service</p> <p>EL, LI, Foster Youth</p> <p>All</p> <p>OR:</p> <ul style="list-style-type: none"> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As a result of reviewing the broad scope of Goal 4 in relation to RUSD Strategic Planning, receiving input from stakeholder groups, reviewing 2014-15 actuals and considering ongoing available funding, goals for 2015-16 have been revised to target specific achievable actions. The revised Goal 4 for 2015-16 combines elements of Year 1 (2014-15) Goals 4 & 5. Funding has been adjusted to meet the more specific targeted actions including a Multi-tiered system of support, establishing district wide intervention system, increasing cultural and learning tolerance, increasing emotional safety and inclusive climate, increasing family engagement and outreach, accessing quality services for our youngest learners and increasing data collection and evaluation of programs. RUSD will also continue the effective elements of the 2014-15 goals including ensuring safe campuses, English learner family outreach, college and career counselors, and accessing data to inform decisions.</p>	<p>All</p> <p>OR:</p> <ul style="list-style-type: none"> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) 	<p>Support English Learner Summer School Transportation Supplemental</p> <p>Supplemental transportation for free and reduced students. Supplemental</p>

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

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

Original GOAL 5 from prior year LCAP:	5. RUSD will enhance student growth through local partnerships that provide learning opportunities and community service experiences. METRICS <ul style="list-style-type: none"> • Parent/Staff Surveys • Student Survey • Community Action Planning Groups • Community Service data K-12 • Community Service Graduation requirement completion rates 	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan 4</u>	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Increase participation for K-12 students in community service programs by 3% METRICS <ul style="list-style-type: none"> • Parent/Staff Surveys • Student Survey • Community Action Planning Groups • Community Service data K-12 • Community Service Graduation requirement completion rates. 	Actual Annual Measurable Outcomes: 2014-2015 data collection in progress	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Increase opportunities for community service at all grade levels.	Budgeted Expenditures		Estimated/Actual/Annual Expenditures
	Research options and grant writing for service learning expansion including grant writing and opportunities Base 0 Develop a communication system to educate and inform parents of community service opportunities/service learning. Base 0		Research options and grant writing for service learning expansion including grant writing and opportunities Base 0 Develop a communication system to educate and inform parents of community service opportunities/service learning. Base 0
Scope of Service: All Subgroups _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Ensure all students have access to support services and programs that focus on college and career readiness.	Career and College Counselors including; adding two high school counselors, one middle school counselor to support Naviance Implementation, alignment to National School counseling and guidance standards Supplemental 280,000 Identify community partnerships to give students opportunities for hands on learning experiences outside the classroom. Base 0 Explore expansion of Students Teaching and Reaching Standards (STRS) tutoring program. Base 0 Encourage community leader participation in school. <ul style="list-style-type: none"> • Sponsorship • Guest speakers 		Career and College Counselors including; adding two high school counselors, one middle school counselor to support Naviance Implementation, alignment to National School counseling and guidance standards Supplemental 223,000 Identify community partnerships to give students opportunities for hands on learning experiences outside the classroom. Base 0 Explore expansion of Students Teaching and Reaching Standards (STRS) tutoring program. Base 0 Encourage community leader participation in school. <ul style="list-style-type: none"> • Sponsorship • Guest speakers

		Base 0		Base 0
		Expand Naviance implementation- Additional staff training in Naviance successful implementation Other 10,000		Expand Naviance implementation- Additional staff training in Naviance successful implementation Other 10,000
Scope of Service	All Subgroups		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		As a result of reviewing the broad scope of Goal 5 in relation to RUSD Strategic Planning, receiving input from stakeholder groups, reviewing 2014-15 actuals and considering ongoing available funding, goals for 2015-16 have been revised to target specific achievable actions. The revised Goal 5 for 2015-16 combines elements of Year 1 (2014-15) Goals 5 & 6. Funding has been adjusted to meet the more specific targeted actions including a Multi-tiered system of support, establishing district wide intervention system, increasing cultural and learning tolerance, increasing emotional safety and inclusive climate, increasing family engagement and outreach, accessing quality services for our youngest learners and increasing data collection and evaluation of programs. RUSD will also continue the effective elements of the 2014-15 goals including ensuring safe campuses, English learner family outreach, college and career counselors, and accessing data to inform decisions.		

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

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

Original GOAL 6 from prior year LCAP:	6. RUSD will have regular, consistent and proactive systems of clear communication that support meaningful involvement by parents and the community to enhance district programs and student learning. METRICS • Community/parent Surveys • Participation rates Parent Advisory Groups (ELAC, DELAC, GATE, LCAP Parent Advisory Group, Site Councils) • Strategic Planning	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan 3</u>	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	-----	
Expected Annual Measurable Outcomes:	An increase in parental participation of subgroups on district and site level committees by 3% as evidenced on sign in sheets at meetings. METRICS • Community/parent Surveys • Participation rates Parent Advisory Groups (ELAC, DELAC, GATE, LCAP Parent Advisory Group, Site Councils) • Strategic Planning	Actual Annual Measurable Outcomes: 2014-15 data collection in progress	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Increase levels of family involvement.	Budgeted Expenditures	2. Due to lack of personnel this task was not completed. 5. This program did take place, but other funds were used to support it for 14/15 school year.	Estimated Actual Annual Expenditures
	Strategic Planning/Action Planning process. Title II 60,000 Target specific subgroups to increase participation. Supplemental 5,000		1.Strategic Planning/Action Planning process. Title II 59,000 2.Target specific subgroups to increase participation. Supplemental 0
	Develop site based family services to build partnerships between the schools and other community resources (KidsFirst, PBIS, etc) Create a Family Resource Center in partnership with area resource groups (KidsFirst, churches) Supplemental 0		3.Develop site based family services to build partnerships between the schools and other community resources (KidsFirst, PBIS, etc) Create a Family Resource Center in partnership with area resource groups (KidsFirst, churches) Supplemental 0
	Continue Latino Family Literacy Program Supplemental 10,000		4.Continue Latino Family Literacy Program Supplemental 8,000
	Continue English as a Second Language Class for families at RES. Supplemental 10,000		5.Continue English as a Second Language Class for families at RES. Supplemental 0
	GATE Advisory Committee Base 0		6.GATE Advisory Committee Base 0
	ELACs/DELACs Supplemental 3,000		7. ELACs/DELACs Supplemental 2,500
	Coordinate district and support school sites family and community engagement (Percent of Family Engagement Coordinator). Supplemental 29,000		8. Coordinate district and support school sites family and community engagement (Percent of Family Engagement Coordinator). Supplemental 25,000
	CTE Advisory Committee Base 0		9. CTE Advisory Committee Base 0
	School Site Council Base 0		10. School Site Council Base 0
Scope of Service: All Subgroups _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Increase levels and methods of family outreach.	Develop effective family involvement strategies. Example: Site based parent nights, Family Resource Center Supplemental 0 Develop district wide parent trainings to increase academic support. Supplemental 0 Research ways to include bilingual families in school setting: <ul style="list-style-type: none"> • Bilingual Liaison support staff (office hours on high need sites) • Bilingual informational nights (CCCSS) • Digital translating options Supplemental 0 Coordinate district and support school sites family and community engagement. Supplemental 29,000		1. Develop effective family involvement strategies. Example: Site based parent nights, Family Resource Center Supplemental 0 2. Develop district wide parent training to increase academic support. Supplemental 0 3. Research ways to include bilingual families in school setting: <ul style="list-style-type: none"> • Bilingual Liaison support staff (office hours on high need sites) • Bilingual informational nights (CCCSS) • Digital translating options Supplemental 0 4. Coordinate district and support school sites family and community engagement. Supplemental 25,000
Scope of Service: All Subgroups _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to educate parents and community about educational changes and best practices.	Incorporate CCCSS information at site events including Back to School night. Base 0 Offer Spanish nights for bilingual families wanting to learn about CCCSS and other topics. Supplemental 0		Incorporate CCCSS information at site events including Back to School night. Base 0 Offer Spanish nights for bilingual families wanting to learn about CCCSS and other topics. Supplemental 0
Scope of Service: All Subgroups _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase levels of family involvement.	Target specific subgroups to increase participation. Supplemental 5,000 Research site based family services to build partnerships between the schools and other community resources (KidsFirst, PBIS, etc). Supplemental 0 Coordinate district and support school sites family and community engagement. Supplemental 29,000 Research effective family involvement strategies. Example: Site based parent nights. Supplemental 0 Research ways to include bilingual families in school setting: <ul style="list-style-type: none"> • Bilingual Liaison support staff (office hours on high need sites) • Bilingual informational nights (CCCSS) 		

	<ul style="list-style-type: none"> • Electronic translator headsets Supplemental 0 <p>Bridge the learning for summer and after school by adding MyOn (computer based library of books) for English Learners to access. Incentivize reading outside of school. Supplemental 8,000</p> <p>Continue Latino Family Literacy Program Supplemental 10,000</p> <p>Continue English as a second language class for families at RES. Supplemental 10,000</p> <p>ELACs/DELACs Supplemental 3,000</p>		
<p>Scope of Service EL, LI, Foster Youth</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to educate parents and community about educational changes and best practices</p>	<p>Develop district wide parent trainings to increase academic support. Supplemental 0</p> <p>Offer Spanish nights for bilingual families to learn about CCCSS. Supplemental 0</p>		
<p>Scope of Service EL, LI, Foster Youth</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As a result of reviewing the broad scope of Goal 6 in relation to RUSD Strategic Planning, receiving input from stakeholder groups, reviewing 2014-15 actuals and considering ongoing available funding, goals for 2015-16 have been revised to target specific achievable actions. The revised Goal 6 for 2015-16 combines elements of Year 1 (2014-15) Goals 5 & 6. Funding has been adjusted to meet the more specific targeted actions including a Multi-tiered system of support, establishing district wide intervention system, increasing cultural and learning tolerance, increasing emotional safety and inclusive climate, increasing family engagement and outreach, accessing quality services for our youngest learners and increasing data collection and evaluation of programs. RUSD will also continue the effective elements of the 2014-15 goals including ensuring safe campuses, English learner family outreach, college and career counselors, and accessing data to inform decisions.</p>		

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

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

Original GOAL 7 from prior Year LCAP	Goal Applies to: Schools, Applicable Pupil Subgroups	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Expected Annual Measurable Outcomes	Actual Annual Measurable Outcomes	Actual/Actions/Services
LCAP Year: 2014-15		
Planned Actions/Services	Budgeted Expenditures	Estimated/Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

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

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

Original GOAL 8 from prior year LCAP	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	Goal/Applicable to Schools Applicable Pupil Subgroups:	Expected Annual Measurable Outcomes:	Actual/Annual Measurable Outcomes:	Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Annual Expenditures
				LCAP Year: 2014-15				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?								

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

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

Original GOAL 9 from prior year LCAP		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to: Schools: Applicable Pupil Subgroups:		-----	
Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	LCAP Year: 2014-15	
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services
Estimated Actual/Annual Expenditures			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changing goals?			

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

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

Original GOAL 10 from prior year LCAP:					Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:				
Expected Annual Measurable Outcomes:				Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
Budgeted Expenditures			Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated: \$3,109,000

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

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

3.83 %

In year two, RUSD will spend \$3,109,000 in supplemental funds to support all students, calling out specific actions to target English learners, Low Income, Foster Youth, and students with exceptional needs subgroup populations. Please refer to the Goals and Action sections of the LCAP document for details. Through a collaborative process that included input from all stakeholders, these actions were identified as being the most effective use of supplemental funds. Anticipated results of LCAP Year 1 and continuing actions in LCAP Year 2, include the following: through targeted intervention, students with identified academic need will make progress towards meeting grade level performance goals; communication between home and school will improve, allowing parents, schools and students to interact more effectively thereby improving student engagement, access to services, and academic performance; middle and high school students will benefit from additional counselors and have increased access to services aimed at helping them identify and meet college and career related goals; professional development to support the expansion of RUSD's Transitional Kindergarten (TK) program and piloting a full day kindergarten model thereby narrowing the achievement gap for our youngest learners. Addition of a full-day Kindergarten classroom model targeting the needs of early learners and provides early intervention services for our youngest students; the continuance of Career and College Counselors at the secondary level will enhance the support services for targeted student subgroups by creating lower student-staff ratios; continuing to providing the Positive Behavior Intervention Support (PBIS) at Title 1 school sites supports LCAP Goal 3 of providing "safe schools with healthy climates;" Teachers on Special Assignment for ELA, Math and Technology provide valuable professional learning and ongoing support to classroom teachers and improving the outcomes for student learning; other LCAP goals that support "progress towards increasingly challenging academic goals for all students" include the exploration of an IB program at the Title I middle school level, GLAD training for K-12 teachers, and targeted support for EL students at the secondary level. Building positive culture and climates on school campuses will be provided through staff professional learning and student engagement opportunities in the areas of inclusion and working with students with diverse learning styles and students in LCAP targeted subgroups. In addition, enhanced elements of data collection will help RUSD continue to reflect and refine programs throughout the year, targeting subgroup performance as related to LCAP goals.

Section 4: Expenditure Summary

Total Expenditures by Funding Source							
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total	
All Funding Sources	164,928,300.00	164,753,092.00	148,631,500.00	148,875,500.00	148,816,500.00	446,323,500.00	
Base	151,638,000.00	157,702,000.00	142,381,000.00	142,381,000.00	142,381,000.00	427,143,000.00	
Other	2,198,000.00	2,058,443.00	0.00	0.00	0.00	0.00	
Supplemental	11,027,300.00	4,931,349.00	6,250,500.00	6,494,500.00	6,435,500.00	19,180,500.00	
Title II	65,000.00	61,300.00	0.00	0.00	0.00	0.00	

Total Expenditures by Object Type							
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total	
All Expenditure Types	51,068,700.00	0.00	52,064,500.00	52,064,500.00	52,064,500.00	156,193,500.00	
	51,068,700.00	0.00	52,064,500.00	52,064,500.00	52,064,500.00	156,193,500.00	

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	51,068,700.00	0.00	52,064,500.00	52,064,500.00	52,064,500.00	156,193,500.00
	Base	47,415,000.00	0.00	49,614,000.00	49,614,000.00	49,614,000.00	148,842,000.00
	Other	2,039,000.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	1,614,700.00	0.00	2,450,500.00	2,450,500.00	2,450,500.00	7,351,500.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Adoption of 2015-16 Rocklin Independent Charter Academy (RICA) Local Control and Accountability Plan (LCAP) and 2014-15 LCAP Annual Update

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 the draft 2015-16 LCAP as well as the 2014-15 Annual Update for the LCAP for adoption on June 24, 2015. 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. With the Governor's May revision of the California budget, additional supplemental dollars have been incorporated into the draft LCAP.

Presenter(s):

Deborah Sigman, Deputy Superintendent, Educational Services

Financial Impact:

Current year: \$23,000
Future years: \$48,000
Funding source: Local Control Funding Formula – Supplemental Funds

Materials/Films:

None

Other People Who Might Be Present:

Mark Williams, Principal Rocklin Independent Charter Academy

Allotment of Time:

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

Packet Information:

2015-16 RICA LCAP Draft and 2014-15 Annual Update

Recommendation:

Staff recommends that the Board of Trustees approve the adoption of the Rocklin Independent Charter Academy (RICA) draft 2015-16 LCAP and the 2014-15 LCAP Annual Update.

Introduction:

LEA: Rocklin Unified School District Contact (Name, Title, Email, Phone Number): Charlotte Klineck, Program Specialist, klineck@rocklin.k12.ca.us, 916-257-3195 LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Stakeholder Surveys Including: Parents, teachers, administrators.</p> <p>3/26/2014 RICA Advisory Board was consulted during monthly scheduled meetings and informed of LCAP requirements and given the opportunity to give input and feedback</p> <p>4/23/2014 RICA Advisory Board was provided with LCAP draft of goals and the rationale of adopting RUSD LCAP goals. In addition they were given initial action steps to achieve those goals.</p> <p>5/28/2014 RICA Advisory Board was provided with LCAP action plan steps. Given a chance to give comments and feedback</p> <p>6/2/2014</p> <p>12/17/2014 Advisory Board reviewed and provided feedback on current status of goals.</p> <p>1/22/2015 Parent Survey</p> <p>2/25/2015 Presented information from parent survey and current data from iReady testing to advisory board for feedback.</p> <p>2/9/2015 reviewed information from parent survey and current testing data with staff</p> <p>3/2/2015 Staff participated in a staff survey to identify current perceptions and realities of RICA program</p> <p>3/16/2015 Staff review results of student survey</p> <p>4/22/2015 Advisory Board presented with final LCAP goals and proposed supplemental budget</p> <p>4/27/2015 Staff reviewed final LCAP goals and budget</p> <p>5/26/2015</p>	<p>Survey data analyzed for needs assessment- Surveys completed by 25% parents, 100% teachers and school administrators. "Priorities" identified</p> <p>"Priorities" identified and Advisory Board comments and feedback received, LCAP drafted based on feedback</p> <p>Feedback and comments incorporated into plan</p> <p>Document continues to be revised and updated through team input.</p> <p>LCAP prepared for public review at June 11, 2014 meeting of the Board of Trustees.</p> <p>No feedback given</p> <p>Parent survey identified a need to better improve communication, expand course choices, and connect students with college and career choices after graduation. Parents indicated an overwhelming satisfaction for the direct instruction classes, curriculum, and engaging students in activities and projects.</p> <p>More questions asked about what the data was including and determined that more information was needed.</p> <p>Staff identified writing as an area of concern for RICA</p> <p>Students' indicated that there is not interest to participate in activities outside of class, but that they would like more engaging class activities. They also indicated that they feel there is a lack of elective courses or courses to prepare them with life skills.</p> <p>no additional feedback given.</p> <p>no additional feedback given.</p> <p>LCAP prepared for public review at June 15, 2015 meeting of the Board of Trustees.</p>
<p>Annual Update:</p>	<p>Annual Update:</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52064, 52067, and 47606.5.

Guiding Questions:

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

GOAL 1	1. Rocklin Independent Charter Academy will ensure that all students engage in meaningful and increasingly challenging learning experiences so that all students will find his or her passion as a learner, purpose in college and career goals, and proficiency in state standards.	Related State and/or Local Priorities: 1 - 2 X 3 X 4 X 5 X 6 - 7 X 8 X COE only: 9 - 10 - Local : Specify
<p>Identified Need:</p> <p>NEED Improving learning through the implementation of California Common Core Standards (CCSS) Increase awareness of the importance of regular and consistent participation in classes and completion of work assignments. Offer unique programs to engage all learners.</p> <p>METRICS Student achievement data will be analyzed by "all students" and numerically significant subgroups: <ul style="list-style-type: none"> • CAASPP • Smarter Balanced summative assessments • Smarter Balanced interim assessments • A-G completion rates • CAHSEE success rates • Attendance rates • Graduation rates </p>		
<p>Goal Applies to: Schools: RICA Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>LCAP Year 1: 2015-16 Gap between subgroups (LI, EL, and Foster) and general student population decreased 6% on each metric. Students will increase participation and completion of elective courses. RICA will have an 90% retention rate of students from year to year.</p>	
<p>Provide students the opportunity to connect their passions/interests to their curriculum.</p>	<p>Scope of Service</p>	<p>Pupils to be served, with identified scope of service</p> <p>X All OR: - Low income pupils - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify)</p>
<p>Provide funding for materials and resources that support the implementation of CCCSS.</p> <p>Curriculum</p> <ul style="list-style-type: none"> • 9th grade Geography/Cultures • Integrated Math 2 • Great Books/ ELA Journey's • K-8 Singapore Math • K-12 writing program (Excellence in Writing) • Spanish 1&2 • Econ "Foundations" workbooks • Art 1 Supplies 	<p>Actions/Services</p>	<p>Budgeted Expenditures</p> <p>"Design" your own elective course per student materials costs, 4000-4999; Books And Supplies Base 3,500 Spanish 1&2, A-G course teacher salary 1000-1999; Certificated Personnel Salaries Base 5,000 Art 1 as a non-A-G elective option 1000-1999; Certificated Personnel Salaries Base 5,000</p> <p>Curriculum 4000-4999; Books And Supplies Base 45,000 Site discretionary budget 4000-4999; Books And Supplies Base 29,400 Art Supplies and equipment, 4000-4999; Books And Supplies Base 3,000 Services for Students with special needs Base 83,000</p>
<p>Create layers of support to meet the identified needs of students including increased Counselor time to support Naviance Implementation, research and connect students with community resources and mentors. 9-12 students will meet quarterly with Counselor to plan pathway to college or career, and evaluate struggles in completing courses of study</p>		<p>Intervention personnel costs 1000-1999; Certificated Personnel Salaries Supplemental 30,000 Parents as Educators Workshops supplies 4000-4999; Books And Supplies Supplemental 1,500 Materials and transportation for off campus enrichment 5700-5799; Transfers Of Direct Costs Supplemental 5,000</p>

<p>In addition parents as primary educators will receive added support in the form of workshops to increase effective teacher skills.</p> <p>Students will participate in class activities off campus that supports learning and connects them to social awareness, real life problem solving skills, and future college & career planning.</p> <p>Resource libraries will provide at risk students with needed materials required at home for completion of courses and additional intervention supports at both the high school and elementary levels.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>K-8 Parent resource library 4000-4999: Books And Supplies Supplemental 6,500</p> <p>Resources Library for HS students 4000-4999: Books And Supplies Supplemental 5,000</p>
<p>RICA will provide built in structural support to address student needs in order to maximize achievement in the classroom/Independent Study and planning for future goals. Students will attend an orientation course prior to starting other courses. Course will be designed to assess student strengths and barriers to success. In addition it will teach study and organizational skills needed in a blended delivery school. Course will utilize Expected School Wide Learning Results (ESLR) to help students set goals.</p>		<ul style="list-style-type: none"> <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) 	<p>Additional Teacher costs 1000-1999: Certificated Personnel Salaries Base 10,000</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>				
	<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p align="center">LCAP Year 3:</p>				

<p>Expected Annual Measurable Outcomes:</p>				
	<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>

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

GOAL 2: 2. RICA will ensure that staff engage in professional learning that supports student achievement and success.

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

Identified Need
NEED
 Maintain highly qualified staff in all Core and A-G courses

METRICS

- Highly Qualified Teacher data
- Graduation rates
- Dropout rates (middle and high)
- Truancy/ absentee rates
- Participation rates in extracurricular activities
- Student/Parent Surveys

Analysis of professional learning opportunities:

- Walk through data of implementation
- Feedback results from staff survey

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: The gap between at risk students and general population on benchmarks and SBAC scores will decrease by 3%. Graduation rate will increase by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide funding for professional learning that supports the implementation of CCCSS for all students		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Train all teaching staff in Excellence in Writing and on going coaching to support reluctant and struggling writers 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6,000
Professional Development for certificated staff to include: • ELA/Math • Technology integration(Schoology, Odysseyware,Naviance, myHRW, Pearson Math) • Project based learning training • Close Reading • Inquiry and research skills		<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)	Professional development 5800: Professional/Consulting Services And Operating Expenditures Base 5,000 Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 496,000 Admin Salaries 1000-1999: Certificated Personnel Salaries Base 94,000 Classified Salaries 2000-2999: Classified Personnel Salaries Base 68,000

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
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.

Goal 3	Identified Need	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 X	COE only: 9 _ 10 _ Local : Specify
<p>NEED Ensure physically and emotionally safe learning environments for all students, including well run school site facilities, operations and support services, in addition to Comprehensive School Safety Plan Ensure that students are grouped in age appropriate facilities with adequate support services.</p> <p>METRICS</p> <ul style="list-style-type: none"> • Parent/Staff Surveys • Dropout data • Work order audits • School Accountability Report Card (SARC) • Staff retention rates • Student Survey 	<p>Schools: RICA Applicable Pupil Subgroups: All</p>		
<p>Expected/Annual Measurable Outcomes: Increased enrollment and class participation at the middle school level based on the individualized middle school classroom created (in addition to the extended time on campus for middle school students). 2) Stronger participation rate in school activities due to increased school culture among student body.</p>	<p>Schools: RICA Applicable Pupil Subgroups: All</p>	<p>LCAP Year 1: 2015-16</p>	
<p>Ensuring facility is the most supportive for students engagement achievement: Maintenance, facilities and transportation costs plus school site support and district office support including staff/operational costs.</p>	<p>Scope of Service: All</p>	<p>Pupils to be served within identified scope of service: X All OR: - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify)</p>	<p>Budgeted Expenditures: In direct Fee's paid to RUSD Base 55,000 Facilities costs paid to RUSD Base 29,000</p>
<p>Establish a classroom for 7th and 8th grade students that is separate from High School classes.</p>	<p>Scope of Service: High School</p>	<p>Pupils to be served within identified scope of service: X All OR: - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify)</p>	<p>Budgeted Expenditures: Increased facilities costs for 1 additional classroom 5000-5999; Services And Other Operating Expenditures Base 3,000 Classroom furniture and equipment including increased tech needs 6000-6999; Capital Outlay Base 10,000</p>
<p>Continue to build school culture through student bonding activities, guest speakers on self-esteem, anti-bullying, substance abuse, etc... Goal would be to ensure that at risk students are continuing to feel comfortable on campus and building connections with their peers.</p>	<p>Scope of Service: All</p>	<p>Pupils to be served within identified scope of service: All OR: X Low Income pupils X English Learners X Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify)</p>	<p>Budgeted Expenditures: Hiring of Guest Speakers and Self Esteem Activity Facilitators for student assemblies, etc... 5600; Professional/Consulting Services And Operating Expenditures Supplemental 3,000</p>

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			All OR: - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify)
			Budgeted Expenditures
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.

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	1. Rocklin Independent Charter Academy (RICA) will fully implement California Common Core State Standards (CCSS) to instructionally challenge and meet the needs of all students school-wide.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	RICA will monitor and focus on closing the gap between subgroups (LI, EL, and Foster) and general student population decreased 3% on each metric.	Actual Annual Measurable Outcomes: 2014-15 data collection in progress; data to be collected includes, CAASPP, CAHSEE, CST Science, enrollment.
LCAP Year: 2014-15		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services
Provide funding for professional services that support the implementation of CCCSS for all students .	<ul style="list-style-type: none"> Professional Development for certificated staff to include: <ul style="list-style-type: none"> • ELA/Math • Technology integration • Project based learning training (PCOE) 5000-5999: Services And Other Operating Expenditures Base 6,000 Research best practices instructional coaching model for unique settings 0 	<p>3 teachers attended a two day project based Learning training at PCOE in June and Aug 2014. Those teachers provided a 1 day training for new teachers that were hired after initial training.</p> <p>All RICA 6-12 teachers received a one day training on the use and navigation of MYHRW.com along with how the close reads component of the curriculum.</p> <p>New teachers received a 1/2 day training in the use of Schoology.</p> <p>All staff members attended a 2 hour training on reaching reluctant writers through Excellence in Writing</p> <p>3 teachers attended Google Summit in Roseville</p>
Scope of Service		Scope of Service
<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 Other Subgroups: (Specify)		<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 Other Subgroups: (Specify)

<p>Provide funding for materials and resources that support the implementation of CCCSS for all students.</p>	<p>Curriculum</p> <ul style="list-style-type: none"> 6-8 Digits Math Integrated Math 1 ELA Connections 6-11 Great Books/ ELA Journey's Envision/ Singapore Math K-6 writing program (Excellence in Writing) <p>4000-4999: Books And Supplies Base 40,000</p> <p>Pilot instructional equipment and technologies to enhance on campus instruction. Gather feedback on most effective tools. 4000-4999: Books And Supplies Base 20,000</p> <p>Research options and possible pathways to devise checkout program. 0</p>	<p>Purchased curriculum: PearsonDigits math Pearson Integrated Math 1 HMH Connections 6-11 Sing Read and Write for grade K Purchased Excellence in Writing grammar and writing curriculum as a pilot in grade 7-9</p> <p>Purchased Chromebooks, Ipad mini's, Apple TV's, Star Board. Created and received approval for Tech devise checkout program Checked out chromebooks to families</p>	<p>curriculum 4000-4999: Books And Supplies Base Tech Purchases Base</p>
<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide school structures that support the implementation of CCCSS for all students</p>	<p>Staff to participate in District offered staff development around the implementation of CCCSS 1000-1999; Certified Personnel Salaries Base 5,000</p> <p>One staff development meeting a month dedicated to CCCSS. 1000-1999: Certified Personnel Salaries Base 5,000</p> <p>Current Teachers/Administrators 1000-1999: Certified Personnel Salaries Base 358,000</p>	<p>several staff members participated in training at WHS at the beginning of the year, PD Day mid year, and several have signed up for the LA training day in June.</p>	<p>Staff to participate in District offered staff development around the implementation of CCCSS 1000-1999; Certified Personnel Salaries Base 1014.00</p> <p>One staff development meeting a month dedicated to CCCSS. 1000-1999: Certified Personnel Salaries Base 10,148.00</p> <p>Current Teachers/Administrators 1000-1999: Certified Personnel Salaries Base</p>
<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create layers of support to meet the identified needs of students including intervention and before and after school opportunities to increase academic success.</p>	<p>Identify barriers to success and design ways to eliminate barriers, targeting subgroups.</p> <p>Implement RTI and pre-referral intervention system including increase staff time.</p> <p>Dedicate one faculty meeting per month for collaboration time. Teachers will discuss the academic progress of low-achieving students to develop and refine intervention supports working in collaboration with Intervention teacher. 1000-1999: Certified Personnel Salaries Base 5,000</p>	<p>Staff met monthly for collaboration and intervention discussion</p> <p>Intervention offered to students from subject specific teachers not out side Intervention teacher.</p>	<p>Identify barriers to success and design ways to eliminate barriers, targeting subgroups. Base 0</p> <p>Implement RTI and pre-referral intervention system including increase staff time. 1000-1999: Certified Personnel Salaries Base 4802.00</p> <p>Dedicate one faculty meeting per month for collaboration time. Teachers will discuss the academic progress of low-achieving students to develop and refine intervention supports working in collaboration with Intervention teacher. 1000-1999: Certified</p>

	<p>Hire a part time Intervention teacher to meet with low performing students in reading and basic math and additional 2 hours a week outside of regular teacher meetings. Direct Instruction in Identified areas of need. 1000-1999: Certificated Personnel Salaries Base 10,000</p> <p>Regular teaching and administrative staff ing costs 1000-1999: Certificated Personnel Salaries Base 358,000</p>		<p>Personnel Salaries Base 10,146.00</p> <p>Hire a part time Intervention teacher to meet with low performing students in reading and basic math and additional 2 hours a week outside of regular teacher meetings. Direct Instruction in Identified areas of need 1000-1999: Certificated Personnel Salaries Base 0</p> <p>Regular teaching and administrative staff ing costs</p>
<p>Scope of Service:</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RICA will diagnostic test students k-11 three times a year and look at school wide outcomes and individual student performance.</p>	<p>Assessments (formative, summative, progress monitoring) through the pilot use of iReady and Ready Common Core 4000-4999: Books And Supplies Base 6,000</p> <p>RICA will analyze student progress made through the use of iReady and examine benefits of permanent implementation. 0</p>	<p>RICA tested students in Aug/Sept and again Jan/Feb. Planned testing is set for May. iReady proved to be extremely informative and useful in grades k-7 and with students who were significantly below grade level in grades 8-11. However it proved ineffective as a progress assessment tool for grade level students in grades 8-11</p>	<p>software purchase Base 1,200</p> <p>RICA will analyze student progress made through the use of iReady and examine benefits of permanent implementation. 0</p>
<p>Scope of Service:</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create layers of support to meet the identified needs of students including intervention opportunities to increase academic success.</p>	<p>Hire a part time Family and Community Liaison to support targeted subgroups. Liaison will help to identify potential barriers to a students success in RICA and work with staff and families to design ways to eliminate any identified barriers. 1000-1999: Certificated Personnel Salaries Supplemental 14,000</p>	<p>RICA worked with the District Coordinator of Family/Community Engagement and Strategic Planning. Some progress was made in understanding the unique needs of RICA students. Mr. Hutton started attending RICA advisory meetings to build a relationship and better understanding for RICA needs. Although it did not fill the intent of the original goal, the relationship is an important one in helping RICA move forward.</p>	<p>Hire a part time Family and Community Liaison to support targeted subgroups. Liaison will help to identify potential barriers to a students success in RICA and work with staff and families to design ways to eliminate any identified barriers. 1000-1999: Certificated Personnel Salaries Supplemental 14,000</p>
<p>Scope of Service:</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in policies, services, and expenditures will be made as a result of review of past progress and/or changes to goals?

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

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

Original Goal 2 from prior year LCAP	2. RICA will ensure that all students engage in meaningful and authentic learning experiences and find his or her passion as a learner.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students will increase participation and completion of unique programs and after school opportunities by 3%.	Actual Annual Measurable Outcomes: 2014-15 data collection in progress. Data to be collected includes, graduation rates, dropout rates, truancy / attendance rates, student and parent surveys.
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Annual Expenditures
Provide student the opportunity to connect with individual purpose and passion.	12th grade Students will have the choice to "Design" their own elective course around their personal areas of interest. Under the direction of a their teacher they will design a project and be given a budget to compete it. 3,500 Staff time to develop course 1,000	Template for Design your own elective was developed . A few 12th grade students designed and completed projects. Student participation was small as they need more teacher time to help with finding mentors and overcoming some of the struggles with resources. materials 4000-4999: Books And Supplies 1,200
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)
Create an elementary multi -age student driven project based learning classroom.	Hire Elementary Teacher 1000-1999: Certificated Personnel Salaries Base 84,000 Hire Instructional Aide 2000-2999: Classified Personnel Salaries Base 10,000 Research and develop opportunities that encourage students and families to participate. 0 Purchase of furniture and equipment for two classrooms 6000-6999: Capital Outlay Base 10,000	RICA opened two classrooms on the Cobblestone campus. Hired an additional teacher and aide. Purchased projector for Cobblestone Library and smart board for classroom. It was not necessary to purchase any furniture. Elementary Teacher 1000-1999: Certificated Personnel Salaries Base Instructional aide 2000-2999: Classified Personnel Salaries Base Tech Equipment for Cobblestone classroom 4000-4999: Books And Supplies Base 8419.05 Purchase of furniture for two classrooms 6000-6999: Capital Outlay Base 0
Scope of Service <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)

What changes in actions, services, and expenditures will be made to follow up on progress and/or changes to goals?

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

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

Original GOAL: 3 from prior year LCAP	3. RICA will create student academic growth through dynamic, relevant and increasingly challenging learning experiences.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Achievement rates in A-G, and State Assessments and school benchmarks will increase by 3% for all students.	Actual Annual Measurable Outcomes: 2014-15 data collection in progress; Data to be collected includes; SBAC, A-G course completion, CAHSEE 10th grade passage rates, EAP scores
LCAP Year: 2014-15		
	Planned Actions/Services	Actual Actions/Services
	Budgeted Expenditures	Estimated/Actual Annual Expenditures
College and career ready students	Increased Counselor time to support Naviance Implementation, 1000-1999: Certificated Personnel Salaries Base 38,000 7-12 Students will meet quarterly with teacher advisor to take Naviance assessments, plan pathway to college or career, and evaluate struggles in completing courses of study. 1000-1999: Certificated Personnel Salaries Base 20,000	Some technical difficulty delayed implementation of Naviance thus it was only used with 11/12 grades RICA did not increase the counselor time software purchase 1,081
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)
Students will be enrolled in a "Independent Skills" course prior to starting any other courses. Course will be designed to assess student strengths and barriers to success. In addition it will teach study and organizational skills needed in a blended delivery school. Course will utilize Expected School Wide Learning Results (ESLR) to help students set goals.	Build course curriculum and pacing guide 1000-1999: Certificated Personnel Salaries Base 2,000 2,000	"Kick-start" course was designed and implemented with all incoming students in grades 9-12. Personnel Costs 1000-1999: Certificated Personnel Salaries Base 676.50
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)

<p>Students in grades 7-10 will meet in collaborative groups for core classes. Classes will meet 3-4 hours a week.</p>	<p>Purchase HMH Collections Curriculum grades 6-11 4000-4999: Books And Supplies Base 28,000 Teacher salaries 1000-1999: Certificated Personnel Salaries Base 258,000</p>	<p>Students in grades 7&8 met in class two days a week for three hours Students in grade 9-11 met the following hours per week ELA/VSS 2 h Math 1.5 h Science Lab 1.5 h French 1&2 1.5 h</p>	<p>Teacher salaries 4000-4999: Books And Supplies Base</p>
<p>Scope of Service</p> <p><input 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)</p>	<p>[REDACTED]</p>	<p>Scope of Service</p> <p><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)</p>	<p>[REDACTED]</p>
<p>All students grades 7-9 will meet twice a week on campus for Math instruction and collaborative projects</p>	<p>Purchase of Pearson's Digits and Integrated Math 1 curriculum 4000-4999: Books And Supplies Base 8,000 Teacher salaries 1000-1999: Certificated Personnel Salaries Base 20,000</p>	<p>RICA purchased Digits and Integrated Math1. Both were implemented in classes. 7th and 8th graders met on campus 3 hours, but still struggles with it not being an adequate amount of time.</p>	<p>Purchase of Pearson's Digits and Integrated Math 1 curriculum</p>
<p>Scope of Service</p> <p><input 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)</p>	<p>[REDACTED]</p>	<p>Scope of Service</p> <p><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)</p>	<p>[REDACTED]</p>
<p>All students 9-12 will be enrolled in rigorous A-G approved ELA and Math courses</p>	<p>Write and submit ELA- 1&2 and Integrated Math 1 for UC approval during the summer fall submission period. 1000-1999: Certificated Personnel Salaries Base 1,500</p>	<p>Submitted and Received A-G approval for the following classes: LA/COM 1-4 French 1&2 World and US History ALG 1&2 Geometry Biology Government Economics World Geography Integrated Math 1</p>	<p>Staff Salaries 1000-1999: Certificated Personnel Salaries Base 4,200</p>
<p>Scope of Service</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>[REDACTED]</p>	<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>[REDACTED]</p>

English Learners - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify)		English Learners - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify)	
What changes in factors, services, and expenditures will be made as a result of reviewing past progress and/or changing goals?			

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

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

Original GOAL 4 from prior year LCAP	4. RICA in cooperation with 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.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to: Schools: <input type="checkbox"/> All <input type="checkbox"/> Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Reduce incidences of bullying reported (by parents and students), suspension and expulsion rates, and dropout rates by 3%. An increase in positive school climate programs and initiatives by 3%.	Actual Annual Measurable Outcomes: 2014-15 data collection in progress
LCAP Year: 2014-15		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services
Ensure physically safe school campuses.	Continue working with RUSD and their supports in place including <ul style="list-style-type: none"> • PD and FD: • Safety committee recommendations • School Resource Officer • Canine Drug Detection • School Messenger • Audits/Training (D-PREP) 	Estimated Actual Annual Expenditures
Scope of Service OR: <input type="checkbox"/> All <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)		Scope of Service OR: <input checked="" type="checkbox"/> All <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)
Ensure socially and emotionally safe school environments.	Participate with RUSD's Research/pilot Positive Behavior Intervention and support (PBIS)-partner with PCOE. 0	
Scope of Service OR: <input type="checkbox"/> All <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)		Scope of Service OR: <input type="checkbox"/> All <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)
Maintenance, and facilities costs plus school site support and district office support including staff/operational costs.	Over site Fee's paid to RUSD 5000-5999: Services And Other Operating Expenditures Base 30,000 Utilities, Insurance, Maintenance 5000-5999: Services And	Over site Fee's paid to RUSD 5000-5999: Services And Other Operating Expenditures Base Utilities, Insurance, Maintenance 5000-5999: Services And

Other Operating Expenditures Base 29,000		Other Operating Expenditures Base	
Scope of Service _____ 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)		Scope of Service _____ 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)	
Expand to two classrooms at CobbleStone Elementary School for grades K-6	Purchase furniture and class supplies 6000-6999: Capital Outlay Base 10,000	addressed in goal 3	
Scope of Service _____ 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)		Scope of Service _____ 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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 5 from prior year LCAP:	5. RICA will enhance student growth through local partnerships that provide learning opportunities and community service experiences.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	Increase participation for K-12 students in community service programs by 3%.	Actual Annual Measurable Outcomes:	2014-15 data collection in progress	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Increase opportunities for community service at all grade levels. Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Research options and grant writing for service learning including grant writing and opportunities 0 Increased counseling time to reach out to community organizations and connect students to opportunities for mentor-ships and career exploration. 1000-1999: Certificated Personnel Salaries Base 38,000	Counseling time was not increased	Research options and grant writing for service learning including grant writing and opportunities 1000-1999: Certificated Personnel Salaries Base 0 Increased counseling time to reach out to community organizations and connect students to opportunities for mentor-ships and career exploration. 1000-1999: Certificated Personnel Salaries Base 0	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original Goal: 8. RICA will have regular, consistent and proactive systems of clear communication that support meaningful involvement by parents and the community to enhance school programs and student learning.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify		
Goal/Applicable Schools: ALL Applicable Pupil/Subgroups: ALL			
Expected/Annual Measurable Outcomes: An increase in parental participation of subgroups on Charter Advisory Board by 3% as evidenced on sign in sheets at meetings.	Actual/Annual Measurable Outcomes:		
LCAP Year: 2014-15			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated/Actual/Annual Expenditures
Increase levels of family involvement and methods of outreach.	Strategic planning /Action planning process through Charter Advisory Board. 0 Provide "Parent as Educator" workshops for families of students k-6 1000-1999; Certificated Personnel Salaries Base 1,000 Work with RUSD to research site based family services to build partnerships between the schools and other community resources 0	4 parent workshops were held throughout the year on various subjects to increase parents effectiveness as educators.	materials and supplies 4000-4999; Books And Supplies Base 300
Scope of Service: All OR: - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify)	Scope of Service: All OR: - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be necessary to result in reviewing past progress and/or changes to goals?			

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

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

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

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

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

The rationale used to determine the use of Supplemental funds was based around student/parent/staff surveys combined with the philosophy of ensuring that our students in an independent study program are given the tools necessary to achieve success when they are outside the classroom (See Section 3B for specifics regarding this). \$57,000

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

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

5.71

A focus of our LCAP funds are on supplies and materials for students to use at home. We understand that in an Independent Hybrid program, the families play a large role in the success of their students. With this in mind, much of our supplemental funding is to ensure that when students of low income, foster youth, EL, etc... are unable to meet RICA academic requirements outside of the classroom due to a lack of supplies, technology and resources, we (RICA) can provide this to them through the use of LCAP funding. Secondly, with the need for more 1 on 1 counseling (both academically and social/emotional) for our most at-risk students, much of our supplemental funding is being reserved to create a .4 position of a Counselor. It is also to bring in outside resources/guests to build teamwork and resilience skills for our students.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	1,417,000.00	56,872.55	1,000,900.00	0.00	0.00	1,000,900.00
	6,500.00	0.00	0.00	0.00	0.00	0.00
Base	1,396,500.00	42,872.55	943,900.00	0.00	0.00	943,900.00
Supplemental	14,000.00	14,000.00	57,000.00	0.00	0.00	57,000.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	1,412,500.00	55,672.55	971,900.00	0.00	0.00	971,900.00
	2,000.00	0.00	138,000.00	0.00	0.00	138,000.00
1000-1999: Certificated Personnel Salaries	1,217,500.00	44,984.50	640,000.00	0.00	0.00	640,000.00
2000-2999: Classified Personnel Salaries	10,000.00	0.00	68,000.00	0.00	0.00	68,000.00
4000-4999: Books And Supplies	98,000.00	8,719.05	93,900.00	0.00	0.00	93,900.00
5000-5999: Services And Other Operating Expenditures	65,000.00	1,969.00	3,000.00	0.00	0.00	3,000.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	5,000.00	0.00	0.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	14,000.00	0.00	0.00	14,000.00
6000-6999: Capital Outlay	20,000.00	0.00	10,000.00	0.00	0.00	10,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	1,412,500.00	55,672.55	971,900.00	0.00	0.00	971,900.00
		2,000.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	138,000.00	0.00	0.00	138,000.00
1000-1999: Certificated Personnel Salaries	Base	1,203,500.00	30,984.50	610,000.00	0.00	0.00	610,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	14,000.00	14,000.00	30,000.00	0.00	0.00	30,000.00
2000-2999: Classified Personnel Salaries	Base	10,000.00	0.00	68,000.00	0.00	0.00	68,000.00
4000-4999: Books And Supplies	Base	98,000.00	8,719.05	80,900.00	0.00	0.00	80,900.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	13,000.00	0.00	0.00	13,000.00
5000-5999: Services And Other Operating Expenditures	Base	65,000.00	1,969.00	3,000.00	0.00	0.00	3,000.00
5700-5799: Transfers Of Direct Costs	Supplemental	0.00	0.00	5,000.00	0.00	0.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	5,000.00	0.00	0.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	9,000.00	0.00	0.00	9,000.00
6000-6999: Capital Outlay	Base	20,000.00	0.00	10,000.00	0.00	0.00	10,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52080 and 52086, the following shall apply:

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Adoption of 2015-16 Budget and Annual Certification for Workers' Compensation Claims

DEPARTMENT: Office of the Deputy Superintendent, Business & Operations

Background:

A public hearing was held on June 10, 2015 along with a presentation of the proposed 2015-16 budget and information regarding the estimated accrued but unfunded cost of Workers' Compensation claims.

Status:

The Board will be asked to adopt the 2015-16 budget and approve the Annual Certification Regarding Self-Insured Workers' Compensation Claims (as required by Ed Code 42141) as presented on June 10, 2015. Revisions to reflect the final state adopted budget will be presented for approval at the board meeting in August.

Presenter:

Barbara L. Patterson, Deputy Superintendent, Business & Operations

Financial Impact:

Current year:

Future years:

Funding source:

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

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

Packet Information:

A copy of the proposed budget and the 2015-16 Budget Book will be included as separate documents. This document is available to the public by calling the Business Department at 630-2234

Recommendation:

Approve the 2015-16 budget and Annual Certification for Workers' Compensation Claims.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Contract with WestEd for Implementation of Special Education Study Findings and Recommendations, Specifically, the Multi-Tiered System of Support (MTSS)

DEPARTMENT: Office of the Superintendent

Background:

In December of 2014, the RUSD Board of Trustees approved a contract with WestEd, a Joint Powers Agency, to conduct a study of the District's Special Education Department including, but not limited to, policies, procedures, organizational structure and staffing. In March of 2015, WestEd presented its findings and recommendations to the Board.

Status:

As a result of the findings and recommendations presented through the *Rocklin Unified School District Review of Special Education Supports and Services, Final Report*, and after meeting with stakeholder groups, including RUSD site staff and parents of students with disabilities, staff is recommending that RUSD contract with WestEd to assist the District in the implementation of an aligned system of support. The purpose of this support system under the umbrella of Multi-tiered System of Supports (MTSS) at the district and site levels is to support all learners and develop instructional environments where students can succeed both academically and socially/emotionally. WestEd will provide tools, resources and facilitation of key district teams to build internal capacity to sustain these systems of support.

Presenter(s):

Roger Stock, Superintendent

Financial Impact:

Current year: Up to \$42,000
Future years:
Funding source: One-time dollars

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

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

Packet Information:

The WestEd Scope of Work: *Proposal for Implementing Multi-tiered System of Support (MTSS) to Improve Alignment of Supports and Services for All Students, July 1, 2015 – June 30, 2016*, is attached.

Recommendation:

Staff is requesting Board authorize the Superintendent to enter into a contract with WestEd for their services regarding implementation of a multi-tiered system of support not to exceed \$42,000.



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Rocklin Unified School District
Proposal for Implementing Multi-tiered System of Support (MTSS) to
Improve Alignment of Supports and Services for All Students
July 1, 2015-June 30, 2016

Proposal: Implement an aligned system of support, under the umbrella of Multi-tiered System of Supports (MTSS), at the district and site levels to support all learners and develop instructional environments where students can succeed. The framework of MTSS aligns key district initiatives and includes the development and expansion of the Response to Instruction and Intervention (RtI²) process for academics, school-wide behavioral supports (including tenets of social emotional learning) and alignment of other support systems (special education services, EL services, etc.). Alignment of the MTSS work with the district's Strategic plan and Local Control Action Plan (LCAP) will also be part of the implementation process and will begin with the development of leadership teams at the district and site levels to provide the oversight and leadership to ensure effective implementation. Data collection, two-way communication and analysis at all levels of the system is key to the framework of MTSS and will help to identify where individual and system needs exist and where implementation efforts are being successful. The district team works to provide leadership, support and develop capacity to implement across the district. WestEd will assist the district with this process by providing tools, resources and facilitation of key district teams to build internal capacity to build and sustain the systems of support.

Outcomes:

- District leadership team will be developed to review and support processes and actions to develop district-wide implementation for of MTSS across the district to improve culture and climate with a focus on:
 - Policies and Procedures
 - Communication
 - Professional Development
- District leadership team will develop short and long-term action plan including accountability, progress monitoring and adjustment, which also aligns with other district and site initiatives.
- WestEd will work with the district leadership team to plan, develop and facilitate district-wide MTSS Institute with representatives from district and site staff as well as relevant stakeholders to extend MTSS across the district at the district, site, and classroom levels.

- Site teams will become familiar with collaborative, inclusive strategies to increase access and success in general education classes and environments for all students including students with disabilities.
- Site teams will develop an action plan for implementation of support options aligned with other district and site initiatives.

Overview of Process:

- **(9 days/monthly)** Discussion and action planning with district administration to select and develop district MTSS Implementation Leadership Team which will provide oversight and direction to lead the change/initiative alignment process based on achievement and behavioral data collected at the district and site levels. Assistance in setting up the structure and frequency of meetings to build capacity and sustainability over time.
- **(2 days)** Discussion and action planning with special education administrators and stakeholders to review existing policies and procedures, collect current policies and procedures from other organizations, and development of RUSD special education policies and procedures. Communication and professional development are considerations that will require attention and focus for the MTSS Leadership Team.
- **(2 days)** Discussion and action planning for the improvement of communication systems that promote two-way input, staff guidelines, technology portals, development of ongoing processes, etc.
- **(2 days)** Discussion and action planning for comprehensive, aligned professional development in collaboration with MTSS Leadership team and based on district priorities. Focus on broad array of stakeholders including teachers, instructional assistants, related services staff, parents, district and site administrators, bus drivers, yard duty, etc. Modes of professional development (in person, webinars, etc.), outside district PD opportunities, and clear communication will be additional areas of concentration.
- **(3 days)** Develop, plan and facilitate a two-day MTSS Institute in which district and site teams will utilize the data-based self-review process to develop district/site action plans.
 - Site/district teams will rate their current implementation on the self-review tool throughout the two-days and develop an action plan for next steps by the end of day two.
 - Alignment with district and site initiatives under the framework of MTSS:
 - LCFF/LCAP
 - Common Core State Standards implementation
 - Disproportionality



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- Response to instruction and intervention
 - School-wide behavioral supports
 - Social emotional learning
 - Others as determined by the Needs Assessment process.
- **(3 days)** Checkins with site teams, district staff and work with the Special Education Director to facilitate specific training and work with staff and parents on the implementation of the recommendations of the Special Education Review.

District Process:

- A district leadership and oversight team will be developed to provide guidance, support and a development of a consistent district-wide process.
- The district approach to meeting this need will be analyzed and discussed to make sure site alignment takes place. Data will be analyzed and appropriate adjustments will be suggested to improve results for each site. Formats and processes for ongoing data review and feedback cycles will be developed as well.
- Next, the current RTI2 implementation will be reviewed across the district. The selected curriculum and strategies for academic content areas and behavior ELA, math will be addressed for clarity, accountability, and fidelity of implementation and the impact of these supports on student success.

Site Process:

- Each school site has different staff dynamics that need to be taken into consideration for the MTSS change to take place.
 - Working closely with each principal and their site leadership team will be critical to ensure successful implementation.
 - District administrators will need to communicate changes and expectations clearly to all stakeholders at the site level as will site administrators and leadership team members. .
 - Site administrators will be collecting and interpreting site data, debriefing that data with the site leadership team and them presenting the steps necessary for each site to move forward will take place.
 - Site MTSS leadership teams will participate in the MTSS Institute by analyzing priorities, initiatives, student achievement data and developing action plans. Accountability and fidelity of implementation of plans will be an ongoing focus of the District MTSS Leadership Team.



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Costs of Work

Activity	Days	Cost
21 days on site for providing tools, resources and facilitation of key district teams to build internal capacity to build and sustain the systems of support.	7/1/15 – 6/30/16 Specific dates to be determined	\$42,000 21 days @ \$2,000/day Inclusive of all expenses.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Discuss and Approve Revisions to Board Bylaw 9323, Board Meeting Conduct
DEPARTMENT: Office of the Superintendent

Background:

At the June 10, 2015, Board of Trustees meeting, Trustees expressed interest in reviewing the District's current Board Bylaw 9323, adopted June 2007, regarding policy and guidelines on Board meeting conduct and total time allowed for public input.

Status:

Discuss possible modification to the public portion section of Item 5 of Board Bylaw 9323, ensuring efficiency and transparency of the public input process at Board meetings..

Presenter:

Roger Stock, Superintendent

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:

Board Bylaw 9323, Meeting Conduct.

Recommendation:

Discuss and approve revisions to Board Bylaw 9323, Meeting Conduct.

Rocklin USD | BB 9323 Board Bylaws

Meeting Conduct

Meeting Procedures

All Board of Trustees meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws..

(cf. 9322 - Agenda/Meeting Materials)

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

(cf. 9121 - President)

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

(cf. 9320 - Meetings and Notices)

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

(cf. 9323.2 - Actions by the Board)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

(cf. 9270 - Conflict of Interest)

Public Participation

Obtaining Time on the Agenda

1. **Advance Written or Verbal Request:** A person who wishes to place an item on the agenda may request do so by submitting either a written request to the Superintendent or making the request directly to the Board during a regularly scheduled meeting. In either form at least two Board members must concur to the appropriateness and reasonableness of the request before setting a meeting date to hear the agenda item. The request should include the subject to be discussed and possible outcomes the Board would be asked to consider.

2. **Time in the Meeting When Speakers Will be Heard Regarding Agenda and Non-Agenda Items:** Those who have made written requests for an item on the agenda will be recognized by the Board President as that agenda

item comes to the attention of the Board.

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be required to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of each item. (Education Code 35145.5, Government Code 54954.3)

2. At a time so designated on the agenda at a regular meeting ("Public Discussion"), members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5, Government Code 54954.2)

3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

(cf. 9130 - Board Committees)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

6. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.

The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3) In addition, the Board may not prohibit public criticism of district employees.

Whenever a member of the public initiates specific complaints or charges against an employee, the Board president shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code 54957. The Board president shall also encourage the complainant to file a complaint using the appropriate district complaint procedure.

(cf 1312.1 - Complaints Concerning District Employees)

(cf 9321 - Closed Session Purposes and Agendas)

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement.

Recording by the Public

The Superintendent or designee shall designate locations from which members of the public may broadcast, photograph, or tape record open meetings without causing a distraction.

(cf 9324 - Board Minutes and Recordings)

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Legal Reference:

EDUCATION CODE

5095 Powers of remaining board members and new appointees

32210 Willful disturbance of public school or meeting a misdemeanor

35010 Prescription and enforcement of rules

35145.5 Agenda; public participation; regulations

35163 Official actions, minutes and journal

35164 Vote requirements

35165 Effect of vacancies upon majority and unanimous votes by seven member board

GOVERNMENT CODE

54953.5 Audio or video tape recording of proceedings

54953.6 Broadcasting of proceedings

54954.2 Agenda; posting; action on other matters

54954.3 Opportunity for public to address legislative body; regulations

54957 Closed sessions

54957.9 Disorderly conduct of general public during meeting; clearing of room

PENAL CODE

403 Disruption of assembly or meeting

COURT DECISIONS

McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275

Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194

Baca v. Moreno Valley Unified School District, (1996) 936 F.Supp. 719

ATTORNEY GENERAL OPINIONS

76 Ops.Cal.Atty.Gen. 281 (1993)

66 Ops.Cal.Atty.Gen. 336 (1983)

63 Ops.Cal.Atty.Gen. 215 (1980)

61 Ops.Cal.Atty.Gen. 243, 253 (1978)

55 Ops.Cal.Atty.Gen. 26 (1972)

59 Ops.Cal.Atty.Gen. 532 (1976)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2005

Board Presidents' Handbook, rev. 2002

Maximizing School Board Governance: Boardsmanship

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, 2003

WEB SITES

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

California Attorney General's Office: <http://www.caag.state.ca.us>

Bylaw ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: June 20, 2007 Rocklin, California

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 8th 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 1st Mtg – Closed Session)</i>	Slattery	February (2 nd Mtg)

Present Draft School Year Calendar <i>(two years out - Consent)</i>	Slattery	March <i>(1st Mtg)</i>
Annual Board Action Regarding Distribution of Non-Reelection Letters	Slattery	March <i>(1st Mtg)</i>
Finalize District's Proposal and Prepare for Sunshining Process	Slattery	March <i>(1st 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>(2nd 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
AFJROTC Color Guard Special Recognition (Student Representative Unit & Cadet Commander)	Stock/Staff	May (2 nd Mtg)
Student Board Member Recognition	Stock	May (2 nd Mtg)
BP/AR 5116.1 – Intradistrict Open Enrollment review as required by Ed Code 35160.5 <i>(must be completed by July 1)</i>	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 st 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, due 2015, Consent)</i>	Sigman	June
Approve Expulsion Hearing Panel for Upcoming School Year <i>(Consent)</i>	Sigman	June/July

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